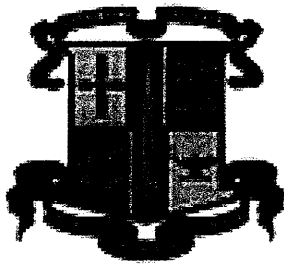


ST PAUL'S COLLEGE

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2018



St Paul's College
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ST PAUL'S COLLEGE

Annual Report - For the year ended 31 December 2018

School Directory

Ministry Number:	51
Headmaster:	Kieran Fouhy
School Address:	183 Richmond Road, Ponsonby 1021
School Postal Address:	183 Richmond Road, Ponsonby 1021
School Phone:	09 376 1287
School Email:	accounts@stpaulscollege.co.nz

Members of the Board of Trustees

Name	Position	How Position Gained	Term expires
Denis Wood	Chair Person	Appointed	Jun-19
Kieran Fouhy	Headmaster	ex Officio	
Bernice Mene	Parent Rep	Appointed	Jun-19
Br. Colin Divane	Parent Rep	Elected	Jun-19
Junior Fiu	Parent Rep	Elected	Jun-19
Bruce Smith	Proprietors Rep	Appointed	Jun-19
Mark Bowden	Proprietors Rep	Appointed	Jun-19
Matt Toua	Staff Rep	Elected	Aug-19
Joseph Johnston	Student Rep	Elected	Aug-19
Christian Tuipulotu	Student Rep	Elected	Aug-18
Ngapoko Katia	Parent Rep	Elected	Dec-18

Accountant / Service Provider:

The
SchoolOffice
an independent financial services provider

Auditor:

Jolly Duncan & Wells

ST PAUL'S COLLEGE

Annual Report - For the year ended 31 December 2018

Index

Page	Statement
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Financial Statements	
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1	Statement of Responsibility
2	Statement of Comprehensive Revenue and Expense
3	Statement of Changes in Net Assets/Equity
4	Statement of Financial Position
5	Statement of Cash Flows
<u>6 - 10</u>	Statement of Accounting Policies
<u>11- 20</u>	Notes to the Financial Statements

Other Information	
--------------------------	--

21 - 22	Independent Auditor's Report
<u>23</u>	Kiwisport
24	Analysis of Variance

St Paul's College

Statement of Responsibility

For the year ended 31 December 2018

The Board of Trustees 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 2018 fairly reflects the financial position and operations of the school.

The School's 2018 financial statements are authorised for issue by the Board.

DENIS MICHAEL WOOD

Full Name of Board Chairperson



Signature of Board Chairperson

29/5/19

Date:

KIERAN FRANCIS FAHEY

Full Name of Principal



Signature of Principal

29/05/19

Date:

St Paul's College

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2018

		2018	2018	2017
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Revenue				
Government Grants	2	2,843,540	2,829,061	3,019,702
Locally Raised Funds	3	255,738	178,555	238,688
Use of Land and Buildings Integrated		5,106,400	5,106,400	5,106,400
Interest Earned		6,742	2,400	3,825
Gain on Sale of Property, Plant and Equipment		2,939	-	314
International Students	4	10,004	-	9,235
		<u>8,225,363</u>	<u>8,116,416</u>	<u>8,378,164</u>
Expenses				
Locally Raised Funds	3	133,503	62,990	96,007
International Students	4	8,401	-	2,244
Learning Resources	5	2,268,170	2,354,140	2,396,510
Administration	6	311,067	264,538	279,128
Finance		1,751	4,316	2,326
Property	7	5,449,934	5,358,404	5,360,417
Depreciation	8	67,835	48,000	47,570
Loss on Disposal of Property, Plant and Equipment		16,248	-	3,562
Amortisation of Intangible Assets	15	1,807	-	1,807
		<u>8,258,716</u>	<u>8,092,388</u>	<u>8,189,571</u>
Net Surplus / (Deficit) for the year		(33,353)	24,028	188,593
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>(33,353)</u>	<u>24,028</u>	<u>188,593</u>

The above Statement of Comprehensive Revenue and Expense should be read in conjunction with the accompanying notes.



St Paul's College**Statement of Changes in Net Assets/Equity**

For the year ended 31 December 2018

	Actual 2018 \$	Budget (Unaudited) 2018 \$	Actual 2017 \$
Balance at 1 January	470,531	336,342	281,938
Total comprehensive revenue and expense for the year	(33,353)	24,028	188,593
Equity at 31 December	437,178	360,370	470,531
Retained Earnings	437,178	360,370	470,531
Reserves	-	-	-
Equity at 31 December	437,178	360,370	470,531

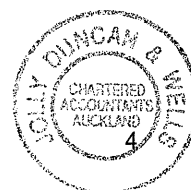
The above Statement of Changes in Net Assets/Equity should be read in conjunction with the accompanying notes.



St Paul's College
Statement of Financial Position
As at 31 December 2018

		2018	2018	2017
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Current Assets				
Cash and Cash Equivalents	9	181,566	220,200	231,078
Accounts Receivable	10	208,447	260,000	250,675
GST Receivable		23,188	20,000	17,800
Prepayments		15,260	21,000	31,253
Inventories	11	3,010	1,000	618
		<u>431,471</u>	<u>522,200</u>	<u>531,424</u>
Current Liabilities				
Accounts Payable	13	239,000	342,500	237,705
Revenue Received in Advance	14	19,646	15,000	12,902
Provision for Cyclical Maintenance	15	13,556	15,330	12,000
Finance Lease Liability - Current Portion	16	8,475	35,000	12,559
Funds held in Trust	17	20,196	20,000	1,145
Funds held on behalf of TLIF Cluster	19	18,638	20,000	4,895
		<u>319,511</u>	<u>447,830</u>	<u>281,206</u>
Working Capital Surplus/(Deficit)		111,960	74,370	250,218
Non-current Assets				
Property, Plant and Equipment	12	388,317	351,000	265,191
Leasehold Interest	18	27,102	30,000	28,909
		<u>415,419</u>	<u>381,000</u>	<u>294,100</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	15	79,312	70,000	66,466
Finance Lease Liability	16	10,889	25,000	7,321
		<u>90,201</u>	<u>95,000</u>	<u>73,787</u>
Net Assets		<u>437,178</u>	<u>360,370</u>	<u>470,531</u>
Equity		<u>437,178</u>	<u>360,370</u>	<u>470,531</u>

The above Statement of Financial Position should be read in conjunction with the accompanying notes.



St Paul's College
Statement of Cash Flows
For the year ended 31 December 2018

		2018	2018	2017
	Note	Actual \$	Budget (Unaudited) \$	Actual \$
Cash flows from Operating Activities				
Government Grants		966,729	875,061	842,865
Locally Raised Funds		285,127	195,891	231,069
International Students		10,004	-	9,235
Goods and Services Tax (net)		(5,388)	(10,000)	(9,758)
Payments to Employees		(349,524)	(384,334)	(234,204)
Payments to Suppliers		(774,671)	(652,838)	(667,788)
Cyclical Maintenance Payments in the year		(14,143)	10,330	(8,600)
Interest Paid		(1,751)	(4,316)	(2,326)
Interest Received		6,097	2,400	3,825
Net cash from / (to) the Operating Activities		122,480	32,194	164,318
Cash flows from Investing Activities				
Proceeds from Sale of PPE (and Intangibles)		(11,502)	-	(1,661)
Purchase of PPE (and Intangibles)		(178,587)	(94,000)	(42,136)
Net cash from / (to) the Investing Activities		(190,089)	(94,000)	(43,797)
Cash flows from Financing Activities				
Finance Lease Payments		(14,697)	22,000	(19,088)
Funds Administered on Behalf of Third Parties		32,794	40,000	5,940
Net cash from Financing Activities		18,097	62,000	(13,148)
Net increase/(decrease) in cash and cash equivalents		(49,512)	194	107,373
Cash and cash equivalents at the beginning of the year	9	231,078	220,006	123,705
Cash and cash equivalents at the end of the year	9	181,566	220,200	231,078

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 Cash Flow Statement should be read in conjunction with the accompanying notes.



St Paul's College

Notes to the Financial Statements

For the year ended 31 December 2018

1. Statement of Accounting Policies

a) Reporting Entity

St Paul's College (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a school as described in the Education Act 1989. The Board of Trustees (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 reports have been prepared for the period 1 January 2018 to 31 December 2018 and in accordance with the requirements of the Public Finance Act 1989.

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 Act 1989 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.

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.



Critical Judgements in applying accounting policies

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

Classification of leases

The School reviews the details of lease agreements at the end of each reporting date. The School believes the classification of each lease as either operation or finance is appropriate and reflects the nature of the agreement in place. Finance leases are disclosed at note 16.

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 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.

Grants for the use of land and buildings are also 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 Proprietor. Use of land and building grants are recorded as income in the period the school uses the land and building.

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.

d) Use of Land and Buildings Expense

The property from which the School operates is owned by the Proprietor. The expense is based on an assumed market rental yield on the land and buildings as used for rating purposes. This is a non-cash expense that is offset by a non-cash grant from the Proprietor.

e) 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.

f) 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.

g) 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.



h) Accounts Receivable

Accounts Receivable represents items that the School has issued invoices for or accrued for, but has not received payment for at year end. Receivables are initially recorded at fair value and subsequently recorded at the amount the School realistically expects to receive. A receivable is considered uncollectable where there is objective evidence the School will not be able to collect all amounts due. The amount that is uncollectable (the provision for uncollectability) is the difference between the amount due and the present value of the amounts expected to be collected.

i) 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.

j) Investments

Bank term deposits for periods exceeding 90 days are classified as investments and are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. After initial recognition bank term deposits are measured at amortised cost using the effective interest method less impairment.

Investments that are shares are categorised as "available for sale" for accounting purposes in accordance with financial reporting standards. Share investments are recognised initially by the School at fair value plus transaction costs. At balance date the School has assessed whether there is any evidence that an investment is impaired. Any impairment, gains or losses are recognised in the Statement of Comprehensive Revenue and Expense.

After initial recognition any investments categorised as available for sale are measured at their fair value without any deduction for transaction costs the school may incur on sale or other disposal.

The School has met the requirements of Schedule 6 para 28 of the Education Act 1989 in relation to the acquisition of investment securities.

k) Property, Plant and Equipment

Land and buildings owned by the Proprietor are excluded from these financial statements. The Board's use of the land and buildings as 'occupant' is based on a property occupancy document.

Improvements to buildings owned by the Proprietor own 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.

Property, plant and equipment acquired with individual values under \$1,000 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

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.

Leased Assets

Leases where the School assumes substantially all the risks and rewards of ownership are classified as finance leases. The assets acquired by way of finance lease are measured at an amount equal to the lower of their fair value and the present value of the minimum lease payments at inception of the lease, less accumulated depreciation and impairment losses. Leased assets and corresponding liability are recognised in the Statement of Financial Position and leased assets are depreciated over the period the School is expected to benefit from their use or over the term of the lease.

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:

Electronic equipment	5 years
Furniture and fittings	20 years
Musical Instruments	10 years
Motor vehicles	5 years
Plant & equipment	10 years
Sporting equipment	5 years
Minor equipment	10 years
Leased assets held under a Finance Lease	3-5 years
Library resources	12.5% Diminishing value

l) Intangible Assets

Software costs

Computer software acquired by the School are capitalised on the basis of the costs incurred to acquire and bring to use the specific software. Costs associated with subsequent maintenance or licensing of software are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

Computer software licences with individual values under \$1,000 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

Computer software that the school receives from the Ministry of Education is normally acquired through a non-exchange transaction and is not of a material amount. Its fair value can be assessed at time of acquisition if no other methods lead to a fair value determination. Computer software purchased directly from suppliers at market rates are considered exchange transactions and the fair value is the amount paid for the software.

The carrying value of software is amortised on a straight line basis over its useful life. The useful life of software is estimated as three years. The amortisation charge for each period and any impairment loss is recorded in the Statement of Comprehensive Revenue and Expense.

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

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

Non cash generating assets

Property, plant, and equipment and intangible assets held at cost that have a finite useful life are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable. 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.

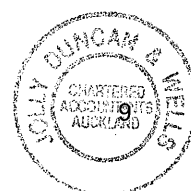
Value in use is determined using an approach based on either a depreciated replacement cost approach, restoration cost approach, or a service units approach. The most appropriate approach used to measure value in use depends on the nature of the impairment and availability of information.

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.

n) 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.



o) 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, annual leave earned to but not yet taken at balance date.

p) Revenue Received in Advance

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

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

q) Funds Held in Trust

Funds are held in trust where they have been received by the School for a specified purpose, or are being held on behalf of a third party and these transactions are not recorded in the Statement of Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

r) Provision for Cyclical Maintenance

The property from which the school operates is owned by the Proprietor. The Board is responsible for maintaining the land, building and other facilities on the School 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 provisions for cyclical maintenance represents the obligations the Board has to the Proprietor and is based on the Board's ten year property plan (10YPP).

s) Financial Assets and Liabilities

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 "loans and receivables" for accounting purposes in accordance with financial reporting standards.

Investments that are shares are categorised as "available for sale" for accounting purposes in accordance with financial reporting standards.

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

t) 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.

u) Budget Figures

The budget figures are extracted from the School budget that was approved by the Board at the start of the year.

v) 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

	2018	2018 Budget	2017
	Actual	(Unaudited)	Actual
	\$	\$	\$
Operational grants	811,593	834,505	784,933
Teachers' salaries grants	1,897,317	1,874,000	2,088,216
Resource teachers learning and behaviour grants	9,293	6,000	7,894
Other MoE Grants	45,792	5,000	25,431
Other government grants	79,545	109,556	113,228
	2,843,540	2,829,061	3,019,702

3. Locally Raised Funds

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

	2018	2018 Budget	2017
	Actual	(Unaudited)	Actual
	\$	\$	\$
Revenue			
Donations	171,831	143,345	131,401
Activities	61,307	27,400	34,602
Trading	3,414	7,810	42,074
Fundraising	768	-	480
Other Revenue	18,418	-	30,131
	255,738	178,555	238,688
Expenses			
Activities	126,384	54,520	81,138
Trading	6,451	8,470	14,760
Fundraising costs	668	-	109
	133,503	62,990	96,007
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	122,235	115,565	142,681

4. International Student Revenue and Expenses

	2018	2018 Budget	2017
	Actual	(Unaudited)	Actual
	Number	Number	Number
International Student Roll	1	0	1
	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Revenue			
International student fees	10,004	-	9,235
Expenses			
Recruitment	5,216	-	-
International student levy	407	-	405
Other Expenses	2,778	-	1,839
	8,401	-	2,244
<i>Surplus/ (Deficit) for the year International Students'</i>	1,603	-	6,991

5. Learning Resources

	2018	2018 Budget	2017
	Actual	(Unaudited)	Actual
	\$	\$	\$
Curricular	159,533	192,200	185,881
Information and communication technology	86,141	87,490	87,447
Library resources	179	1,000	1,149
Employee benefits - salaries	2,019,043	2,066,400	2,115,417
Staff development	3,274	7,050	6,616
	<u>2,268,170</u>	<u>2,354,140</u>	<u>2,396,510</u>

6. Administration

	2018	2018 Budget	2017
	Actual	(Unaudited)	Actual
	\$	\$	\$
Audit Fee	7,468	7,500	7,255
Board of Trustees Fees	3,130	5,665	3,605
Board of Trustees Expenses	1,194	4,800	4,443
Communication	34,057	31,068	14,911
Consumables	25,610	19,860	21,347
Operating Lease	478	522	522
Legal Fees	-	2,000	13,520
Other	59,451	24,429	36,738
Employee Benefits - Salaries	166,138	154,534	152,066
Insurance	7,766	7,500	6,496
Service Providers, Contractors and Consultancy	5,775	6,660	18,225
	<u>311,067</u>	<u>264,538</u>	<u>279,128</u>

7. Property

	2018	2018 Budget	2017
	Actual	(Unaudited)	Actual
	\$	\$	\$
Caretaking and Cleaning Consumables	15,578	12,580	12,109
Consultancy and Contract Services	57,056	53,300	48,255
Cyclical Maintenance Expense	28,545	10,000	12,716
Grounds	41,894	25,570	30,206
Heat, Light and Water	41,613	30,692	27,420
Repairs and Maintenance	84,247	52,062	72,597
Use of Land and Buildings	5,106,400	5,106,400	5,106,400
Security	12,201	5,400	3,955
Employee Benefits - Salaries	62,400	62,400	46,759
	<u>5,449,934</u>	<u>5,358,404</u>	<u>5,360,417</u>

The use of land and buildings figure represents 8% of the school's total property value. This is used as a 'proxy' for the market rental of the property. 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.

8. Depreciation

	2018	2018 Budget (Unaudited)	2017
	Actual		Actual
	\$	\$	\$
Electronic Equipment	32,626	22,610	22,388
Furniture and Fittings	8,339	7,500	7,355
Leased Assets	9,188	4,300	4,228
Library Resources	1,813	2,000	2,032
Motor Vehicles	8,669	5,400	5,356
Musical Instruments	104	90	83
Plant & Equipment	5,518	4,900	4,924
Sports Equipment	1,578	1,200	1,204
	<u>67,835</u>	<u>48,000</u>	<u>47,570</u>

9. Cash and Cash Equivalents

	2018	2018 Budget (Unaudited)	2017
	Actual		Actual
	\$	\$	\$
Cash on Hand	57	200	200
Bank Current Account	79,824	120,000	230,228
Bank Call Account	150	-	650
Short-term Bank Deposits	101,535	100,000	-
Cash and cash equivalents for Cash Flow Statement	<u>181,566</u>	<u>220,200</u>	<u>231,078</u>

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

10. Accounts Receivable

	2018	2018 Budget (Unaudited)	2017
	Actual		Actual
	\$	\$	\$
Receivables	5,377	30,000	28,022
Receivables from the Ministry of Education	72,051	80,000	92,557
Interest Receivable	645	-	-
Teacher Salaries Grant Receivable	130,374	150,000	130,096
	<u>208,447</u>	<u>260,000</u>	<u>250,675</u>
Receivables from Exchange Transactions	6,022	30,000	28,022
Receivables from Non-Exchange Transactions	202,425	230,000	222,653
	<u>208,447</u>	<u>260,000</u>	<u>250,675</u>

11. Inventories

	2018	2018 Budget (Unaudited)	2017
	Actual		Actual
	\$	\$	\$
Stationery	3,010	1,000	618
	<u>3,010</u>	<u>1,000</u>	<u>618</u>



12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2018	\$	\$	\$	\$	\$	\$
Electronic Equipment	59,573	75,123	(3,776)	-	(32,626)	98,294
Furniture and Fittings	78,732	73,817	(11,495)	-	(8,339)	132,715
Leased Assets	55,292	14,181	-	-	(9,188)	60,285
Library Resources	14,224	309	(31)	-	(1,813)	12,689
Motor Vehicles	10,267	33,128	-	-	(8,669)	34,726
Musical Instruments	886	-	-	-	(104)	782
Plant & Equipment	40,195	6,720	(1,010)	-	(5,518)	40,387
Sports Equipment	6,022	3,995	-	-	(1,578)	8,439
Balance at 31 December 2018	265,191	207,273	(16,312)	-	(67,835)	388,317

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2018	\$	\$	\$
Electronic Equipment	322,870	(224,576)	98,294
Furniture and Fittings	178,454	(45,739)	132,715
Leased Assets	78,054	(17,769)	60,285
Library Resources	45,399	(32,710)	12,689
Motor Vehicles	84,216	(49,490)	34,726
Musical Instruments	4,043	(3,261)	782
Plant & Equipment	97,384	(56,997)	40,387
Sports Equipment	35,638	(27,199)	8,439
Balance at 31 December 2018	846,058	(457,741)	388,317

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2017	\$	\$	\$	\$	\$	\$
Electronic Equipment	69,352	13,956	(1,347)	-	(22,388)	59,573
Furniture and Fittings	73,639	12,448	-	-	(7,355)	78,732
Leased Assets	47,884	11,636	-	-	(4,228)	55,292
Library Resources	18,988	830	(3,562)	-	(2,032)	14,224
Motor Vehicles	15,623	-	-	-	(5,356)	10,267
Musical Instruments	535	434	-	-	(83)	886
Plant & Equipment	34,555	10,564	-	-	(4,924)	40,195
Sports Equipment	-	7,226	-	-	(1,204)	6,022
Balance at 31 December 2017	260,576	57,094	(4,909)	-	(47,570)	265,191

The net carrying value of equipment held under a finance lease is \$60,285 (2017: \$55,292)



2017	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
Electronic Equipment	266,763	(207,190)	59,573
Furniture and Fittings	144,756	(66,024)	78,732
Leased Assets	63,873	(8,581)	55,292
Library Resources	45,190	(30,966)	14,224
Motor Vehicles	51,087	(40,820)	10,267
Musical Instruments	4,043	(3,157)	886
Plant & Equipment	108,901	(68,706)	40,195
Sports Equipment	41,811	(35,789)	6,022
Balance at 31 December 2017	726,424	(461,233)	265,191

13. Accounts Payable

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Operating creditors	55,016	90,000	73,448
Accruals	43,838	67,500	25,129
Employee Entitlements - salaries	134,341	170,000	130,096
Employee Entitlements - leave accrual	5,805	15,000	9,032
	239,000	342,500	237,705
Payables for Exchange Transactions	239,000	342,500	237,705
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	239,000	342,500	237,705

The carrying value of payables approximates their fair value.

14. Revenue Received in Advance

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Other	19,646	15,000	12,902
	19,646	15,000	12,902

15. Provision for Cyclical Maintenance

	2018	2018 Budget (Unaudited)	2017
	Actual		Actual
	\$	\$	\$
Provision at the Start of the Year	78,466	78,466	74,350
Increase/ (decrease) to the Provision During the Year	28,545	10,000	12,716
Use of the Provision During the Year	(14,143)	(3,136)	(8,600)
Provision at the End of the Year	92,868	85,330	78,466
Cyclical Maintenance - Current	13,556	15,330	12,000
Cyclical Maintenance - Term	79,312	70,000	66,466
	92,868	85,330	78,466

16. Finance Lease Liability

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

	2018	2018 Budget (Unaudited)	2017
	Actual		Actual
	\$	\$	\$
No Later than One Year	9,840	40,600	13,827
Later than One Year and no Later than Five Years	11,432	31,500	7,761
Later than Five Years	-	-	-
	21,272	72,100	21,588

17. Funds held in Trust

	2018	2018 Budget (Unaudited)	2017
	Actual		Actual
	\$	\$	\$
Funds Held in Trust on Behalf of Third Parties - Current	20,196	20,000	1,145
Funds Held in Trust on Behalf of Third Parties - Non-current	-	-	-
	20,196	20,000	1,145

These funds are held in trust for the Special Character Levy, Attendance Dues and Bonds.

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

18. Equitable Leasehold Interest

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

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

	2018 Actual \$	2018 (Unaudited) \$	2017 Actual \$
The major capital works assets included in the equitable leasehold interest			
Technology Block	27,102	30,000	28,909
Total	<u>27,102</u>	<u>30,000</u>	<u>28,909</u>

19. Funds Held on Behalf of Teacher Led Innovation Fund Cluster

St Paul's College is the lead school and holds funds on behalf of the Teacher Led Innovation Fund (TLIF) cluster, a group of schools funded by the Ministry.

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Funds Held at Beginning of the Year	4,895	4,895	-
Funds Received from Cluster Members	-	-	-
Funds Received from MoE	20,000	20,000	5,000
Funds Spent on Behalf of the Cluster	(6,257)	(4,895)	(104)
Funds Held at Year End	<u>18,638</u>	<u>20,000</u>	<u>4,895</u>

These assets and liabilities form part of the school's assets and liabilities and are presented on the school's statement of financial position.

Current Assets

Cash at bank	18,638	20,000	4,895
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Equity

18,638	20,000	4,895
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20. 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 (St Paul's College Auckland Limited) is a related party of the Board because the proprietor appoints representatives to the Board, giving the proprietor significant influence over the Board. Any services or contributions between the 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 Board as noted in Note 1(c). The estimated value of this use during the current period is included in the Statement of Comprehensive Revenue and Expense as "Use of land and buildings".

Under an agency agreement, the School collects funds on behalf of the Proprietor. These include attendance dues, building levy and special character donations payable to the Proprietor. The amounts collected in total were \$218,362 (2017: \$157,405). 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 \$19,596 (2017: \$3,700).

In addition the school has entered into a Service Level Agreement with the Proprietor for the provision of services, including administration and payroll, for the amount of \$50,000.

The Proprietor provides hostel services that are used by some of the school's students in accordance with a contract between the Board and Proprietor.

21. Remuneration

Key management personnel compensation

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

	2018 Actual \$	2017 Actual \$
<i>Board Members</i>		
Remuneration	3,130	3,605
Full-time equivalent members	0.19	0.19
<i>Leadership Team</i>		
Remuneration	357,416	357,734
Full-time equivalent members	3.00	3.00
Total key management personnel remuneration	360,546	361,339
Total full-time equivalent personnel	3.19	3.19

The full time equivalent for Board members has been determined based on attendance at Board meetings, Committee meetings and for other obligations of the Board, such as stand downs and suspensions, plus the estimated time for Board members to prepare for meetings.

Headmaster

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

	2018 Actual \$000	2017 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	130 - 140	130 - 140
Benefits and Other Emoluments	3 - 4	3 - 4
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2018 FTE Number	2017 FTE Number
100-110	2.00	2.00
	2.00	2.00

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



22. 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:

	2018 Actual	2017 Actual
Total	\$0	\$5,000
Number of People	nil	1

23. Contingencies

There are no contingent liabilities and no contingent assets as at 31 December 2018 (Contingent liabilities and assets at 31 December 2017: 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 has commenced a review of the schools sector payroll to ensure compliance with the Holidays Act 2003. The initial phase of this review has identified areas of non-compliance, however the potential impact on any specific school or individual and any associated historical liability will not be known until further detailed analysis has been completed.

To the extent that any obligation cannot reasonably be quantified at 31 December 2018, a contingent liability for the school may exist.

24. Commitments

(a) Capital Commitments

As at 31 December 2018 the Board has not entered into contract agreements for capital works.

(Capital commitments at 31 December 2017: \$39,090 contract for LED sign to be completed in 2018, which will be fully funded by the Board of Trustees. \$19,545 has been spent on the project to date.)

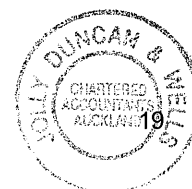
(b) Operating Commitments

As at 31 December 2018 the Board has entered into the following contracts:

- (a) operating leases for laptops (2017);
- (b) IT Support contract ends 30 June 2019
- (c) cleaning contract ends 1 April 2020

No later than One Year
Later than One Year and No Later than Five Years
Later than Five Years

2018 Actual	2017 Actual
\$	\$
87,400	4,673
14,400	-
-	-
101,800	4,673



25. Managing Capital

The School's capital is its equity and comprises capital contributions from the Ministry of Education for property, plant and equipment and accumulated surpluses and deficits. The School does not actively manage capital but attempts to ensure that income exceeds spending in most years. Although deficits can arise as planned in particular years, they are offset by planned surpluses in previous years or ensuing years.

26. Financial Instruments

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

Loans and receivables

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Cash and Cash Equivalents	181,566	220,200	231,078
Receivables	208,447	260,000	250,675
Total Loans and Receivables	<u>390,013</u>	<u>480,200</u>	<u>481,753</u>

Financial liabilities measured at amortised cost

Payables	239,000	342,500	237,705
Finance Leases	19,364	60,000	19,880
Total Financial Liabilities Measured at Amortised Cost	<u>258,364</u>	<u>402,500</u>	<u>257,585</u>

27. Events After Balance Date

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

28. Comparatives

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

JOLLY DUNCAN & WELLS
CHARTERED ACCOUNTANTS | BUSINESS ADVISORS
INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF ST PAUL'S COLLEGE'S FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 December 2018

The Auditor-General is the auditor of St Paul's College (the School). The Auditor-General has appointed me, Brian Sheridan, using the staff and resources of Jolly Duncan & Wells, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 20, that comprise the statement of financial position as at 31 December 2018, 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 2018; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance Public Sector – Public Benefit Entity Standards, Reduced Disclosure Regime

Our audit was completed on 30 May 2019. 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 of Trustees 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 of Trustees for the financial statements

The Board of Trustees 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 of Trustees is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board of Trustees 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 of Trustees' responsibilities arise from 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.

Partners

Brian Sheridan
Murray Wells

B.Com CA
B.Com CA CMA

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 of Trustees.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board of Trustees 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 of Trustees 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 comprises the Statement of Responsibility, the Analysis of Variance, the Kiwi Sport Statement, and the Strategic and Annual Plan which form part of the Annual Report, but does not include the financial statements, and our auditor's report thereon.

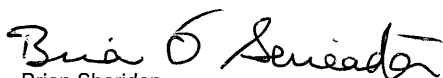
Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

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 (Revised): *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.



Brian Sheridan
JOLLY DUNCAN & WELLS
On behalf of the Auditor-General
Auckland, New Zealand

St Paul's College
Kiwisport Statement
As at 31 December 2018

Kiwisport is a government funding initiative to support students' participation in organised sport. In 2018, the school received Kiwisport funding of \$5,053 exc GST; (2017:\$5,035). This funding was spent on the Sports Co-ordinator's salary.

ANNUAL VARIANCE REPORT 2018

ST PAUL'S COLLEGE PONSONBY AUCKLAND



*St Paul's College Middle School and Administration
Official Opening March 23rd at 11.00am 2018*

2018 Goals:

1. To strengthen the concept of Leadership within all layers of the College Community
2. To continue the priority of the Classroom in everything we undertake at St Paul's College with particular emphasis on course endorsement in Senior forms.
3. To ensure that the College ethos, tradition and history is articulated to the College community.

2019 Goals:

1. To strengthen the culture of commitment with the Boys & families to the goals of St Paul's College.
2. To ensure that Champagnat Marist ethos is strengthened and present at every layer of the College.
3. To strengthen innovative ways of teaching, learning and assessment practices of the College.

● Roll

First of March 2018: 237 students

First of August 2018: 231 students.

Note: There has been a significant uplift in Year 7 (35) and Year 9(30) new enrolments and a consequent decline of enrolments in higher levels.

● GOVERNANCE of the COLLEGE

St Paul's College was established by the Marist Brothers on Richmond Road site in 1903 and was known as Sacred Heart College. In 1955 the college became known as St Paul's College. In 2016 St Paul's College was formed as a company - St Paul's College Ltd.

The Directors of St Paul's College Ltd responsible for the proprietor duties of Property development and ethos identity:

- Mrs **Janne Pender** (Chair)
- Mr. **Mike Andrew**, Mr **Brett Davis**
- Mr. **Warren Long**, Mr. **John Green**,
- Mr. **Leo Davis**, Mr. **Terry Carter**
- Br. **David McDonald**
- Mr **Brian Nicholas**
- Mr **Geoff Long**

The College Board of Trustees is responsible for the duties of School Trusteeship.

- **Denis Wood** - Chair and Proprietor representative
- **Kieran Fouhy** - Headmaster
- **Bruce Smith** - Proprietor representative
- **Bernice Mene** - Parent Representative
- **Junior Fiu** - Parent Representative
- **Christian Tuipulotu** - Student Representative
- **Mark Bowden** - Proprietor representative
- **Matt Tou'a** - Staff Representative
- **Br.Colin Divane** - Parent Representative
- **Joseph Johnson** – Student Representative

In 2017 the new board reviewed all school policies and implemented a 3 year staggered policy review strategy.

● Academic

The Priority of the classroom in all activities of the College is paramount. As a school we are seeking a culture of excellence of learning with in depth programmes at Senior Levels and support for other levels of ability. There will be an academic emphasis on the Sciences, Mathematics, English and Digital Technologies.

2016 Achievement:

The focus for learning was on improving University Entrance results in year 13.

- Year 11 pass rate 2016 = 90% (with 9 endorsed with merit, 1 with excellence)
- Year 12 pass rate 2016 = 92% (with 5 endorsed with merit, 1 with excellence)
- Year 13 pass rate 2016 = 87% (with 4 endorsed with merit, 3 with excellence)
- UE pass rate 2016 = 50%

2017 Achievement:

The focus for learning was on improving literacy in the junior school and using culturally responsive practices to raise NCEA endorsement in individual subjects.

- Year 11 pass rate 2017 = 92.1%
- Year 12 pass rate 2017 = 91.1%
- Year 13 pass rate 2017 = 91.2%
- UE pass rate 2017 = 70.6%

2018 Achievement

- Year 11 pass rate 2017 = 93.1%
- Year 12 pass rate 2017 = 81.1%
- Year 13 pass rate 2017 = 93.0%
- UE pass rate 2017 = 70.5%
- Scholarship = 2%

Endorsements

Level 1 : 6 Merit and 3 Excellence Endorsements

Level 2 : 7 Merit and 3 Excellence Endorsements

Level 3 : 6 Merit and 5 Excellence Endorsements

NB : Level 2 pass rate impacted by 5 of 7 students who left school during the year for employment/courses shift overseas etc.

St Paul's Data Analysis 2018

The report shows enrolment based data of students achieving NCEA Levels 1,2,3 and/or University Entrance at both School and National level.

ENROLMENT BASED DATA:			
St Paul's College 2018		National School Data 2018	
Year 11	93.1	Year 11	70.5
Year 12	81.1	Year 12	76.4
Year 13	93.0	Year 13	64.4
University Entrance	70.5	University Entrance	46.9

Certificate Endorsement Data: Cumulative results by percentage

CERTIFICATE ENDORSEMENT DATA:					
St Paul's College 2018			National School Data 2018		
	Merit Endorsement	Excellence Endorsement		Merit Endorsement	Excellence Endorsement
Year 11	22.2	11.1	Year 11	34.6	20.9
Year 12	23.3	10.0	Year 12	25.6	16.4
Year 13	15.0	10.0	Year 13	27.4	15.1

CERTIFICATE ENDORSEMENT DATA: St Paul's College					
		2018	2017	2016	2015
Year 11	Merit	22.2	25.7%	24.3%	11.8%
	Excellence	11.1	5.7%	5.4%	2.9%
Year 12	Merit	23.3	19%	14.3%	11.4%
	Excellence	10.0	2.4%	2.9%	2.9%
Year 13	Merit	15.0	16.1%	14.3%	11.4%
	Excellence	10.0	6.5%	10.7%	2.9%

Course Endorsement Data: This is subject / course data based on students that gain 14 or more credits at Merit or Excellence. At least 3 of these credits must be gained through externally assessed standards and 3 credits from internally assessed standards. Note, this does not apply to Physical Education, Religious Studies and Level 3 Visual Arts.

Level 1 Course Endorsements 2017	Merit	Excellence
Course	%	%
11ENG : 11 English	10.5	11
11DVC : 11 DVC	20	20
11MAT : 11 Mathematics	30	0
11RED : 11 Religious Education	19	11
11SCI : 11 Science	4	0
11SPS : 11 Sports Science	33	0
11GEO : 11 Geography	40	0

Level 2 Course Endorsements 2017	Merit	Excellence
Course	%	%
12ART : 12 Art	60	0
12ECO : 12 Economics	33	0
12HLS : 12 Health Science	16.7	0
12GEO : 12 Geography	7	7
12MAF : 12 Mathematics	5.3	0
12RED : 12 Religious Education	23	16
12SCI : 12 Science	8	
12SPS : 12 Sport Science	13	13

Level 3 Course Endorsements 2017	Merit	Excellence
Course	%	%
13ART : 13 Art	66	58
13CAL : 13 Calculus	9	0
13ECO : 13 Economics	22	0
13RED : 13 Religious Education	14	16
13SPS : 13 Sports Science	5	0
13MEDIA : 13 Media	12	0
13ENG : 13 English	0	6.3

Annual Achievement Targets for 2018

Literacy

1. That 100% of students in year 7 will have reading, writing and mathematical capabilities above Level 2 of the NZC by December 2019.
2. That 100% of students in year 8 will have reading, writing and mathematical capabilities above Level 3 of the NZC by December 2019.
3. That 100% of students in year 9 will have reading, writing and mathematical capabilities above Level 4 of the NZC by December 2019.
4. That 100% of students in year 10 will have reading, writing and mathematical capabilities above Level 5 of the NZC by December 2019.

NCEA Achievement Targets

1. Increase the % of students gaining NCEA at their appropriate curriculum level
 - a. Year 11 - From 93.1% to 95% in 2019
 - b. Year 12 - From 81.1% to 95% in 2019
 - c. Year 13 - From 93.0% to 95% in 2019
2. That 80% of all students in year 13 will gain University Entrance
3. That 20% of all students in years 11 - 13 level will gain NCEA certificates endorsed with Excellence
4. That 30% of all students in years 11 - 13 level will gain NCEA certificates endorsed with Merit
5. That 85% of students entered in externals gain an Achieved, Merit or Excellence
6. That 20% of all subjects gain course endorsement Excellence level.
7. That 30% of all subjects gain course endorsement Merit level.

Maori Achievement

1. Increase and maintain the % of Maori students gaining NCEA at their appropriate curriculum level
 - a. Year 11 - From 100% to 100% in 2019
 - b. Year 12 - From 85% to 100% in 2019
 - c. Year 13 - From 50% to 100% in 2019
2. To ensure that 100% of Maori students leave school with University Entrance

In 2018:

- 100% academic achievement at Years 11, 12 and 13 will be the overriding emphasis at the Senior Levels.
- 100% UE in Year 13 will be the expectation.
- In Year 7 - 9 Project based technology will be introduced.
- In Year 9, students will be involved in STEM (Science, Technology and Maths subjects)
- Year 7 -10 emphasis placed on essay writing using "write that essay"
- All boys in Year 7 – 9 will learn two languages – Te Reo and Mandarin.

School Based Learning Strategies 2019

1. That all students receive homework weekly in all subjects and this is recorded by the teacher.
2. That all students meet learning checkpoints and classroom deadlines on the due date.
3. That all parents are advised weekly of issues and behaviour which may impact learning
4. To track the progress all individual students within the school and create individual programmes of learning when needed.
5. To refine the junior diploma of learning for years 7-10.

New Curriculum Initiatives in 2019:

1. Redesign Staff Professional Learning and Development
2. Review assessment & reporting in Year 7-10
3. Provide Math and Science Extension Groups at Yr 7-10
4. Reduce quantity and increase quality of assessments at Yr 11-13
5. Utilise staff specialisation in Year 7&8 for Reading, Math and PE
6. Introduce Year 7&8 Financial Literacy

● Staffing

In 2018 the College employed 23 teachers and 13 support staff.

Many thanks to all the teachers and support staff for their generous service. There are some teachers leaving in 2018;

- **Mrs Raechelle Taulu (Deputy Head)** has been appointed Principal of Marist College. The 66th Principal who has taught at St Paul's College.
- **Mr Mathieu Pulsford** who takes up a position with Mahurangi College.

In 2019, there will be a restructuring of roles within the College staff.

1. **Mr Caltaux** will become Deputy Head Curriculum.
2. Deputy Head Pastoral & Operations appointed – Mr Craig Borich.
3. Interim Acting Position: **Mr Geraint Tagaloa**
4. Miss **Hao Hu** (Mandarin) will be our new Mandarin Teaching Assistant
5. A new position Junior Dean Transition **Mr. James Forrest** will be established to assist with the big intake in the Junior School.
 - Deans of Year 7 & 8 Curriculum: **Mr Marty Willetts.**
 - Deans of Student Welfare: **Mr Matt Tou'a**
 - Deans of Student Behaviour (Year 9-13): **Mr Brett McMurdoch**
 - Deans of Student Learning (Year 9-13): **Mr Sam Tanielu**

● Pastoral care and students welfare

Pastoral Care underpins the educational experience at St Paul's College. It involves a team of staff and a culture of direction and respect.

Pastoral care involves the active support of families.

In 2018

- ✓ Empowering student resilience in both academic and co curricula academic passport.
- ✓ Attendance goals of 95% and above for each year level and every term 100% awards given.
- ✓ Student leadership programme to be developed along with buddy systems and service groups.
- ✓ The Collection of data relating to Pastoral care will be refined and publicised to achieve better outcomes for academic achievement
- ✓ Greater emphasis will be placed on parents being present for meetings with Teachers or with Senior College Leaders.

In 2019

- ✓ An emphasis on boys committing and following through on all College activities. Goal to create a "culture of commitment".
- ✓ An emphasis on student ownership of activities relating to daily movement to assemblies.
- ✓ A three weekly checkpoint summation of DATA relating to Attendance, Pastoral Care interventions and weekly engagement report.
- ✓ Attendance and punctuality will be closely monitored to achieve established goals.

● Catholic and Marist Tradition

St Paul's College has stayed true to its original bones of providing a relevant Catholic school in the centre of Auckland.

In 2018

- ✓ An external College review to be undertaken about St Paul's College Catholic Marist Tradition.
- ✓ The College 20 hours service commitment to the community from all students to become a cultural norm.
- ✓ The College Sacramental Programme will be made available to all students.
- ✓ College retreats will be held at all levels
- ✓ A greater use of the special character team of students will be instituted.

In 2019

- ✓ A rolling Catholic Character internal evaluation will be undertaken to ensure the review of Catholic Character is maintained.
- ✓ A programme of upskilling all staff in the ethos of our Catholic and Marist tradition will be strengthened.
- ✓ Best practise ideas on the Catholic character will be explored and established.

• Sport

St Paul's men are natural athletes and there was a healthy participation in sporting activity. Leadership roles in 2018 included :

- Cricket 1st XI Captain: **Solomon Tatu**
- Basketball 1st V Captain: **Luke Kelemete**
- Rugby 1st XV – Captain – **Christian Tuipulotu**
- Rugby League 1st XII Captain – **Daetyn Tanuvasa**
- Softball IX Captain – **Joseph Johnston**
- Captain of Touch Team 1st VI: **Sione Moala**

For 2018

- ✓ Every boy is expected to be involved in a sporting co curricula activity for his school, 100% sport participation rate target.
- ✓ Improved student education and data tracking for breakfast club/school fitness programs.
- ✓ Establish a "high performance group", 30 students by invitation/application only from year 9-13.
- ✓ A Basketball Academy established
- ✓ A weight lifting team to be entered into the Secondary Schools Championships
- ✓ A Round-the-bays run for fathers and sons for Men's health
- ✓ Year 7+ Year 8 weekly sport exchanges on Wednesday for Terms 1,2 and 3.

For 2019

- ✓ To strengthen the efforts to have every boy play a sport for his College
- ✓ To establish regular benchmarks for fitness for all boys
- ✓ To secure Coaches and Managers from the community (Old boys and friends)
- ✓ To give life to the House system by more regular competitions
- ✓ To compete strongly in the AIMS tournament for Year 7&8
- ✓ To enter a cross- country team in the Central Zone Tournament.
- ✓ To establish a culture around the code of Touch Rugby
- ✓ To enter a Year 7 soccer team in the Central Zone Tournament.
- ✓ To investigate avenues for St Paul's College to be involved in men's Health

• Music

The normalisation of music within St Paul's College is a key part of its culture. Boys will be educated in the reading of musical score.

2018

- ✓ Year 7 & 8 boys will all learn a musical instrument through the College music programme.
- ✓ Through a collaboration with Lewis Eady Music School, a Saturday music programme will be established.
- ✓ Regular Wednesday Assembly musical performances will take place
- ✓ The Concert Band to enter KBB as competitors in 2018
- ✓ The music department will be established in the Old Library building.

2019

- ✓ Junior Concert Band will be established alongside the Main Concert Band
- ✓ St Paul's College will perform in the Big Sing with a goal of placing in the results. The quality of the choir to be improved.
- ✓ Year 9 Music Curriculum being revamped
- ✓ Increase number in Itinerant hours for teaching music.
- ✓ Undertake a community driver for additional musical instruments.

• Property

The most significant project for 2018 was the construction of the Champagnat Building which opened Jan 20, 2018.

Architect: Architectus Ltd.
Project Management: Watershed NZ.
Construction: Savory's Ltd.

In 2019, the focus will be on the development of the 2 floor of the Champagnat building in to a cross curriculum Technology/Art area. This \$900,000 project aims to be completed by Term 4 this year.

• Community Linkage

Another theme of St Paul's was that of looking outward and linkage with groups and institutions outside the College.

In 2018:

- ✓ The College will actively work to establish a "friends of St Paul's College Middle School"
- ✓ A College community sign will be established to inform the local community about the progress of St Paul's College.
- ✓ A communications Manager will be contracted to ensure St Paul's College is known in all the various Media outlets.
- ✓ The BOT will explore all options for the community use of the fields and facilities.
- ✓ A Saturday morning music school (Lewis Eady) will be established.
- ✓ The opening of a Middle school building and Administration on **Friday March 23rd at 11am** will be a major opportunity for all parents, Old boys and the local community.

In 2019:

- ✓ A group of 12 boys and 3 staff will participate in the Beijing Arts Festival in July.
- ✓ A reading Programme will be established with the help of community volunteers
- ✓ College Triennial BOT Elections will take place.
- ✓ "183 Confortare Quarterly" will be produced 4 times for the Community.

● Historical

St Paul's College celebrates its 64th year of operation in 2019.

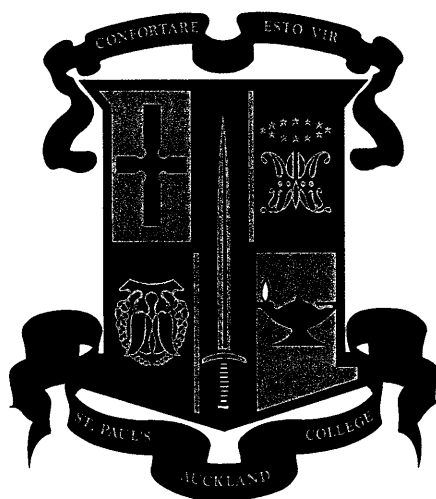
In 2018

- ✓ Continuance of historical records of academic achievers, Sports teams and language achievers to be displayed.
- ✓ A visual history of St Paul's College to be undertaken on an annual basis.
- ✓ The College Chapel will be the place for names about Leadership, Academic achievement and ethos remembrance.
- ✓ The Opening of the College Middle School and Administrations will be on Friday 23rd March 2018 at 11.00am.
- ✓ A Gala fundraiser will be held on **March 23rd 2018**.

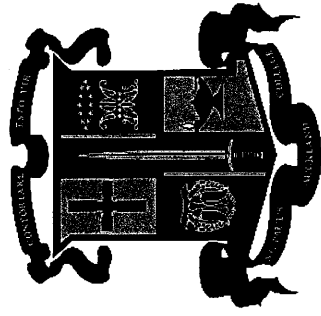
In 2019

- ✓ An annual Old Boys reunion will take place in June (2019 – 1975- 76 1st XV Team)
- ✓ A College Dinner will be held in August of Old Boys, Friends and parents of the College.
- ✓ There will be additional historical photos displayed throughout the College.
- ✓ The Board rooms will feature the ethos and historical identity of St Paul's College.

AD MULTOS ANNOS for 2018



Confortare Esto Vir



School Charter
Strategic and Annual Plan for
St Paul's College

2018 -2020

Principals' endorsement:	
Board of Trustees' endorsement:	
Submission date to Ministry of Education:	

St Paul's College 2018 - 20
Introductory Section - Strategic Intentions

Mission Statement	<p><u>MISSION STATEMENT AND VISION</u></p> <p>The Statement is: St. Paul's College will be a leading multicultural Catholic school in New Zealand, which strives for excellence. The College strives to provide a balanced <i>holistic education</i> for the students focusing on their spiritual, academic, physical, cultural and moral education.</p>
Vision	<p>Vision: Students will leave St. Paul's College:</p> <ul style="list-style-type: none"> • With a clear sense of purpose and self-responsibility. • Able to make a positive contribution to society. • With a lifelong passion for learning. • Having achieved success. • Having engaged in a faith journey <p>They will specifically strive to live the college values and principles. The College strives to provide a balanced <i>holistic education</i> for the students focusing on their spiritual, academic, physical, cultural and moral education.</p>
Values	<p><u>VALUES</u></p> <p>FAITH: In God, others, myself – to live according to the Gospel teachings; in the way of Mary.</p> <p>PERSEVERANCE: The strength and character to never give up in the pursuit of personal excellence.</p> <p>PASSION: A love of, and for hard-work, and the learning life of the College.</p> <p>COURAGE: To act with simplicity and integrity, especially when challenged, and offer no excuses for my efforts.</p> <p>BROTHERHOOD: To love all and to love them equally.</p>

Principles	<p><u>PRINCIPLES</u></p> <p>RESPECT FOR:</p> <p>God: by loving others as I love myself</p> <p>myself: by keeping my mind, body and spirit healthy</p> <p>others: by caring for them and their rights</p> <p>my environment: by caring for where I live, work and play.</p> <p>RESPONSIBILITY FOR:</p> <p>my faith: by living my life according to God's laws.</p> <p>my attitude: by being positive and hopeful</p> <p>my behaviour: by staying in control and accepting consequences for my actions</p> <p>my learning: by setting life-long learning goals and working hard to achieve them.</p>
<p>Māori Dimensions and Cultural Diversity</p>	<p><u>MAORI</u></p> <p>We acknowledge the unique position of Maori culture including our current Maori students and Whanau, our school is committed to celebrating Maori culture throughout the school through:</p> <ul style="list-style-type: none"> • Maori parent and iwi consultation • Links to local iwi – Ngati Whatua • The treaty of Waitangi being understood and enacted • The promotion, integration, reflection and resourcing of Tikanga and Te Reo Maori throughout the curriculum and school life <p>What we do as a school to incorporate Tikanga Maori (Maori culture) into the school curriculum is to:</p> <ul style="list-style-type: none"> • Ensure all teachers understand the significance of the Treaty of Waitangi and what its implications are for teaching and learning • Ensure all teachers have professional development in order to utilise Ka Hikatia in teaching programmes, plan and model te reo
<p>Māori Dimensions and Cultural Diversity</p>	

<p>Māori Dimensions and Cultural Diversity</p>	<ul style="list-style-type: none"> • Understand powhiri and kawa when used for formal welcomes on to local Marae, including our parent community on such occasions • Include a Maori language or an arts focus for the whole school during the year. include professional development for teachers to develop understandings of cooperative learning styles when teaching <p>St. Paul's College provides instruction in Te Reo Maori for students whose parents request it through:</p> <ul style="list-style-type: none"> • Developing school policies and practices which reflect New Zealand's cultural diversity and unique position of Maori culture and ensure all reasonable steps are taken to promote te reo Maori for students whose parents request it (Education Standards Act, 2001, section 61). <p>Consultation at St. Paul's College (on enrolment and on-going) is through:</p> <ul style="list-style-type: none"> • Indications by the family of Whanau, Hapu, and Iwi, • Identification of whether the student has attended Kohanga Reo or Kura Kaupapa Maori for language experience, • An understanding of parental expectations in regards to Maori children's educational needs through survey and meetings, • Identification of the skills Maori parents have that they may wish to share with school. <p><u>PASIFIKA</u></p> <p>We acknowledge Pasifika culture including our current Pasifika students and families through:</p> <ul style="list-style-type: none"> • Pasifika parent consultation • Links to local groups with expertise • The promotion of aspects of Pasifika culture • Pasifika culture being reflected in classroom environments
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	<p>What we do as a school to incorporate Pasifika culture into the school curriculum is:</p> <ul style="list-style-type: none"> • Professional development focused on learning styles of Pasifika students • Ensure all teachers understand the significance and importance of implications are for teaching and learning inclusion of aspects of Pasifika • Performing And Visual Arts included in integrated studies where applicable. <p>Consultation at St. Paul's College (on enrolment and on-going) is through:</p> <ul style="list-style-type: none"> • On enrolment encourage parent to indicate a Pasifika background • Identification of parent expertise • An understanding of parental expectations in regards to Pasifika education needs through surveys and face to face meetings • Identification of the skills Pasifika parents have that they may wish to share with the school.
Special Character	<p>The College is guided in the pursuit of its Mission by the teachings of Jesus Christ and St Marcellin Champagnat, the founder of the Marist Brothers.</p> <p><u>WHAT SHAPES UP</u></p> <p>St Paul's College is a Catholic School for boys from Year 7 – 13, owned by the Marist Brothers. The maximum roll is 400 students. The students are primarily presently from Pacific backgrounds. It was established on its site as Sacred Heart College in 1903, being renamed and established as St. Paul's College in 1955.</p> <p>St. Paul's College is centrally located and draws its students from across the Auckland Region. The local community makes good use of the school grounds which remain open to the public and the school endeavours to make good use of the local community.</p> <p>We are particularly concerned to provide an environment that will enhance the teaching, learning and achievement of our students. To achieve our vision will require a significant commitment from the Principal, staff, students and the College Community. The Board knows that it has a staff committed to achieving the best educational outcomes for each student.</p>
Special Character	

	<p>Significant plans have been developed and are articulated in the Business Plan produced in the second half of 2013. A focus on attracting local students ,becoming more multi-cultural ,and planning and preparing for significant roll growth above and beyond the current Maximum Roll of 400 are key elements of this plan.</p> <p>In consultation with, and anticipated support of the Ministry of Education, the Catholic Church, Marist Brothers Trust Board, St Paul's College Company, St Paul's College Board of Trustees, Old Boys, benefactors and community members the vision and plans articulated will gain real substance in 2015 to deliver substantial property development in 2015 and beyond.</p> <p>Regular and timely communication with the staff and community through school newsletters, public meetings, written submissions and questionnaires, informal discussion, parent and staff meetings, public notices, BOT meetings and through the print and other media, including the College web site and face book page</p> <p>Active involvement in wider educational networks.</p>
	<p>(A) Special Character</p> <p>Maintain and enhance the Special Catholic Character to provide and authentic and meaningful Catholic education with a Champagnat Marist Charism by:</p> <ul style="list-style-type: none"> (i) Developing the concept of the Champagnat Marist teacher and graduate through an emphasis on the 5 Marist pillars and the college principles and values (ii) Ensuring a faith filled community that espouses gospel values and the teachings of the Catholic Church as part of college life (iii) Promoting cultural inclusivity, understanding and consultation particularly with Maori and Pacifica communities (iv) Integrating excellent pastoral programmes

Students' Learning	<p>NAG 1: Curriculum Raising Student Achievement</p> <p>Developing student centred learning and their involvement in and self-management of their learning to reach their potential</p> <ul style="list-style-type: none"> (i) Wide use of reliable, valid and systematically collected and analyzed achievement data to target learning needs and to inform effective teaching practices (ii) All students will leave school with a minimum NCEA Level 2 or equivalent qualification (iii) Raise attainment levels for Maori and Pasifika students to at least National average levels for all students in e-asTTle and NCEA assessments. (iv) Increase the percentage of Merit and Excellence and External assessment NCEA pass rates to at least the National averages (v) Prepare students in their learning programmes to adapt to a changing world (vi) Ensure all students in years 7 and 8 attain equivalence of national standards (vii) Improving NCEA pass levels annually to targets at or above National average (viii) Ensuring levels of literacy and numeracy across the school at all levels meet National averages (ix) Provide programmes for students who are gifted and talented have diverse needs and for those requiring special assistance
Student Attendance	<p>2018 Attendance 89%</p>
School Organisation and Structures	<p>(D) NAG 3: Personnel Raising Student Achievement</p> <ul style="list-style-type: none"> (i) To support high levels of performance by being a good employer (ii) Performance management systems further developed to embed the professional standards for teachers and principal. (iii) BOT and staff review of EEO (iv) Induction of all new staff (v) Inquiry by staff into their teaching practice developed through intensive Professional Development.

	<p>(E) NAG 4: Finance and Property</p> <ul style="list-style-type: none"> (i) To develop effective strategies to continue the upgrade of infrastructure and stock. (ii) To promote support from parents, staff, students and the community for the Financial Contributions programme and to achieve respect and responsibility for the school and its environment. (iii) To prepare a property Master Plan for growth to 1000 students (iii) To up-date and implement the 10 year Property Plan. (v) To actively promote roll growth. (vi) To regularly review the effective and efficient use of resources.
	<p>(F) NAG 5: Health and Safety</p> <ul style="list-style-type: none"> (i) To strive to maintain a healthy and safe environment (ii) To develop staff qualifications and capabilities to effectively manage health and safety needs of the college
<p>Review of Charter and Consultation</p> <p>Review of Charter and Consultation</p>	<p>(C) NAG 2: Self Review Raising Student Achievement</p> <ul style="list-style-type: none"> (i) Strengthen the culture of self-review to support better informed decision (ii) Develop reliable and valid understanding and effective analysis of student achievement data (iii) To review the needs of, and support our diverse school population (iv) Review/refine school student reporting procedures to further implement the effective use of National Standards and NCEA achievement data (v) Ongoing reviews and development of curriculum delivery, in particular through Leadership and Assessment, Learning with Digital Technologies and Accelerating Literacy Learning (vi) Community consultation established

Year 7&8 Baseline Data 2019

Year 7

Reading

Curriculum level	# Results start of year OTJ	# Results end of year OTJ
Well below	6	3
Below	5	4
At	6	9
Above	3	4

Writing

Curriculum level	# Results start of year OTJ	# Results start of year OTJ
Well below	5	3
Below	6	4
At	8	10
Above	1	3

Maths

Curriculum level	# Results start of year OTJ	# Results end of year OTJ
Well below	5	3
Below	5	3
At	8	10
Above	2	4

Year 8

Reading

Curriculum level	# Results start of year OTJ	# Results end of year OTJ
Well below	4	2
Below	4	3
At	12	14
Above	6	7

Writing

Curriculum level	# Results start of year OTJ	# Results end of year OTJ
Well below	4	2
Below	4	2
At	11	14
Above	7	8

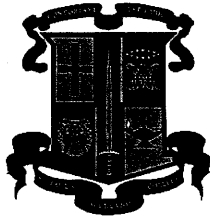
Maths

Curriculum level	# Results start of year OTJ	# Results end of year OTJ
Well below	4	3
Below	4	2
At	13	15
Above	5	6

Year 11-13 Baseline Data 2019

ENROLMENT BASED DATA:			
St Paul's College 2018		National School Data 2018	
Year 11	93.1	Year 11	70.5
Year 12	81.1	Year 12	76.4
Year 13	93.0	Year 13	64.4
University Entrance	70.5	University Entrance	46.9

CERTIFICATE ENDORSEMENT DATA: St Paul's College						
		2018	2017	2016	2015	
Year 11	Merit	22.2	25.7%	24.3%	11.8%	
	Excellence	11.1	5.7%	5.4%	2.9%	
Year 12	Merit	23.3	19%	14.3%	11.4%	
	Excellence	10.0	2.4%	2.9%	2.9%	
Year 13	Merit	15.0	16.1%	14.3%	11.4%	
	Excellence	10.0	6.5%	10.7%	2.9%	



St Paul's College

Ponsonby, Auckland

Strategic Directions 2018 & Beyond

Mission Statement: The St Paul's Graduate

"The St Paul's graduate will be qualified, inquisitive and innovative. He will have a strong Christian moral compass based on the College Catholic and Marist tradition."

St Paul's will have an environment of academic excellence underpinned by sound pastoral care programmes.

St Paul's recognises the emphasis on personalised learning and differentiated pathways to achieve individual goals.

Background

The Mission Statement makes it clear that the College's purpose is the development of the whole person in all aspects of academic and pastoral care within a strong Catholic, Marist framework.

All students are empowered to learn and achieve to their own levels of personal excellence.

The Mission Statement places the onus on the College to ensure an environment of innovation, enquiry, participation, professional standards and facilities management that encourages students and families to embrace St Paul's College.

Catholic Marist culture and ethos are at the heart of all growth and development from which the school draws its life, vision and mission.

St Paul's will maintain a safe, orderly environment in which learning is the major focus.

Established in 1903, the motto of the College is "**Confortare Esto Vir**" translated as "**Take Courage and be a Man**".

This is as relevant today as it was 115 years ago.

Strategic Goals 2018 & Beyond

Strategic Goal #1: Governance

Background

A strong Board of Trustees is essential for good governance. The Board will maintain a long-term strategic plan that ensures strong leadership is in place, meets its regulatory and reporting obligations, creates a school environment that is fit for purpose and communicates with all its stakeholders.

The Board will uphold the enduring Catholic and Marist culture of the School.

The Board will ensure its policies remain relevant for good governance and the creation of a safe environment for all staff and students.

The Board will ensure proper financial systems; financial procedures and reporting are maintained by the College.

The Board, in conjunction with the Proprietor Company, will ensure all of its property and buildings are well maintained and are fit for purpose.

The Board will ensure that its student enrolments over the long term are consistent with the requirements of the Integration Agreement.

There is an expectation that St Paul's roll will increase over time. The population intensification of the Central City and Western Bays catchments aligned with the potential development of St Paul's significant land holdings will ultimately support a school roll of up to 1000 students.

The Board must ensure its strategic planning takes this growth expectation into account.

Governance Strategic overview:

1. The Board of Trustees will meet monthly at least nine times a year.
2. The Board will regularly review its Strategic Plan and update when appropriate.
3. The Board will establish appropriate sub-committees such as Finance, Property, Health and Safety and Discipline.
4. The Chair in consultation with the Headmaster will control the Board agenda.
5. Board papers and minutes of previous meetings will be circulated to the Board members in a timely manner prior to the Board meeting.
6. The Board will set parents' financial contributions and donations by the end of September in the year prior to such amounts being advised to the school community.
7. All school policies will be reviewed regularly within a three year cycle.
8. Board members will be advised as soon as practical of any significant event that may fall outside the timing of a regular Board meeting.

Strategic Goal #2: Leadership

Background:

Good leadership inspires the whole school community. Above all, this leadership must ensure a school wide culture that promotes learning and continuous improvement.

A culture that liberates the hearts and minds of St Paul's men through quality teaching. This leadership culture filters through all levels of the school community.

It is important that there is a strong collegiate relationship between the Headmaster and Chair of the Board. The Board as a whole supports the role and responsibilities of the Headmaster.

The Headmaster will maintain a robust senior leadership style and structure that includes succession planning.

Above all, the Headmaster is responsible for ensuring the Strategic Plan is a living document and in particular ensures the development of the St Paul's graduate.

As a community school the role of the Headmaster of St Paul's will include the development of linkages and outreach into the wider community.

A culture of leadership will prevail throughout the college.

Leadership Strategic Overview:

1. The present Senior Leadership Team (Headmaster, Deputy Head (Pastoral/Operations) and Deputy Head (Curriculum) will be maintained until the roll increases. Future changes will include a team of five.

1. Headmaster
2. Deputy Head (Operations)
3. Deputy Head (Curriculum)
4. Deputy Head (Pastoral)
5. Deputy Head (Ethos)

2. Potential leadership at staff level will be identified, encouraged and mentored

3. A leadership student academy will be established to promote student leadership through the levels of the College.

4. St Paul's College will be known as a school where leaders are mentored and encouraged

5. A sum of money will be allocated annually in the promotion of Educational Leaders.

Strategic Goal #3: Teachers and Staff

Background

Parents of boys will select St Paul's because of good teachers and the education offered. St Paul's will develop and nurture highly skilled teachers who are encouraged to be creative professionals working in a collaborative culture. Underpinning the enhanced curriculum and balanced pedagogical approach is the absolute need for a cohort of quality teachers.

St Paul's teachers will have mastery of their subject area and be experts in the teaching of their subject area.

The Board recognises that the biggest influence on student achievement is the quality of the classroom teacher. St Paul's will have the appropriate review and appraisal systems, continuous appointment processes, assessments and development pathways for teachers necessary to ensure teaching quality is upheld.

Regular and focussed professional learning time will be set aside ensuring all teachers are supported in their teaching and providing the ability to upskill their individual teaching requirements and expectations.

Suitably qualified and trained administration and support staff are integral to the success of the School.

Teachers and Staff Strategic overview:

1. The College, will set ambitious goals that clearly direct/lead and inspire staff
 - a. Identify and communicate the school's annual goals and priorities
 - b. Articulate a vision for high-quality instruction
2. St Paul's College will develop an Inquiry Culture
 - a. Develop an annual plan to close the gap between the school's current performance and annual goals
 - b. Intentionally prioritise own time to focus on instructional leadership
3. St Paul's will develop a pipeline of future leaders
 - a. Develop leaders and cultivate a leadership pipeline (teacher, leader/HOD, deputy heads)
4. St Paul's will strengthen a school culture where daily routines and practices maximize teaching and learning
 - a. Outline and model expectations for leaders, teachers and students on school-wide practices for a positive learning culture
 - b. Evaluate school culture through proactive, scheduled review
5. St Paul's will hire and retain the best Teachers
6. St Paul's will build knowledge and expertise in effective instructional design and academic standards
 - a. Unpack standards to develop understanding of what students must know and be able to do

- b. Develop staff's knowledge of how standards map to curriculum and assessment of student learning outcomes
 - c. Ensure teachers know what instructional methods/pedagogy best drive student learning outcomes
- 7. St Paul's will develop teachers to provide rigorous and high quality instruction through effective professional development
 - a. Planned and structured weekly development.
 - b. Encourage creativity and solutions focused thinking.

Strategic Goal #4: Learning and Curriculum Design

Background:

St Paul's curriculum focus will be around critical thinking, reasoning and independence of thought. The NZ Curriculum is a clear statement of what is deemed important in education. The St Paul's curriculum will focus on academic and in-depth programmes at senior levels, whilst ensuring that it caters for all levels of ability. There will be an emphasis on the sciences, digital technology, arts, Mathematics and Literacy.

Boys will do best if their learning environment encourages a culture of excellence.

At St Paul's, all students will be empowered to learn and achieve to their own levels of personal excellence. A culture of pastoral care underpins the educational enterprise.

Learning and Curriculum Design Strategic overview:

- a. Students at St Paul's College will be prepared for a Global and competitive world.
- b. The College will develop and deepen its learning to ensure student engagement and high student academic outcomes
- c. Teaching and learning at St Paul's College will be promoted through its innovative Learning Hub
- d. Individual learning programmes with achievement targets will characterise St Paul's Curriculum
- e. St Paul's College will be more explicit about our educational goals and give its students clarity and purpose concerning pathways.
- f. St Paul's College will develop programmes and pathways linking Science and Technology, Music and Art
- g. St Paul's College will develop digital attendance delivery formats in its programmes.
- h. St Paul's College will provide professional development for its teachers so that they can adapt their pedagogy
- i. St Paul's College will use digital assessment tools where appropriate on a trial basis.

Strategic Goal #5: Future Thinking

Background

It is recognised that siloed knowledge and content is becoming less relevant to a 21st century employment market.

St Paul's College will establish at every layer of the college, a culture permeating to an "internet of ideas". This involved teachers who combine a range of pedagogies to impart content and skills.

It is recognised that from a disciplined College structure, creativity in learning can flourish.

Future thinking Strategic Overview:

- a) St Paul's College will transition pedagogy into an interactive learning experience for all boys.
- b) Guidelines will be established so that there is a balance between paper based and digital learning.
- c) A new range of subjects will gradually be introduced in to the College Curriculum.

Strategic Goal #6: Co-Curricula Activities

Background

The College will embrace a wide range of co-curricula activities. In particular, sport, arts, music and community service are considered essential to the development of the St Paul's Graduate.

Co-Curricula Strategic overview:

1. All boys will be required to undertake a co-curricula sporting activity for their school on an annual basis. This will be monitored by the Director of Sport.
2. The musical activities of St Paul's College will be celebrated with an emphasis on promoting the College Stage band. A senior student musician will be appointed annually.
3. The emphasis on sports at St Paul's college will transition from strong contact sports to a mix of skill and contact sport. A range of sporting options to be introduced.
4. The College community will be actively encouraged to "help" out in sport coaching and management.
5. All staff will be required to participate in the co-curricula life of St Paul's College as a condition of employment.

Strategic Goal #7: Community

Background

St Paul's will enrol families along with their sons. This ensures "buy in" from the local community. Parents are expected to participate in their boys' learning and school life.

This will be supported by a high level of communication with the wider school community.

St Paul's has high expectations of its students, and likewise expects the same from the parent community.

Community Strategic Overview:

1. Both parents (where reasonable) are expected at all nominated College events.
2. Two parental events will be held each term with 100% familial presence expected.
3. The College community culture will be characterised by linkage with outside groups and a mentality of looking outwards.
4. All College facilities will be considered as community facilities for hire and use.
5. Families will receive regular and frequent communication about the College and their individual sons.
6. Feeder schools and community groups will be explicitly identified and communicated with.

GOALS AND ACTION PLANS FOR 2018-20

Goal #1 Governance Action Points for 2018-20:

(a) Finance

- (1) The Chair of the Finance subcommittee will control the business of the Finance Committee
- (2) The Finance Committee will provide annual Budgets for approval and monthly reports showing actual financial performance against budget
- (3) A report showing parents' financial contributions against budget will be reported at each Board meeting
- (4) There must be a direct relationship between the Chair of the Finance Committee and the Finance Manager

(b) Property

- (1) The Chair of the Property subcommittee will control the business of the Property Committee
- (2) The Property committee, in consultation with the Proprietor Company, will maintain a 10 year property maintenance programme that will include an analysis of the respective capital and maintenance costs split between the Proprietor Company and the School
- (3) An annual maintenance programme will be presented to the Board and reported against at regular board meetings
- (4) There must be a direct relationship between the Chair of the Property Committee and the Property Manager
- (5) The Chair of the Property committee will undertake "walk arounds" from time to time with the Headmaster and Property Maintenance Officer to ensure property is fit for purpose and complies with all Health & safety requirements

(c) Health & Safety

- (1) The Headmaster will ensure all compliance with the requirements of the Health & Safety at Work Act
- (2) The School Health & Safety policy will be complied with in all regards
- (3) The School must be a safe place for all who work, study or visit.
- (4) All practical steps must be taken to eliminate or minimise risks
- (5) The Headmaster will report any incidents to the Board in a timely manner

Goal #2 Leadership Action Points for 2018-20:

Leadership Action Points:

- a) In 2018-20, a staff member will have specific responsibilities for creating a student leadership academy.
- b) In 2018-20, a review of the College staffing will be undertaken so that there is effective leadership in the key areas of the College.
- c) The Headmaster will develop strong linkages with schools within the St Paul's catchment to ensure continued development and growth of the roll.

Goal #3 Teachers and Staff Action Points for 2018-20:

Teachers and Staff Action Points:

- a) In 2018-20, the inquiry reflective culture of learning will be enhanced by a significant professional development time each term.
- b) In 2018-20, every teacher will receive three observed feedback visits from the College Leadership Team.
- c) In 2018-20, The College Learning goals within a year level, for e.g. Year 7, 8, 9 etc. will be published and communicated clearly to the boys and their parents.
- d) In 2018-20, there will be three staff appointments (vacancies); to enhance the College renewal.

Goal #4 Learning and Curriculum Design Action Points for 2018-20:

Learning and Curriculum Action Plans

(a) Junior School Year 7-10 in 2018

- 1. All students in years 7-10 will have a minimum of two lessons a week in school science labs with Science specialist teachers.
- 2. All students in years 7-9 will have a minimum of two hours a week of music tuition.
- 3. Year 9 students will all have the opportunity to participate in project-based learning in four subjects throughout the year.
- 4. All students in years 7-10 will learn to effectively write an essay or piece of formal writing using the computer software "write that essay"
- 5. All boys in Year 7 & 8 will learn mandarin with two periods per week instruction.
- 6. Digital technology will be offered as a subject in the junior school.

(b) Senior School Year 11-13 in 2018-20

1. All students in years 11 - 13 will work towards the school NCEA achievement targets.
2. All students in year 13 will be given the opportunity to gain university entrance.
3. All year 11 students will be required to complete a year of science.
4. The school will offer a Health Science Academy or additional sciences for students in years 11-13 who that have identified choosing a career in science.
5. Digital technology will be offered as a subject in the senior school.
6. History and design will be investigated for subjects to be offered.

Goal #5 Future Thinking Action Points for 2018-20:

Future thinking Action Points:

- a) In 2018-20, an innovative learning hub will be established in the new building.
- b) In 2018-20, Year 7 & 8 will be exposed to the Mind Lab classes in Grafton.
- c) In 2018-20, a digital laboratory will be established at St Paul's.
- d) In 2018-20, for Year 7 & 8 project based technology will include Robotics and relevant topics that serve the community.

Goal #6 Co Curricula Action Points for 2018-20:

Co Curricula Action Points:

- a) In 2018-20, an assessment to be made of the College sporting facilities to determine the investment to be made to ensure the College has suitable venues.
- b) In 2018-20, an identification of potential partners in the sporting community to be made.
- c) In 2018-20, St Paul's College will establish a Basketball Academy for all students.
- d) In 2018-20, a Community Service Action Plan will be presented to every boy with the expectation of 20 hours per student, per year contributed to the community.

Goal #7 Community Action Points for 2018-20:

Community Action Plan:

- a) In 2018-20, there will be an explicit strategy to connect with all Primary schools in Auckland which have boys in years 5, 6, 7 & 8.
- b) In 201-208, three Old Boy events will be held annually. There will be five email communications.
- c) In 2018-20, There will be an explicit strategy to connect with the local community of St Paul's (within a 10K radius)
- d) In 2018-20, there will be two community focus groups held, to clarify the direction of St Paul's College going forward.
- e) In 2018-20, there will be a review of communication strategies to ensure messages are being received