

ST MATTHEW'S COLLEGIATE SCHOOL



ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2023

School Directory

Ministry Number:	246
Principal:	Kiri Gill
School Address:	33 Pownall Street, Masterton 5810
School Postal Address:	PO Box 462, Masterton 5840
School Phone:	06 370 0067
School Email:	info@stmatts.school.nz

Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Alistair Plimmer	Presiding Member	Elected	September 2025
Kiri Gill	Principal ex Officio		
Ian Smith	Parent Representative	Elected	September 2025
Amy Williams	Parent Representative	Elected	September 2025
Andrew Lincoln	Parent Representative	Co-opted	September 2025
Matthew Weston	Proprietor Appointee	Appointed	April 2028
Paul Stevens	Proprietor Appointee	Appointed	August 2023
John Kirkup	Proprietor Appointee	Appointed	December 2023
Sandie Sherwen	Staff Representative	Elected	September 2025
Samantha Plimmer	Student Representative	Elected	August 2023
Brianna Blenkie	Student Representative	Elected	September 2024

Accountant / Service Provider: Osborne Group Accountants

ST MATTHEW'S COLLEGIATE SCHOOL

Annual Financial Statements - For the year ended 31 December 2023

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St Matthew's Collegiate School

Statement of Responsibility

For the year ended 31 December 2023

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

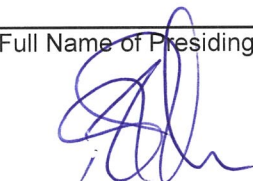
The management (including the principal and others as directed by the Board) accepts responsibility for establishing and maintaining a system of internal controls designed to provide reasonable assurance as to the integrity and reliability of the school's financial reporting.

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

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

Alistair Plimmer

Full Name of Presiding Member



Signature of Presiding Member

24 May 2024

Date:

Kiri Gill

Full Name of Principal



Signature of Principal

24 May 2024

Date:

St Matthew's Collegiate School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Revenue				
Government Grants	2	2,942,068	2,752,796	2,817,979
Locally Raised Funds	3	943,727	932,914	724,713
Use of Proprietor's Land and Buildings		470,454	470,454	470,454
Interest Income		14,525	1,040	2,831
Other Revenue		13,013	15,514	13,328
Total Revenue		4,383,787	4,172,718	4,029,305
Expenses				
Locally Raised Funds	3	7,802	3,659	1,179
Learning Resources	4	3,089,810	3,051,445	2,826,395
Administration	5	402,808	394,747	355,936
Finance		1,413	1,535	1,959
Property	6	348,542	340,302	336,113
Use of Land and Buildings Integrated		470,454	470,454	470,454
Loss on Disposal of Property, Plant and Equipment		230	-	944
Total Expense		4,321,057	4,262,142	3,992,980
Net Surplus / (Deficit) for the year		62,730	(89,424)	36,325
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		62,730	(89,424)	36,325

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

St Matthew's Collegiate School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Equity at 1 January		443,046	443,046	392,311
Total comprehensive revenue and expense for the year		62,730	(89,424)	36,325
Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		66,725	11,600	14,410
Equity at 31 December		572,501	365,222	443,046
Accumulated Comprehensive Revenue and Expense		572,501	365,222	443,046
Equity at 31 December		572,501	365,222	443,046

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

St Matthew's Collegiate School

Statement of Financial Position

As at 31 December 2023

		2023	2023	2022
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Current Assets				
Cash and Cash Equivalents	7	728,579	352,018	510,869
Accounts Receivable	8	209,850	214,829	214,988
GST Receivable			9,773	10,336
Prepayments		1,733	1,525	2,812
		940,162	578,145	739,005
Current Liabilities				
Accounts Payable	11	339,603	241,291	299,516
GST Payable		99	-	-
Revenue Received in Advance	12	79,031	23,114	59,436
Provision for Cyclical Maintenance	13	9,368	19,247	9,818
Painting Contract Liability	14	29,964	29,964	29,964
Finance Lease Liability	15	6,988	7,537	12,570
		465,052	321,153	411,304
Working Capital Surplus/(Deficit)		475,110	256,992	327,702
Non-current Assets				
Plant and Equipment	9	215,451	228,398	238,998
		215,451	228,398	238,998
Non-current Liabilities				
Provision for Cyclical Maintenance	13	64,859	66,359	44,775
Painting Contract Liability	14	50,375	50,375	70,460
Finance Lease Liability	15	2,827	3,434	8,418
		118,061	120,168	123,653
Net Assets		572,501	365,222	443,046
Equity		572,501	365,222	443,046

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

St Matthew's Collegiate School

Statement of Cash Flows

For the year ended 31 December 2023

		2023	2023	2022
	Note	Actual \$	Budget (Unaudited) \$	Actual \$
Cash flows from Operating Activities				
Government Grants		871,718	823,889	879,462
Locally Raised Funds		982,296	908,825	753,551
International Students		70,435	(6,078)	35,631
Goods and Services Tax (net)		10,434	-	(563)
Payments to Employees		(557,260)	(583,538)	(359,936)
Payments to Suppliers		(1,153,625)	(1,233,334)	(1,113,663)
Cyclical Maintenance Payments in the year		(9,818)	15,223	-
Interest Paid		(1,413)	(1,535)	(1,959)
Interest Received		14,525	1,040	2,831
Net cash from / (to) the Operating Activities		227,292	(75,508)	195,355
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		-	-	1
Purchase of Property Plant & Equipment (and Intangibles)		(43,407)	(61,546)	(35,593)
Net cash from / (to) the Investing Activities		(43,406)	(61,546)	(35,592)
Cash flows from Financing Activities				
Furniture and Equipment Grant		66,725	11,600	14,410
Finance Lease Payments		(12,815)	(13,312)	(13,211)
Painting contract payments		(20,085)	(20,085)	(20,085)
Net cash from Financing Activities		33,825	(21,797)	(18,886)
Net increase/(decrease) in cash and cash equivalents		217,710	(158,851)	140,876
Cash and cash equivalents at the beginning of the year	7	510,869	510,869	369,992
Cash and cash equivalents at the end of the year	7	728,579	352,018	510,869

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 which form part of these financial statements.

St Matthew's Collegiate School

Notes to the Financial Statements

1. Statement of Accounting Policies

For the year ended 31 December 2023

a) Reporting Entity

St Matthew's Collegiate School (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a year 7 to 13 integrated school as described by the Private Schools Conditional Integration Act 1975 and the Education and Training Act 2020. The Board is of the view that the School is a public benefit entity for financial reporting purposes.

b) Basis of Preparation

Reporting Period

The financial reports have been prepared for the period 1 January 2023 to 31 December 2023 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

The School qualifies for Tier 2 as the school is not publicly accountable and is not considered large as it falls below the 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 9.

Cyclical Maintenance Provision

A school recognises its obligation to maintain the Proprietor's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed in Note 13.

Critical Judgements in applying accounting policies

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

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an asset to the lessee. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 15 . Future operating lease commitments are disclosed in note 20(b).

Recognition of grants

The School reviews the grants monies received at the end of each reporting period and whether any require a provision to carry forward amounts unspent. The School believes all grants received have been appropriately recognised as a liability if required. Government grants are disclosed at note 2.

c) Revenue Recognition

Government Grants

The school receives funding from the Ministry of Education. The following are the main types of funding that the School receives;

Operational grants are recorded as revenue when the School has the rights to the funding, which is in the year that the funding is received.

Teachers salaries grants are recorded as revenue when the School has the rights to the funding in the salary period they relate to. The grants are not received in cash by the School and are paid directly to teachers by the Ministry of Education.

Other Ministry Grant for directly funded programs are recorded as revenue when the School has the rights to the funding in the period they relate to. The grants are not received in cash by the School and are paid directly by the Ministry of Education.

Grants for the use of land and buildings grants are not received as cash by the School as they equate to the deemed expense for using the land and buildings which are owned by the Trinity Schools Trust Board (the Proprietor). Use of land and buildings grants are recorded as income under Other Income in the period the School uses the land and buildings.

Other Grants

Other grants are recorded as revenue when the School has the rights to the funding, unless there are unfulfilled conditions attached to the grant, in which case the amount relating to the unfulfilled conditions is recognised as a liability and released to revenue as the conditions are fulfilled.

Donations, Gifts and Bequests

Donations, gifts and bequests are recorded as an asset and revenue when the right to receive funding or the asset has been established unless there is an obligation to return funds if conditions are not met. If conditions are not met funding is recognised as revenue in advance and recognised as revenue when conditions are satisfied.

Interest Revenue

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

d) 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

Short-term receivables are recorded at the amount due, less an allowance for credit losses (uncollectable debts) . The schools receivables are largely made up of funding from the Ministry of Education., therefore the level of uncollectable debts is not considered to be material. However short-term receivables are written off when there is no reasonable expectation of recovery.

i) Property, Plant and Equipment

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

Improvements to buildings owned by the Proprietor are recorded at cost, less accumulated depreciation and impairment losses.

Property, plant and equipment are recorded at cost or, in the case of donated assets, fair value at the date of receipt, less accumulated depreciation and impairment losses. Cost or fair value as the case may be, includes those costs that relate directly to bringing the asset to the location where it will be used and making sure it is in the appropriate condition for its intended use.

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.

Finance Leases

A finance lease transfers to the lessee substantially all the risks and rewards incidental to ownership of an asset, whether or not title is eventually transferred. At the start of the lease term, finance leases are recognised as assets and liabilities in the statement of financial position at the lower of the fair value of the leased asset or the present value of the minimum lease payments. The finance charge is charged to the surplus or deficit over the lease period so as to produce a constant periodic rate of interest on the remaining balance of the liability. The amount recognised as an asset is depreciated over its useful life. If there is no reasonable certainty whether the school will obtain ownership at the end of the lease term, the asset is fully depreciated over the shorter of the lease term and its useful life.

Depreciation

Property, plant and equipment except for library resources are depreciated over their estimated useful lives on a straight line basis. Library resources are depreciated on a diminishing value basis. Depreciation of all assets is reported in the Statement of Comprehensive Revenue and Expense.

The estimated useful lives of the assets are:

Furniture and equipment	5 - 15 years
Information and communication technology	3 years
Motor vehicles	5 years
Textbooks	3 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

j) 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.

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.

k) Accounts Payable

Accounts Payable represents liabilities for goods and services provided to the School prior to the end of the financial year which are unpaid. Accounts Payable are recorded at the amount of cash required to settle those liabilities. The amounts are unsecured and are usually paid within 30 days of recognition.

l) Employee Entitlements

Short-term employee entitlements

Employee benefits that are due to be settled within 12 months after the end of the period in which the employee renders the related service are measured based on accrued entitlements at current rates of pay.

These include salaries and wages accrued up to balance date, and also annual leave earned, by non teaching staff, to but not yet taken at balance date.

Long-term employee entitlements

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

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

m) Revenue Received in Advance

Revenue received in advance relates to fees received from international students 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.

n) Provision for Cyclical Maintenance

The property from which the school operates is owned by the Proprietor. The Board is responsible for maintaining the land, building and other facilities on the School site in a state of good order and repair.

Cyclical maintenance, which involves painting the interior and exterior of the School, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provision is a reasonable estimate, based on the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition.

The school carries out painting maintenance of the whole school over a 7 to 10 year period, the economic outflow of this is dependent on the plan established by the school to meet this obligation and is detailed in the notes and disclosures of these accounts.

o) Financial Instruments

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

The School's financial liabilities comprise accounts payable, borrowings, finance lease liability, and painting contract liability. Financial liabilities are subsequently measured at amortised cost using the effective interest method. Interest expense and any gain or loss on derecognition are recognised in surplus or deficit.

p) Goods and Services Tax (GST)

The financial statements have been prepared on a GST exclusive basis, with the exception of accounts receivable and accounts payable which are stated as GST inclusive.

The net amount of GST paid to, or received from, the IRD, including the GST relating to investing and financing activities, is classified as a net operating cash flow in the statements of cash flows.

Commitments and contingencies are disclosed exclusive of GST.

q) Budget Figures

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

r) Services received in-kind

From time to time the School receives services in-kind, including the time of volunteers. The School has elected not to recognise services received in kind in the Statement of Comprehensive Revenue and Expense.

2. Government Grants

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Government Grants - Ministry of Education	894,133	812,804	892,005
Teachers' Salaries Grants	2,047,935	1,928,907	1,925,974
Other Government Grants	-	11,085	-
	<u>2,942,068</u>	<u>2,752,796</u>	<u>2,817,979</u>

The school has not opted in to the donations scheme for this year.

3. Locally Raised Funds

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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Revenue			
Donations & Bequests	718,906	701,682	638,619
Curriculum related Activities - Purchase of goods and services	10,857	-	4,987
Other Revenue	163,722	211,815	73,444
International Student Fees	50,242	19,417	7,663
	<u>943,727</u>	<u>932,914</u>	<u>724,713</u>
Expenses			
International Student - Other Expenses	7,802	3,659	1,179
	<u>7,802</u>	<u>3,659</u>	<u>1,179</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>935,925</u>	<u>929,255</u>	<u>723,534</u>

During the year the School hosted 2 International students (2023:1)

4. Learning Resources

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	135,405	168,769	116,724
Information and Communication Technology	77,787	78,000	76,409
Library Resources	2,681	4,014	3,532
Employee Benefits - Salaries	2,454,848	2,350,349	2,206,527
Senior College	342,202	357,404	334,987
Staff Development	7,725	19,290	7,025
Depreciation	69,162	73,619	81,191
	3,089,810	3,051,445	2,826,395

Senior College Funding Transfer

St Matthew's Collegiate School Board of Trustees signed an agreement to transfer 8 staffing FTTE's, 10 management and 5 middle management allowances to Rathkeale College for the 2023 year. Along with \$342,202 in cash, this forms the Senior College funding transfer to Rathkeale College for the 2023 year.

5. Administration

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	9,332	9,332	9,060
Board Fees	5,995	6,300	6,325
Board Expenses	-	300	865
Communication	6,007	7,300	5,986
Consumables	1,221	700	677
Operating Lease	7,757	8,400	7,190
Legal Fees	13,656	-	-
Other	270,966	283,527	245,383
Employee Benefits - Salaries	75,544	67,088	69,733
Insurance	12,330	11,800	10,717
	402,808	394,747	355,936

6. Property

	2023	2023	2022
	Actual	Budget	Actual
	\$	\$	\$
Caretaking and Cleaning Consumables	89,565	84,500	88,307
Cyclical Maintenance Provision	29,452	31,014	28,903
Grounds	94,331	70,377	90,087
Heat, Light and Water	34,989	25,200	24,638
Rates	-	-	-
Repairs and Maintenance	50,968	65,291	49,789
Security	5,271	3,600	3,377
Employee Benefits - Salaries	43,966	60,320	51,012
	348,542	340,302	336,113

In 2021, the Ministry of Education revised the notional rent rate from 8% to 5% to align it with the Government Capital Charge rate. This is considered to be a reasonable proxy for the market rental yield on the value of land and buildings used by schools. Accordingly in 2023, the use of land and buildings figure represents 5% of the school's total property value. Property values are established as part of the nation-wide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

7. Cash and Cash Equivalents

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Bank Accounts	728,579	352,018	510,869
Cash equivalents and bank overdraft for Cash Flow Statement	<u>728,579</u>	<u>352,018</u>	<u>510,869</u>

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

8. Accounts Receivable

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Receivables	5,801	85,396	72,115
Receivables from the Ministry of Education	15,508	-	-
Teacher Salaries Grant Receivable	188,541	129,433	142,873
	<u>209,850</u>	<u>214,829</u>	<u>214,988</u>
Receivables from Exchange Transactions	5,801	85,396	72,115
Receivables from Non-Exchange Transactions	204,049	129,433	142,873
	<u>209,850</u>	<u>214,829</u>	<u>214,988</u>

9. Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2023	\$	\$	\$	\$	\$	\$
Furniture and Equipment	125,735	33,391	-	-	(31,292)	127,834
Information and Communication	14,407	2,794	-	-	(12,204)	4,997
Motor Vehicles	27,590	-	-	-	(5,518)	22,072
Textbooks	7,140	3,356	-	-	(1,571)	8,925
Leased Assets	19,185	1,642	-	-	(12,406)	8,421
Library Resources	44,941	4,662	(230)	-	(6,171)	43,202
Balance at 31 December 2023	238,998	45,845	(230)	-	(69,162)	215,451

The net carrying value of equipment held under a finance lease is \$8,421 (2022: \$19,185)

Restrictions

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

	2023 Cost or Valuation	2023 Accumulated Depreciation	2023 Net Book Value	2022 Cost or Valuation	2022 Accumulated Depreciation	2022 Net Book Value
	\$	\$	\$	\$	\$	\$
Furniture and Equipment	1,017,019	(889,184)	127,835	983,627	(857,892)	125,735
Information and Communication	161,532	(156,536)	4,996	158,739	(144,332)	14,407
Motor Vehicles	65,583	(43,511)	22,072	65,583	(37,993)	27,590
Textbooks	125,034	(116,109)	8,925	121,678	(114,538)	7,140
Leased Assets	40,768	(32,347)	8,421	39,126	(19,941)	19,185
Library Resources	173,779	(130,577)	43,202	169,988	(125,047)	44,941
Balance at 31 December	1,583,715	(1,368,264)	215,451	1,538,741	(1,299,743)	238,998

10. Intangible Assets

The School's Intangible Assets are made up of acquired computer software.

	Acquired software	Total \$
Cost		
Balance at 1 January 2022	2,400	2,400
Additions	-	-
Disposals	-	-
Balance at 31 December 2022 / 1 January 2023	2,400	2,400
Additions	-	-
Disposals	-	-
Balance at 31 December 2023	2,400	2,400
Accumulated Amortisation and impairment losses		
Balance at 1 January 2022	2,400	2,400
Amortisation expense	-	-
Disposals	-	-
Impairment losses	-	-
Balance at 31 December 2022 / 1 January 2023	2,400	2,400
Amortisation expense	-	-
Disposals	-	-
Impairment losses	-	-
Balance at 31 December 2023	2,400	2,400
Carrying amounts		
At 1 January 2022	-	-
At 31 December 2022 / 1 January 2023	-	-
At 31 December 2023	-	-

Restrictions

There are no restrictions over the title of the school's intangible assets, nor are any intangible assets pledged as security for

Capital commitments

The amount of contractual commitments for the acquisition of intangible assets is \$nil (2022 \$nil)

11. Accounts Payable

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Creditors	43,280	39,962	30,512
Accruals	27,507	10,982	30,529
Employee Entitlements - salaries	253,708	171,253	222,865
Employee Entitlements - leave accrual	15,108	19,094	15,610
	<u>339,603</u>	<u>241,291</u>	<u>299,516</u>
Payables for Exchange Transactions	339,603	241,291	299,516
	<u>339,603</u>	<u>241,291</u>	<u>299,516</u>

The carrying value of payables approximates their fair value.

12. Revenue Received in Advance

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
International Student Fees in Advance	65,844	20,157	45,652
Other revenue in Advance	13,187	2,957	13,784
	<u>79,031</u>	<u>23,114</u>	<u>59,436</u>

13. Provision for Cyclical Maintenance

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Provision at the Start of the Year	54,593	54,593	34,158
Increase to the Provision During the Year	29,452	31,014	31,014
Other Adjustments	-		(1,481)
Use of the Provision During the Year	(9,818)		(9,098)
Provision at the End of the Year	74,227	85,606	54,593
Cyclical Maintenance - Current	9,368	19,247	9,818
Cyclical Maintenance - Non Current	64,859	66,359	44,775
	74,227	85,606	54,593

The schools cyclical maintenance schedule details annual painting to be undertaken, the costs associated to this annual work will vary dependent on the requirements during the year. This plan is based on the schools 10 Year Property plan.

14. Painting Contract Liability

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Due within one year	29,964	29,964	29,964
Due after one year	50,375	50,375	70,460
	80,339	80,339	100,424

In 2020 the Board signed an agreement with Programme Maintenance Services (NZ) Ltd, T/A Programmed Property Services (the contractor) for an agreed programme of work covering a seven year period from 2021 to 2027. The programme provides for an exterior repaint of scheduled areas of the schools buildings over the seven years with regular maintenance in subsequent years. The liability is the best estimate of the actual amount of work performed by the contractor for which the contractor has not been paid at balance sheet date. The liability has not been adjusted for inflation and the effect of the time value of money.

15. Finance Lease Liability

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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
No Later than One Year	6,988	47,177	13,916
Later than One Year and no Later than Five Years	3,499	47,795	8,922
Future Finance Charges	(672)	-	(1,850)
	9,815	94,972	20,988
Represented by			
Finance lease liability - Current	6,988	47,177	12,570
Finance lease liability - Non Current	2,827	47,795	8,418
	9,815	94,972	20,988

16. 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 (Trinity Schools Trust Board) is a related party of the School Board because the proprietor appoints representatives to the School Board, giving the proprietor significant influence over the School Board. Any services or contributions between the School Board and Proprietor have been disclosed appropriately, if the proprietor collects fund on behalf of the school (or vice versa) the amounts are disclosed.

The Proprietor provides land and buildings free of charge for use by the School Board as noted in Note 1(d). 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 Proprietor collects Tuition Donations on behalf of the School. The amounts collected in total were \$718,265 (2022: \$633,929). The Proprietor has contributed a further \$161,815 (2022: \$70,000) for the Schools operations. In addition the School receives each term from the Ministry of Education the boarding allowance which is transferred to Proprietor. The amounts collected in total were \$55,560 (2022: \$61,275). The School operates a current account which is treated as an trade creditor/debtor for any other inter entity transactions between the School and the Proprietor, this current account is settled on a monthly basis. Any balance not transferred at the year end is treated as a asset or liability. The total funds owing by the Proprietor at year end are \$1,748 (2022: \$59,712).

Rathkeale College:

The Board has a related party relationship with Rathkeale College. The two Schools combine to provide a senior college operation for the Year 12 & 13 boys and girls and conduct co-educational classes at the Senior College on the Rathkeale campus.

The operation of the Senior College is covered by an agreement between the two Schools. The funding transfer for the Senior College for the 2023 year was \$ 342,202 (2022: \$334,987) . Rathkeale College incurs the costs and St Matthew's Collegiate transfers a regular monthly amount to Rathkeale College. The basis for the income transfer is detailed in the agreement and is based on the number of Senior girls who attend Senior College. There is no amount owing at 31 December 2023. (2022: Nil)

17. Remuneration

Key management personnel compensation

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

	2023 Actual \$	2022 Actual \$
<i>Board Members</i>		
Remuneration	5,995	6,325
<i>Leadership Team</i>		
Remuneration	1,343,315	1,425,421
Full-time equivalent members	12.48	13.53
Total key management personnel remuneration	1,349,310	1,431,746

There are eight members of the Board excluding the Principal. The Board had seven full meetings in the year. The Board also has Finance committee, (three members) that met 8 times. As well as these regular meetings, including preparation time, the Presiding member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal

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

	2023 Actual \$000	2022 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	170-180	150-160
Benefits and Other Emoluments	0-5	0-5
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2023 FTE Number	2022 FTE Number
100-110	6	6
110-120	5	1
120-130	1	-
130-140	1	-
	13	7

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

18. 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:

	2023 Actual	2022 Actual
Total	-	-
Number of People	-	-

19. Contingencies

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

Holidays Act Compliance - Schools Payroll

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

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

20. Commitments

(a) Capital Commitments

As at 31 December 2023 the Board has not entered into contract agreements for capital works:

(Capital commitments at 31 December 2022: nil)

(b) Operating Commitments

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

- (a) operating lease for (7) 2nd Hand Epsom Projectors
- (b) painting contracts for exterior painting of school buildings
- (c) operating lease for HP Probook 450GS (23) & HP ProOne 600 G4 (18) & Trolley Bay (1)
- (d) operating lease for (14) photocopiers

	2023 Actual \$	2022 Actual \$
No later than One Year	46,320	32,052
Later than One Year and No Later than Five Years	118,062	89,892
Later than Five Years	-	-
	<u>164,382</u>	<u>121,944</u>

21. Financial Instruments

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

Financial assets measured at amortised cost

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Cash and Cash Equivalents	728,579	352,018	510,869
Receivables	209,850	214,829	214,988
Investments - Term Deposits	-	-	-
Total financial assets measured at amortised cost	<u>938,429</u>	<u>566,847</u>	<u>725,857</u>

Financial liabilities measured at amortised cost

Payables	339,603	241,291	299,516
Finance Leases	9,815	94,972	20,988
Painting Contract Liability	80,339	80,339	100,424
Total Financial Liabilities Measured at Amortised Cost	<u>429,757</u>	<u>416,602</u>	<u>420,928</u>

22. Events after Balance Date

There were no significant events after balance date.

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF ST MATTHEW'S COLLEGIATE SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2023

The Auditor-General is the auditor of St Matthew's Collegiate School (the School). The Auditor-General has appointed me, Melanie Strydom, using the staff and resources of Auditlink Limited, 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 21, that comprise the statement of financial position as at 31 December 2023, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2023; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime.

Our audit was completed on 24th of May 2024. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

The Board is responsible on behalf of the School for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand.

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

- We assess the risk of material misstatement arising from the School payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

We communicate with the Board regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information obtained at the date of our report is the School Directory, Statement of Responsibility, Analysis of Variance, Kiwisport Statement, Statement of Compliance with Employment Policy, Evaluation of the School's Student Progress and Achievement and Report on how the School has given effect to Te Tiriti o Waitangi, but does not include the financial statements and our auditor's report thereon.

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

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

Independence

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

Auditlink is appointed by the Trinity Schools Trust Board to provide assurance services and perform the audit of the financial statements of Rathkeale College, Hadlow Preparatory School and Hadlow Preschool, the Trustees who work in co-operation with the Trinity Schools Trust Board as integrated Schools, for the year ended 31 December 2023. Other than the latter, we have no relationship with or interests in the School.



Melanie Strydom
Auditlink Limited

On behalf of the Auditor-General
Palmerston North, New Zealand

St Matthew's Collegiate School

Statement of Kiwisport Funding

For the year ended 31 December 2023

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2023 the School received total Kiwisport funding of \$7,258 plus GST, as part of the Operational grant. The funding was spent on extra coaching support in netball, hockey, softball and football. The School's participation in organised sport is one of the highest in the region and continues to increase.

St Matthew's Collegiate School

Statement of Compliance with Employment Policy

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

The following questions address key aspects of compliance with a good employer policy:

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	<i>The St Matthew's Board of Trustees have a policy to this effect. (see attached)</i>
What is in your equal employment opportunities programme?	<i>The St Matthew's Board of Trustees have a policy to this effect and an obligatory expectation to meet this policy. (see attached)</i>
How have you been fulfilling this programme?	Through Staff Representative, regular meetings, and regular visits.
How do you practise impartial selection of suitably qualified persons for appointment?	The St Matthew's Board of Trustees adhere to the Appointment Policy. (see attached)
How are you recognising, <ul style="list-style-type: none">– The aims and aspirations of Maori,	The St Matthew's Board of Trustees have a policy for Equal Employment Opportunities, which they adhere to; also, the intent of Te Tiriti o Waitangi is an expectation. (see EEO policy)

<ul style="list-style-type: none"> – The employment requirements of Maori, and – Greater involvement of Maori in the Education service? 	
How have you enhanced the abilities of individual employees?	<p><i>Professional development is an expectation for individual employees.</i></p> <p><i>Leadership opportunities for growth under the policy are adhered to.</i></p>
How are you recognising the employment requirements of women?	<i>See the Equal Employment Opportunities policy.</i>
How are you recognising the employment requirements of persons with disabilities?	<i>See the Equal Employment Opportunities policy.</i>

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

Reporting on Equal Employment Opportunities (EEO) Programme/Policy	YES	NO
Do you operate an EEO programme/policy?	Yes	
Has this policy or programme been made available to staff?	Yes	
Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?	Yes	
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	Yes	
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?	Yes	
Does your EEO programme/policy set priorities and objectives?	Yes	

Health, Safety, and Welfare Policy

St Matthew's Collegiate is committed to ensuring the safety and wellbeing, as far as is reasonably practicable, of students, employees, and visitors both at school and when away from the school on school business. The board is responsible for this policy, and delegates its implementation to the principal. The school reports on aspects of its health and safety [compliance](#) throughout the year.

Board responsibilities

The board:

- provides and maintains a safe physical and emotional environment for students and staff
- meets our legal requirements, to ensure the safety of students, employees, and visitors
- upholds our [primary duty of care](#) to everyone in the school community and exercises [due diligence](#) to ensure that the school meets its health and safety obligations
- ensures that [emergency planning](#) is current
- ensures the school meets [food safety](#) requirements and [promotes healthy food and nutrition](#) for all students
- continuously improves our health and safety performance.

Implementation

The following steps allow us to carry out the aims of our health, safety, and welfare policy:

- The school has [Health and Safety representation](#) and conducts an annual internal audit of the school's health and safety compliance and practices.
 - Workers take reasonable care of their own health and safety and that of other people, and comply with any reasonable instruction given to them by management.
 - All staff are kept informed of the results of health and safety monitoring and review, and consulted in the development and review of these procedures. Staff understand and implement all health and safety procedures, and are kept trained and supervised in their implementation. See [Worker Engagement, Participation, and Representation](#).
 - All staff are active in [hazard identification and risk management](#).
 - The school provides health and safety induction, training, and supervision for all workers.

- On health and safety issues, the school consults, cooperates and coordinates with [contractors working at school](#).
- Staff follow internal health and safety procedures in their daily work. This includes:
 - supervising students at [break times](#)
 - supporting students in [getting to school safely](#)
 - applying our [sun protection](#) policy
 - following guidelines for [plant and machinery safety](#) and [storage and use of hazardous substances](#)
 - administering [medication](#) and [dealing with blood](#)
 - supporting staff and students with [chronic communicable conditions](#)
 - following guidelines for [visitors](#) to the school, including parents' access to students during school hours
 - following [student attendance](#) procedures.

Tools

- The school maintains:
 - a [hazard register](#), and any identified hazard is eliminated or minimised
 - an [injury and incident register](#), including first aid records and all accidents and near misses, and informs the police, WorkSafe NZ, and the board chair immediately of any death, and WorkSafe and the board chair as soon as possible when any other [notifiable event](#) occurs in any place controlled by the school
 - specific planning for [EOTC activities](#), including risk management, which follows Ministry of Education regulations and guidelines, and legal requirements
 - up-to-date [emergency plans and evacuation procedures](#), and assures the board of drills and trial evacuations
 - comprehensive [digital technology and cybersafety policies and procedures](#) to guide our use of the internet, mobile phones, and other ICT devices and equipment.

Related policies and procedures

Our school:

- aims to provide and maintain a safe physical and emotional environment and a positive, inclusive culture for both [students](#) and [staff](#)
- recognises that [workplace stress](#) is a hazard and has a policy to address this
- follows [abuse reporting procedures](#), and trains staff in recognising and reporting abuse
- applies [behaviour management](#) strategies and if necessary, [stand-down, suspension, or exclusion procedures](#)

- complies with the [smokefree](#) legislation and promotes a smokefree lifestyle.
-

Legislation

- Health and Safety at Work Act 2015
- Children's Act 2014
- Smokefree Environments and Regulated Products Act 1990
- Civil Defence Emergency Management Act 2002
- Food Act 2014

Equal Employment Opportunities

The Equal Employment Opportunities policy ensures that all employees and applicants for employment are treated according to their skills, qualifications, abilities, and aptitudes, without **bias or discrimination**. All schools are required by the Public Service Act to be “good employers”, that is:

- to maintain, and comply with their school's Equal Employment Opportunities policy, and
- to include in the annual report a summary of the year’s compliance.

To achieve this, the board:

- appoints a member to be the EEO officer – this role may be taken by the principal
- shows commitment to equal opportunities in all aspects of employment including recruitment, training, promotion, conditions of service, and career development
- selects the person most suited to the position in terms of skills, experience, qualifications, and aptitude
- recognises the value of diversity in staffing (for example, ethnicity, age, gender, disability, tenure, hours of work, etc.) and the employment requirements of diverse individuals/groups
- ensures that employment and personnel practices are fair and free of any bias.

The principal assures the board that the school complies with the Equal Employment Opportunities (EEO) policy and that a statement on EEO is included in the annual report (including any issues from the previous year). See [Self-Review and Board Assurances](#).

Legislation

- Public Service Act 2020
- Human Rights Act 1993

Appointment Procedure

St Matthew's Collegiate is an **equal opportunities** employer. We appoint appropriately trained and qualified staff to all teaching and non-teaching positions and strive to find the best person for each position. We uphold our commitment to **te Tiriti o Waitangi** through our vision and strategic plan to reflect tikanga Māori. Staff are also expected to uphold the special character of the school.

We appoint teachers in accordance with the Public Service Act 2020 and our appointment process meets the requirements of the Children's Act 2014.

The board always manages the recruitment and appointment of a principal. For other vacancies, the board delegates the recruitment and appointment process to the principal and senior management but may also be represented on the appointment committee.

We maintain transparency and fairness as important principles for any appointment, especially those involving related party transactions.

Responsibility	Action
The principal and senior management	<ol style="list-style-type: none">1. Determine whether a vacancy exists, and what kind of vacancy it is, i.e., permanent or fixed term. Fixed-term employment is only offered if it meets the criteria specified in the relevant employment agreement.2. Prepare an application package.3. Advertise the position. Notify the vacancy according to the terms of the relevant employment agreement, in a way that enables suitably qualified people to apply for the position. Advertise special positions as required (see Advertise a position).4. Form an appointment committee based on agreed delegations.

All appointment committee meetings are deemed to be “public excluded” meetings of a board committee in terms of the Local Government Official Information and Meetings Act.

Administration staff

Appointment committee

5. Receive the applications and acknowledge them with a standard letter or email. Keep them confidential and secure.
6. Shortlist applicants.
For special positions, consult with the proprietor, who will report the names of those applicants (if any) who are acceptable for appointment in terms of the special character of the school and/or their required capabilities.
Use the New Employee Checklist to ensure all proper checks are undertaken before, during, and after the interview process.
If there are no suitable applicants, re-advertise the position.
7. Conduct interviews and complete all reference and background checks.
Reference checking may be carried out before interviews.
Ensure for special positions that the person appointed accepts the special requirements as a condition of appointment.
8. Make an appointment.
9. Make sure all the required documentation is completed and filed in the employee's file.
10. Notify unsuccessful interviewed candidates **by email or phone**. Send written notification to all candidates and delete or destroy their documentation.

The principal assures the board that this policy is being implemented correctly, including appointment committee delegations, and referee/background checks. See **Self-Review and Board Assurances**.

Legislation

- Children's Act 2014
- Public Service Act 2020
- Education and Training Act 2020
- Employment Relations Act 2000
- Local Government Official Information and Meetings Act 1987
- Privacy Act 2020

Employer Responsibility Policy

St Matthew's Collegiate board acts as a good employer and takes all reasonable steps to build working relationships based on trust, confidence, and good faith. The board treats employees fairly and properly in all aspects of their employment as required by the Public Service Act 2020, and complies with legislation on employment and personnel matters. The board complies with the conditions contained in employment contracts for teaching and non-teaching staff.

The board ensures strong leadership by recognising the principal as the school's educational leader, the chief executive, and an employee of the board. The board:

- appoints the principal, through the [appointment committee](#)
- [appraises the principal](#)
- works transparently and positively with the principal
- ensures delegations to the principal are robust and regularly reviewed.

The board meets reporting and administrative requirements by:

- referring to the school's [Equal Employment Opportunities](#) policy in its annual report on the extent of its compliance as a good employer
- ensuring that systems are in place for keeping [employee files](#) safe and secure.

Support for school employees

The board:

- takes all steps, so far as is reasonably practicable, to meet its primary duty of care obligations to ensure good and safe working conditions for employees and responds to all reasonable concerns and requests made by employees
- considers staff health and wellbeing (hauora) and work-life balance, and will consider applications for flexible working arrangements
- ensures that all employees maintain proper standards of integrity and conduct, and a concern for the safety and wellbeing of students, colleagues, and public interest
- promotes high levels of staff performance through:
 - performance management and professional development (including budgeting for training and development programmes intended to enhance the abilities of individual employees)
 - acknowledgement of staff achievements
 - salary units and management allowances and non-contact time.
- deals effectively and fairly with any concerns through the concerns and complaints and protected disclosure procedures.

Recruitment and appointments

The board delegates the recruitment and appointment process to the principal and senior management but may be represented in appointment committees. The board and delegate(s) endeavour to appoint appropriately trained and qualified staff to all teaching and non-teaching positions, and to find the best person for the position.

Student wellbeing and safety

The board recognises the need to ensure the safety of students and mitigates students being placed at risk by the actions of employees, through:

- proactive policies, procedures, and actions related to student wellbeing and safety
- robust recruitment (including reference checking), appointment, and induction processes, including complying with the Children's Act 2014

- [annual reports](#) from the principal on the registration, certification, attestation, and police vetting of staff, and reports on appointments and any support provided to teachers
 - information, in committee, from the principal regarding [concerns and complaints](#) raised about staff, and the actions taken
 - compliance with the [mandatory reporting requirements](#) to the Teaching Council under the Education and Training Act 2020 regarding staff dismissals, resignations, complaints, serious misconduct, and competence.
-

Legislation

- Public Service Act 2020
- Human Rights Act 1993
- Education and Training Act 2020
- Privacy Act 2020
- Children's Act 2014
- Health and Safety at Work Act 2015
- Employment Relations Act 2000
- Employment Relations Amendment Act 2018

Charter 2024-2025

Section 1- Charter

Section 2- Two Year Strategic
Vision

Section 3- Strategic Goals

Section 4- Strategic Plan 2024
To 2025

Section 5- Strategic Plan
2024 with Links to BoT
Objectives and Education
Requirements

Section 6-Annual Plan

Section 7- Principal Speech 2023

Section 8- Board Chair Speech 2023



Acknowledgments: Kiri Gill, Sandie Sherwen, Alison Glass, Rev. Wendy Smyth

Section 1: Charter

Vision

Empowering and guiding learners to be the best they can be.

Mission

To provide, as part of the Trinity family of schools, an education which will encourage young women to engage, progress, and achieve in every aspect of their lives- academic, spiritual, cultural, social, and sporting.

Section 2: Two Year Strategic Vision

The Board believes our pupils need to be happy and to feel confident and to have self-belief, so they can achieve their personal best.

Our academic results are excellent but, in the Board's view, education is more than just high grades. Wellness is paramount. Being a good citizen is crucial and poor behaviour should not be tolerated.

We expect our teachers to be experts in their chosen fields, passionate about their subject areas, and be committed to contributing to life outside the classroom.

Tradition is valued but our pupils need a curriculum that is ready for tomorrow's learners. To maximise the resources available, the Board would like to investigate working ever more closely with the other Trinity Schools to provide greater opportunities across our schools.

Section 3: Strategic Goals	Student Progress	School & Community Wellbeing	Staff Development	Special Character	Senior College
	<p>All our ākonga will progress and achieve to their highest possible educational potential through quality teaching and learning, safe environments, and positive relationships, while acknowledging Te Tiriti o Waitangi <i>ensuring learners with their whanau are at the centre of education and great education and opportunities are within reach of every learner</i></p>	<p>Our board, staff, whanau, and community will be engaged in supporting the wellness of our tamariki, while acknowledging Te Tiriti o Waitangi to <i>ensure learning that is relevant to the lives of New Zealanders today and throughout their lives</i></p>	<p>All our staff will strive for continuous improvement so they can maximise the success of each student and engage in the special character of the school, while acknowledging Te Tiriti o Waitangi to achieve <i>Quality teaching and leadership to make a difference to learners and their whanau</i></p>	<p>All of our boarders and day ākonga feel physically and emotionally safe, free of discrimination <i>in all its forms</i>, in an environment that is safe and <i>inclusive</i> that lives its Anglican values and marks of mission, while acknowledging Te Tiriti o Waitangi so <i>that all identities, cultures and languages are sustained.</i></p>	<p>All of our senior ākonga engage in a positive experience gaining the best results possible to <i>ensure ākonga have the skills , knowledge and pathways to succeed in life</i> post-secondary school while acknowledging Te Tiriti o Waitangi</p>

Section 4- ST MATTHEW'S COLLEGIATE Strategic PLAN 2024 and 2025 AD ASTRA PER ASPERA/ To the stars through endeavour/ Tae atu ki ngā whetū					
GOAL	Student Progress	School & Community Wellbeing	Staff Development	Special Character	Senior College
	<p>All our students will progress and achieve to their highest possible educational potential through quality teaching and learning, safe environments, and positive relationships, while acknowledging Te Tiriti o Waitangi ensuring learners with their whanau are at the centre of education and great education and opportunities are within reach of every learner</p>	<p>Our board, staff, whanau, and community will be engaged in supporting the wellness of our tamariki, while acknowledging Te Tiriti o Waitangi to ensure learning that is relevant to the lives of New Zealanders today and throughout their lives</p>	<p>All our staff will strive for continuous improvement so they can maximise the success of each student and engage in the special character of the school, while acknowledging Te Tiriti o Waitangi to achieve Quality teaching and leadership to make a difference to learners and their whanau</p>	<p>All of our boarders and day ākonga feel physically and emotionally safe, free of discrimination in all its forms, in an environment that is safe and inclusive that lives its Anglican values and marks of mission, while acknowledging Te Tiriti o Waitangi so that all identities, cultures and languages are sustained.</p>	<p>All of our senior students engage in a positive experience gaining the best results possible, while acknowledging Te Tiriti o Waitangi</p>
ACTIONS	<p>Use development opportunities for teachers/kaiako and leaders to build their teaching capability, knowledge and skills in te reo Māori and tikanga Māori</p> <p>Identify, provide opportunity and report on target groups: SENCO, At Risk, Coasters, Gifted and Talented.</p> <p>Provide opportunities for student and whanau engagement with progress and understanding of curriculum.</p> <p>Academic courses further developed to make them more authentic/relevant to our local setting and assessment more accessible.</p> <p>Provide opportunities to further develop understanding of The SMCS graduate profile within and across St Matthew's and Senior College Communicate the Graduate profile to the community.</p> <p>Liaise with Senior college and SMOGA to build leavers' data.</p> <p>Explore opportunities for developing careers programme.</p>	<p>Engage in Manaakitanga to build and maintain strong relationships with our community: New parent social function before school begins. Year group meetings for parents to meet Deans within the first four weeks of the school year. Parents meet twice a year to discuss student progress. Celebrate cultures within our school and engage in activities to foster inclusiveness e.g. Matariki, Diwali, Teulia Festival. Students to engage in service to the community when the opportunity arises e.g. collections, river restoration etc. Engage in Whanaungatanga to understand the need to look after each other: Time to be spent with incoming and existing students into Year 9 so they understand the school values of compassion, integrity, respect, inclusiveness, and commitment. Year 11 Peer Support to connect with Year 9 Whanau interviews to be held at the end of Term Two to build relationships with teacher/student and to identify any needs going forward. Year 11 students to have a transition programme to Senior College beginning at the end of Term Two, acknowledging their journey so far and helping them with the next step to Year 12. Guidance network to meet each month to discuss pastoral matters and make informed decisions in the future. Kotahitanga programme to mirror what is needed in the school at certain times of the year. Speakers from outside the school to be invited in to impart their knowledge of the outside world to our community.</p>	<p>HODs and HOFs across the two sites starting to further develop.</p> <p>Teacher satisfaction survey end term 4 to gauge professional satisfaction</p> <p>All staff have a PD Plan in Place by May 2024 as per the PGC</p> <p>Through Professional Development staff to strive to develop a deeper understanding of Tikanga.</p> <p>Develop teacher/kaiako confidence and competence to teach diverse learners/ākonga with varying needs, and to appropriately modify teaching approaches.</p> <p>Seek advice from Māori on how best to include tikanga Māori in values, practices, and organisational culture.</p> <p>Greater adherence and consideration of Ka Hikitia, Kā Hāpaiāia, Tataiako.</p>	<p>Investigate ways to market boarding nationwide.</p> <p>Increase daily reminders that we are a Christian character school.</p> <p>Develop ākonga reporting that they are: safe emotionally and physically; free of discrimination; have a sense of belonging.</p> <p>Acts of service: local, national, international</p> <p>Ākonga offered Retreats etc with a Christian flavour.</p> <p>Embed Look up, in, out through House services using St Matthew's Parish Church</p> <p>All Departments have visible, authentic, and genuine links to Christian Character in units and programmes.</p> <p>Student led Boarders' chapel services and Night Prayers</p> <p>Chapel services include Te Reo</p> <p>Junior and Senior Chapel teams established and maintained to be led by SC prefect to spearhead SC initiatives.</p>	<p>Enhance the Together as One Vision</p> <p>Continue alignment in Subject Planning and Options available across schools so that SC transition seamless.</p> <p>Vocational opportunities understood fully by senior students.</p> <p>Regular meetings with Senior College Executive.</p> <p>Greater presence of SMCS staff in the Senior College setting.</p> <p>Encourage attendance by SMCS staff of Senior College events.</p> <p>Across school faculty meetings</p> <p>Shared policy and procedures</p> <p>Improve Communications between schools.</p>
OUTCOMES	<p>Te Tiriti and Mātauranga is evident in department planning.</p> <p>Gifted and talented register set up and identified students have taken part in development programme/s</p> <p>Students are engaged in lessons.</p> <p>Students succeed to be the best they can be.</p> <p>The SMCS graduate profile is used by all students and understood by all stakeholders.</p> <p>Positive transitioning across year levels</p> <p>Better Careers and other programmes.</p> <p>Greater involvement of Community provision</p>	<p>Parents have a sense of belonging as they enter St Matthew's and know who to contact if issues arise.</p> <p>New students settle faster and know the expectations of the school and understand the role of our school values play in their daily lives.</p> <p>Positive staff/student relationships.</p> <p>With a greater understanding of Tikanga, staff can better support Māori students.</p> <p>School community enjoy and learn about other cultures within the student population.</p> <p>Future planning comes from data and pastoral observation.</p> <p>Year 11 students well equipped and familiar with the Senior College Environment.</p> <p>Parents informed of initiatives in the community to support their children and their parenting.</p>	<p>More access to PLD opportunities</p> <p>Greater use of PLD Wednesdays</p> <p>More time given to social time for ALL staff.</p> <p>Greater numbers of staff involved in extracurricular e.g. sport.</p> <p>Continued involvement of TSTB in school events</p> <p>Te Tiriti and Mātauranga Māori underpins all aspects.</p>	<p>Greater adherence to Special Character Plan from review</p> <p>Increased Enrolments in Boarding full time.</p> <p>More focused activity on the marketing of Boarding</p> <p>Greater understanding and connection for school and community with special Anglican Character</p> <p>Ākonga who feel safe, in an inclusive, compassionate, and respectful environment.</p> <p>Ākonga whose identities, cultures and languages are acknowledged and supported.</p> <p>A community that exemplifies the Five Marks of Mission in all areas of their school.</p>	<p>Better student transitions</p> <p>Greater staff interactions across the schools</p> <p>Removing barriers so as to create comfort for girls in new settings.</p> <p>Improved opportunity for teaching across into senior curriculum</p> <p>Shared understandings that benefit our ākonga</p>
TARGETS	<p>Te Tiriti and Mātauranga Māori underpin all aspects.</p> <p>100% of students attain level 1,2, and 3 NCEA or equivalent.</p> <p>All students graduate yr 10 with literacy and numeracy co-requisite achieved.</p> <p>20% increase in Merit & Excellence endorsements.</p> <p>All students use the Graduate profile to track their progress and transition through school.</p> <p>100% students have completed a profile on Careers or pathways at their level.</p>	<p>Positive community feeling towards our school culture at St Matthew's - survey written to discover how students feel about being at St Matthew's (sensitive data) - 100% of girls have had a whanau interview, which is ordered on KAMAR. - A reduction in pastoral entries for Year 9 students 50% (based on 2023) - Our roll at its maximum of 310 students.</p>	<p>100% staff, including support staff, have professional development plan.</p> <p>10% of plan is focused on development of student and staff wellness.</p> <p>60% of staff contribute to life outside the classroom e.g.: Coaching, managing teams, drama productions, etc.</p> <p>50% leadership growth opportunities found for staff.</p>	<p>A boarders whanau/community engagement plan, that includes annual initiatives to improve the culture of boarding, through SC and Te Tiriti lens..</p> <p>Reorganisation of staffing across two houses for day duties</p> <p>95% bed occupancy and retention and 50% increase in full time boarders.</p> <p>80% of ākonga reporting via survey they feel safe</p> <p>5 Strategies for marketing</p> <p>5 acts of Service to Communities</p> <p>2 Christian retreats in the year</p> <p>All houses complete o House Chapels, 1 Boarders chapel per term, 1 boarders' night service per week</p> <p>10% students convert PPTB to full boarding.</p> <p>95% beds occupied.</p> <p>Dept Docs and Services visibly uphold SC and Te Tiriti</p>	<p>2-4 meetings of faculties through the year</p> <p>100% of SMCS and RC have ventured to each other's schools.</p> <p>Every year group has experienced a Transition activity.</p>

Section 5 -ST MATTHEW'S COLLEGIATE STRATEGIC PLAN 2024

With Links to Board Objectives and Education Requirements					
Strategic Goals	Link to Board Primary Objective	Links to Education requirement	What do you expect to see?	How will we achieve or make progress towards our strategic goals?	How will you measure success?
Student Progress All our students will progress and achieve to their highest possible educational potential through quality teaching and learning, safe environments, and positive relationships, while acknowledging Te Tiriti o Waitangi <i>ensuring learners with their whanau are at the centre of education and great education and opportunities are within reach of every learner</i>	All of section 127(1) applies	NELP Priorities: 1, 2, 3, 4, 5, 6 Te Mātaiaho and the Common Practice Model The Te Mātaiaho Implementation supports pack The Literacy and Communication and Maths Strategy Attendance and Engagement Strategy Wellbeing in Education Strategy The New Zealand Child and Wellbeing Strategy Ka Hikitia - Ka Hāpaitia Tau Mai te Reo The Action Plan for Pacific Education 2020-2030 NZSTA's guidance for giving effect to Te Tiriti o Waitangi	Te Tiriti and Mātauranga is evident in department planning. Gifted and talented register set up and identified students have taken part in development programme/s Students are engaged in lessons. Students succeed to be the best they can be. The SMCS graduate profile is used by all students and understood by all stakeholders. Positive transitioning across year levels Better Careers and other programmes. Greater involvement of Community provision	Use development opportunities for teachers/kaiako and leaders to build their teaching capability, knowledge and skills in te reo Māori and tikanga Māori Identify, provide opportunity and report on target groups: SENCO, At Risk, Coasters, Gifted and Talented. Provide opportunities for student and whanau engagement with progress and understanding of curriculum. Academic courses further developed to make them more authentic/relevant to our local setting and assessment more accessible. Provide opportunities to further develop understanding of The SMCS graduate profile within and across St Matthew's and Senior College Communicate the Graduate profile to the community. Liaise with Senior college and SMOGA to build leavers' data.	Te Tiriti and Mātauranga Māori underpin all aspects. 100% of students attain level 1,2, and 3 NCEA or equivalent. All students graduate yr 10 with literacy and numeracy co-requisite achieved. 20% increase in Merit & Excellence endorsements. All students use the Graduate profile to track their progress and transition through school. 100% students have completed a profile on Careers or pathways at their level.

				Explore opportunities for developing careers programme.	
School & Community Wellbeing Our board, staff, whanau, and community will be engaged in supporting the wellness of our tamariki, while acknowledging Te Tiriti o Waitangi to <i>ensure learning that is relevant to the lives of New Zealanders today and throughout their lives</i>	All of section 127(1) applies	NELP Priorities: 1, 2, 3, 4, 5, 6 Te Mātaiaho and the Common Practice Model The Te Mātaiaho Implementation supports pack The Literacy and Communication and Maths Strategy Attendance and Engagement Strategy Wellbeing in Education Strategy The New Zealand Child and Wellbeing Strategy Ka Hikitia - Ka Hāpaitia Tau Mai te Reo The Action Plan for Pacific Education 2020-2030 NZSTA's guidance for giving effect to Te Tiriti o Waitangi	Parents have a sense of belonging as they enter St Matthew's and know who to contact if issues arise. New students settle faster and know the expectations of the school and understand the role of our school values play in their daily lives. Positive staff/student relationships. With a greater understanding of Tikanga, staff can better support Māori students. School community enjoy and learn about other cultures within the student population. Future planning comes from data and pastoral observation. Year 11 students well equipped and familiar with the Senior College Environment. Parents informed of initiatives in the community to support their children and their parenting.	with our community: New parent social function before school begins. Year group meetings for parents to meet Deans within the first four weeks of the school year. Parents meet twice a year to discuss student progress. Celebrate cultures within our school and engage in activities to foster inclusiveness e.g. Matariki, Diwali, Teulia Festival. Students to engage in service to the community when the opportunity arises e.g. collections, river restoration etc. Engage in Whanaungatanga to understand the need to look after each other: Time to be spent with incoming and existing students into Year 9 so they understand the school values of compassion, integrity, respect, inclusiveness, and commitment. Year 11 Peer Support to connect with Year 9 Whanau interviews to be held at the end of Term Two to build relationships with teacher/student and to identify any needs going forward. Year 11 students to have a transition programme to Senior College beginning at the end of Term Two, acknowledging their journey so far and helping them with the next step to Year 12.	Positive community feeling towards our school culture at St Matthew's · Survey written to discover how students feel about being at St Matthew's (positive data) · 100% of girls have had a whanau interview, which is recorded on KAMAR. · A reduction in pastoral entries for Year 9 students by 50% (based on 2023) · Our roll at its maximum of 310 students.

				<p>Guidance network to meet each month to discuss pastoral matters and make informed decisions in the future.</p> <p>Kotahitanga programme to mirror what is needed in the school at certain times of the year.</p> <p>Speakers from outside the school to be invited in to impart their knowledge of the outside world to our community.</p>	
<p>Staff Development</p> <p>All our staff will strive for continuous improvement so they can maximise the success of each student and engage in the special character of the school, while acknowledging Te Tiriti o Waitangi to achieve <i>Quality teaching and leadership to make a difference to learners and their whanau</i></p>	<p>All of section 127(1) applies</p>	<p>NELP Priorities: 1, 2, 3, 4, 5, 6</p> <p>Te Mātaiaho and the Common Practice Model</p> <p>The New Zealand Curriculum</p> <p>The Te Mātaiaho Implementation supports pack</p> <p>The Literacy and Communication and Maths Strategy</p> <p>Attendance and Engagement Strategy</p> <p>Wellbeing in Education Strategy</p> <p>The New Zealand Child and Wellbeing Strategy</p> <p>Ka Hikitia - Ka Hāpaitia Tau Mai te Reo</p> <p>The Action Plan for Pacific Education 2020-2030</p>	<p>More access to PLD opportunities</p> <p>Greater use of PLD Wednesdays</p> <p>More time given to social time for ALL staff.</p> <p>Greater numbers of staff involved in extracurricular e.g. sport.</p> <p>Continued involvement of TSTB in school events</p> <p>Te Tiriti and Mātauranga Māori underpins all aspects.</p>	<p>HODs and HOFs across the two sites starting to further develop.</p> <p>Teacher satisfaction survey end term 4 to gauge professional satisfaction</p> <p>All staff have a PD Plan in Place by May 2024 as per the PGC</p> <p>Through Professional Development staff to strive to develop a deeper understanding of Tikanga.</p> <p>Develop teacher/kaiako confidence and competence to teach diverse learners/ākonga with varying needs, and to appropriately modify teaching approaches.</p> <p>Seek advice from Māori on how best to include tikanga Māori in values, practices, and organisational culture.</p> <p>Greater adherence and consideration of Ka Hikitia, Kā Hāpaitia, Tataiako.</p>	<p>Te Tiriti and Mātauranga Māori underpin all aspects.</p> <p>100% of students attain level 1,2, and 3 NCEA or equivalent.</p> <p>All students graduate yr 10 with literacy and numeracy co-requisite achieved.</p> <p>20% increase in Merit & Excellence endorsements.</p> <p>All students use the Graduate profile to track their progress and transition through school.</p> <p>100% students have completed a profile on Careers or pathways at their level.</p>

		NZSTA's guidance for giving effect to Te Tiriti o Waitangi			
Special Character All of our boarders and day ākonga feel physically and emotionally safe, free of discrimination <i>in all its forms</i> , in an environment that is safe and <i>inclusive</i> that lives its Anglican values and marks of mission, while acknowledging Te Tiriti o Waitangi <i>so that all identities, cultures and languages are sustained</i> .	All of section 127(1) applies	NELP Priorities: 1, 2, 3, 4, 5, 6 Te Mātaiaho and the Common Practice Model The Te Mātaiaho Implementation supports pack. The Literacy and Communication and Maths Strategy Attendance and Engagement Strategy Wellbeing in Education Strategy The New Zealand Child and Wellbeing Strategy Ka Hikitia - Ka Hāpaitia Tau Mai te Reo The Action Plan for Pacific Education 2020-2030 NZSTA's guidance for giving effect to Te Tiriti o Waitangi	Greater adherence to Special Character Plan from review Increased Enrolments in Boarding full time. More focused activity on the marketing of Boarding Greater understanding and connection for school and community with special Anglican Character Akonga who feel safe, in an inclusive, compassionate, and respectful environment. Akonga whose identities, cultures and languages are acknowledged and supported. A community that exemplifies the Five Marks of Mission in all areas of their school.	Investigate ways to market boarding nationwide. Increase daily reminders that we are a Christian character school. Develop ākonga reporting that they are: safe emotionally and physically; free of discrimination; have a sense of belonging. Acts of service: local, national, international Ākonga offered Retreats etc with a Christian flavour. Embed Look up, in, out through House services using St Matthew's Parish Church All Departments have visible, authentic, and genuine links to Christian Character in units and programmes. Student led Boarders' chapel services and Night Prayers Chapel services include Te Reo Junior and Senior Chapel teams established and maintained to be led by SC prefect to spearhead SC initiatives.	A boarders whanau/community engagement plan, that includes annual initiatives to improve the culture of boarding, through SC and Te Tiriti lens.. Reorganisation of staffing across two houses for day duties 95% bed occupancy and retention and 50% increase in full time boarders. 80% of ākonga reporting via survey they feel safe 5 Strategies for marketing 5 acts of Service to Communities 2 Christian retreats in the year All houses complete o House Chapels, 1 Boarders chapel per term, 1 boarders' night service per week 10% students convert PPTB to full boarding. 95% beds occupied. Dept Docs and Services visibly uphold SC and Te Tiriti
Senior College All of our senior students engage in a positive xperience gaining the best	All of section 127(1) applies	NELP Priorities: 1, 2, 3, 4, 5, 6 Te Mātaiaho and the Common Practice Model	Better student transitions Greater staff interactions across the schools	Enhance the Together as One Vision Continue alignment in Subject Planning and Options available	2-4 meetings of faculties through the year 100% of SMCS and RC have ventured to each other's schools. Every year group has experienced a Transition activity.

results possible, while acknowledging Te Tiriti o Waitangi		<p>The Te Mātaiaho Implementation supports pack</p> <p>The Literacy and Communication and Maths Strategy</p> <p>Attendance and Engagement Strategy</p> <p>Wellbeing in Education Strategy</p> <p>The New Zealand Child and Wellbeing Strategy</p> <p>Ka Hikitia - Ka Hāpaitia Tau Mai te Reo</p> <p>The Action Plan for Pacific Education 2020-2030</p> <p>NZSTA's guidance for giving effect to Te Tiriti o Waitangi</p>	<p>Removing barriers so as to create comfort for girls in new settings.</p> <p>Improved opportunity for teaching across into senior curriculum</p> <p>Shared understandings that benefit our ākonga</p>	<p>across schools so that SC transition seamless.</p> <p>Vocational opportunities understood fully by senior students.</p> <p>Regular meetings with Senior College Executive.</p> <p>Greater presence of SMCS staff in the Senior College setting.</p> <p>Encourage attendance by SMCS staff of Senior College events.</p> <p>Across school faculty meetings</p> <p>Shared policy and procedures</p> <p>Improve Communications between schools.</p>	
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Section 6
ANNUAL PLAN 2024

GOAL 1: Student Progress

All our ākonga will progress and achieve to their highest possible educational potential through quality teaching and learning, safe environments, and positive relationships, while acknowledging Te Tiriti o Waitangi *ensuring learners with their whanau are at the centre of education and great education and opportunities are within reach of every learner*

Actions	Who Is Responsible	Resources Required	Timeframe	How will you measure success
Use development opportunities for teachers/kaiako and leaders to build their teaching capability, knowledge and skills in te reo Māori and tikanga Māori	SLT WSL Curriculum committee	Kahui Ako PLD opportunities Whanau/Iwi	T1-4	Mātauranga Māori evident in planning and lessons te reo Māori evident in classrooms and around school
Identify, provide opportunity and report on target groups: SENCO, At Risk, Coasters, Gifted and Talented.	SLT SENCO HoDs Teachers Careers advisor	AsTTLE tracking of students SENCO data Dept AoVs	T2-4	Increased differentiation within lessons Gifted and Talented register set up 20% increase in Merit & Excellence endorsements.
Provide opportunities for student and whanau engagement with progress and understanding of curriculum.	SLT PN Yr 10 and 11 dean Teachers	NZQA information School website/newsletters	T1-4	Fewer students missing assessments. Improved results for DGEs
Academic courses further developed to	SLT	PLD	T2-4	20% increase in Merit & Excellence endorsements.

make them more authentic/relevant to our local setting and assessment more accessible.	Curriculum committee HoDs Teachers	External providers External agencies Community groups Whanau/Iwi		100% of students attain level 1,2, and 3 NCEA or equivalent. All students graduate yr 10 with literacy and numeracy co-requisite achieved. Increased student engagement in lessons. Increased differentiation within lessons Greater involvement of Community provision
Provide opportunities to further develop understanding of The SMCS graduate profile within and across St Matthew's and Senior College Communicate the Graduate profile to the community.	Curriculum committee SLT	PLD Marketing/com ms/newsletter/ website	T1-4	The SMCS graduate profile is used by all students and understood by all stakeholders. The Graduate profile is clearly evident in communications. Positive transitioning across year levels Student graduate passport produced
Liaise with Senior college and SMOGA to build leavers' data	SLT SC/yr 13 Dean SMOGA Careers advisors at SMC and SC	SMOGA database KAMAR data Leavers' data	T3-4	Suitable database set up/accessed
Involvement in Career& Tertiary days for Years 10-13 Careers advisor to explore opportunities	SLT Careers advisors at both SMC	KAMAR training to better use the student profile	T2-4	100% students have completed a profile on Careers or pathways at their level. All year 10 students attended Careers day and work experience STAR courses attended by range of yr 11 students.

for developing careers programme	and Senior College Teachers	External providers/UCOL/Universities/Industry		Increased awareness by students of pathways and career opportunities Careers element included in PSE lessons and subject specific lessons
GOAL 2: School and Community Wellbeing Our board, staff, whanau, and community will be engaged in supporting the wellness of our tamariki, while acknowledging Te Tiriti o Waitangi to ensure learning that is relevant to the lives of New Zealanders today and throughout their lives				
Actions	Who Is Responsible	Resources Required	Timeframe	How will you measure success
Manaakitanga (a) Beginning of year functions to welcome parents. This includes meetings with Deans.	Deans and SLT	Communication to parents and catering expenses	Weeks 1-5 of Term One	Parent feedback – parents know who to contact
Manaakitanga (b) Parents meeting twice a year to discuss daughter's progress	All teachers	Catering, subscription to School Interviews	Week 10 of Term One Week 1 of Term Three	Parent attendance at interviews Feedback to Deans Communication with teachers
Manaakitanga (c) Celebrate cultures within our school and engage with activities to foster inclusiveness.	All staff	Community help with celebrations	All year but in particular during July for Matariki	Culture embraced by our students and community. Invitation to attend events is well supported by our school community
Manaakitanga (d) Students engage in service to the community when the opportunities arise.	All staff, service Prefect, Chapel Teams	Contact with community organisations	All year	Number of events we attend increases.

Whanaungatanga (a) Year 9 Orientation – outdoor education and values education	AGL, ABO, NVE and other staff	Outdoor Education contacts Staff values education activities	Week One Term One	Year group is settled and less entries on KAMAR. Have a sense of belonging.
Whanaungatanga (b) Year 9 Peer Support led by Year 11	GRE, ABO, ABL	Training for Year 11 girls Ongoing trainings at lunchtimes	Term One	Strong relationships between older and younger students. Survey Year 9 girls to gauge its worth and recommendations for the future.
Whanaungatanga (c) Whanau interviews and academic mentoring system	AGL and teachers	Teachers need time to enter information on their classes. Time given in staff meeting for teachers to absorb information and ask teachers questions of their whanau group.	Term Two	Strong connections to be made between whanau teacher and students. Information recorded on their school life and future aspirations. This information is on the student profile on KAMAR.

		Time given in Week 9 for teachers to interview their whanau class		
Whanaungatanga (d) Transition programme for Year 11 students to Senior College.	AGL and Senior College staff	Time for Year 11 to visit SC site. Staff to come in to speak to the girls about SC life and subjects for Year 12. Organisation of a social to help integrate students from both sites.	End of Term Two and into Term three	Survey done by Year 12 students as they enter SC to see how they felt about the move to SC. Less issues in the first term, girls settle quickly and know the place.
Whanaungatanga (e) Guidance network to meet once a month.	AGL, Deans, Counsellor, Boarding, SENCO etc	Time slot for everyone to be there.	All Year	Discussion to be had to focus on big picture, culture of the school. Decisions made based on data and issues arising for the following year.
Whanaungatanga (f)	AGL, NVE	Staff input and	All Year	Students feel this time is worthwhile Survey to be carried out at the end of 2024.

Kotahitanga time and its content fits the what is on top for the students at St Matthew's.		community resources		
Whanaungatanga (g) Speakers from outside of school are invited to impart their knowledge of the outside world to our community.	NVE	Funding to pay for some of the cost Planning to align speakers with what is happening in the school.	All Year	Feedback from students/community on the worth of these talks.
GOAL 3: Staff Development All our staff will strive for continuous improvement so they can maximise the success of each student and engage in the special character of the school, while acknowledging Te Tiriti o Waitangi to achieve <i>Quality teaching and leadership to make a difference to ākonga and their whanau.</i>				
Actions	Who Is Responsible	Resources Required	Timeframe	How will you measure success
HoDs and HoFs across the two sites	Principals HoDs/Fs	Open mindedness Budget Integration Agreement	2024 >2025	<ul style="list-style-type: none"> • More access to PLD opportunities • Greater use of PLD Wednesdays • More time given to social time for ALL staff. • Greater numbers of staff involved in extracurricular e.g. sport. • Continued involvement of TSTB in school events • Te Tiriti and Mātauranga Māori underpins all aspects.

Teacher satisfaction survey end term 4 to gauge professional satisfaction	SLT	Staff input Template for Questions	T4	<ul style="list-style-type: none"> Teacher willingness to engage with survey is 100%. 30-40% improvement in satisfaction Staff retention
All staff have a PD Plan in Place by May 2024 as per the PGC	SLT Staff	PGC template AoVs from Departments	T1-2	<ul style="list-style-type: none"> PGC planning correlates to Variance statements. PLD uptake improves teacher satisfaction and outcomes for ākonga. AoV of current year shows marked improvement in 2025
Through Professional Development staff to strive to develop a deeper understanding of Tikanga.	SLT Kahui Ako WSLs PLD provision	KA WSLs Budget	T1-4	<ul style="list-style-type: none"> Tikanga obvious in school Local curriculum embedded in curriculum. Mātauranga Māori evident in daily practices Iwi relationship visible
Develop teacher/kaiako confidence and competence to teach diverse ākonga/ākonga with varying needs, and to appropriately modify teaching approaches.	SLT HoDs SENCO Learning Support BoT	Budget SENCO Learning support	T1-4	<ul style="list-style-type: none"> Differentiated programmes evident in all curriculum areas. Reduction in small group streamed classes. Tas in classes Fewer IEPs Diversification in classes to increase engagement
Seek advice from Māori on how best to include tikanga Māori in values, practices,	Iwi Whanau Hui SLT	Whanau Iwi	T1-4	<ul style="list-style-type: none"> Visible Iwi relationships Improved academic, wellbeing, and social outcomes for Māori. Positive social culture for Māori & Pasifika

and organisational culture.				<ul style="list-style-type: none"> Increased enrolment and acknowledgement of being Māori
Greater adherence and consideration of Ka Hikitia, Kā Hāpaitia, Tataiako.	Iwi Whanau Hui SLT	Whanau Iwi	T1-4	<ul style="list-style-type: none"> Visible Iwi relationships Improved academic, wellbeing, and social outcomes for Māori. Positive social culture for Māori & Pasifika <p>Increased enrolment and acknowledgement of being Māori</p>
GOAL 4: Special Character All our boarders and day ākonga feel physically and emotionally safe, free of discrimination <i>in all its forms</i>, in an environment that is safe and <i>inclusive</i> that lives its Anglican values and marks of mission, while acknowledging Te Tiriti o Waitangi so that all identities, cultures and languages are sustained.				
Actions	Who Is Responsible	Resources Required	Timeframe	How will you measure success
Investigate ways to market boarding nationwide.	Senior Leadership Team International Director Boarding Director TSTB	Marketing manager Financial Budget PLD for key staff International Agents	Term1-4	<p>International Boarders satisfaction via surveys</p> <p>Agents' feedback indicates growth in student numbers.</p> <p>Website reviews and enquiries increase.</p> <p>International assimilation, qualifications show improvement</p>
Increase daily reminders that we are a Christian character school.	Senior Leadership Team Chaplain TSTB Boarding Director and Matrons Teachers	Time given to team and culture building Financial budget PLD for all staff Signage	Term 1-4	<p>Anecdotal evidence gathered through interviews across the community early T2 and T4.</p> <p>A walk through of the whole school, including boarding houses, noting visible signs of Anglican Special Character.</p> <p>Samples of teacher planning that explicitly evidences daily reminders of our Christian character.</p> <p>Evidence of Christian character in weekly parent newsletter, at least two entries per week.</p>

				<p>Understanding and use of Christian whakatauki and karakia ino in classrooms and boarding houses daily – observed adherence.</p> <p>Increased opportunities for students, parents and staff to participate in Christian events, rituals, worship, and prayer, advertised in school newsletter, through the school app and on KAMAR – a minimum of 2 retreats/camps and 4 House Chapels per year, 1 boarders chapel per term, 1 night prayer, 3 morning prayer, and 2 regular chapel services per week.</p>
Develop ākongā reporting that they are: safe emotionally and physically; free of discrimination; have a sense of belonging.	Senior Leadership Team Chaplain Counsellor Boarding Director and Matrons Teachers Parent community	<p>Counselling hours</p> <p>Systems – policies and procedures</p> <p>Time given to programmes</p> <p>Financial budget</p> <p>PLD for key staff</p>	Term 1 and 4	<p>Well-being survey of ākongā.</p> <p>Incident statistics within the school.</p> <p>Numbers of students signing up to and turning up to programmes offered.</p> <p>Attendance data.</p> <p>New student and leaver interviews.</p> <p>Parent surveys.</p>
Acts of service: local, national, international	Senior Leadership Team Chaplain Teachers	<p>World Vision</p> <p>Local, national and international Anglican – Tikanga Pākeha, Pasifika and Māori – clergy</p>	Term 1-4	<p>A register of service opportunities offered and followed through on, including contact details that is accessible to all – shared document – but oversight by one designated person.</p> <p>Annual opportunities followed up on and calendared at the start of each year.</p> <p>A contact list compiled, shared and maintained.</p>

		<p>Local community groups</p> <p>Parent contacts</p> <p>Time out of class for students</p> <p>Financial budget for travel</p> <p>Time for teachers to plan</p> <p>Pre written trip form templates</p>		
<p>Ākonga offered Retreats etc with a Christian flavour.</p>	<p>Chaplain</p>	<p>Local, national and international Anglican – Tikanga Pākeha, Pasifika and Māori – clergy</p> <p>TSTB</p> <p>Teacher and Senior Management support</p>	<p>Term 1-4</p>	<p>Frequency of opportunities offered recorded and noted.</p>

		Financial budget		
Embed Look up, in, out and Together as One	Senior Leadership Team Chaplain TSTB Boarding Director and Matrons Teachers	Quality printed signs and supporting paraphernalia PLD for understanding Time given for across Trinity opportunities	Term 1-4	<p>Anecdotal evidence gathered through interviews across the community early T2 and T4 to ascertain and monitor understanding.</p> <p>A walk through of the whole school, including boarding houses, noting visible signs of Look Up, In, Out and Together as One.</p> <p>Samples of teacher planning that explicitly evidences references to Look Up, In, Out and Together as One.</p> <p>Evidence of Look Up, In, Out and Together as One in weekly parent newsletter, an article entry once per month speaking specifically to this.</p> <p>Understanding and use of Christian whakatauki and karakia inoi in classrooms and boarding houses daily – observed adherence and reference to looking up.</p> <p>Increased opportunities for students, parents and staff to participate in across Trinity events, rituals, worship, and prayer, advertised in school newsletter, through the school app and on KAMAR – a minimum of 2 per year.</p>
All Departments have visible, authentic, and genuine links to Christian Character in units and programmes.	Senior Leadership Team – line managers HoDs Chaplain	Time given to team and culture building – learning conversations between staff and Chaplain Time given to visiting other	By the end of Term 4	<p>Line managers to gather evidence through shared planning.</p> <p>One goal in PGC documents for teachers toward achieving visible, authentic and genuine links to Christian Character in their planning.</p> <p>Evidenced and documented (through meeting minutes) meetings where learning conversations are had between departments and Chaplain.</p> <p>A minimum of one visit per department to another Anglican School.</p>

		<p>Anglican schools – exemplars</p> <p>Financial budget</p> <p>PLD for all staff via Chaplain and visiting speakers</p>		<p>Evidence and documented dates of staff meetings dedicated to PLD on the ‘how to’ of embedding Christian Character into units and programmes.</p> <p>An exemplar folder developed for each department offering ideas – shared with Chaplain who can add material of support over time.</p>
Student led Boarders’ chapel services and Night Prayers	Chaplain Director of Boarding Matrons	<p>Time</p> <p>Financial budget</p>	Term 2-4	<p>Chaplain will support the boarding house by enabling students to lead both chapel services and night prayers – developing their capacity for both – weekly during term time.</p> <p>Chaplain and Director of Boarding will have regular meetings (including minutes) that demonstrate commitment to and development of this initiative.</p> <p>Students will observably take gradual ownership and responsibility, supported by the chaplain, for planning and running both boarders’ chapel services and night prayers.</p>
Chapel services include Te Reo	Chaplain	<p>TSTB</p> <p>Te Hāhi Minihare – te Heparā Pai</p> <p>The Anglican Prayer Book</p>	Term 1-4	<p>All chapel services will have headings in both te Reo Māori and English.</p> <p>All chapel services will have greetings in both te Reo Māori and English.</p> <p>So far as possible, readings will be spoken in both te Reo Māori and English.</p> <p>Each chapel service will have a minimum of one hymn/hīmene in te Reo Māori.</p>

Junior and Senior Chapel teams established and maintained to be led by SC prefect to spearhead SC initiatives.	Chaplain TSTB Teachers Senior Management	Time given to chapel meetings, including at Senior College to include Year 12 and 13 PLD for Special Character Prefect Local, national and international Anglican – Tikanga Pākeha, Pasifika and Māori – clergy Financial budget The introduction of Marks of Mission Teams	Term 1-4	<p>Evidence of process for joining and committing to the Junior or Senior Chapel Team, including clearly outlined responsibilities, filled out and signed by each member.</p> <p>Evidence of ongoing monitoring of commitment to the Junior or Senior Chapel team, attendance at meetings and events, rostered commitments.</p> <p>Evidence of Special Character Prefect involvement in team leading opportunities with the Chapel Teams.</p> <p>Evidence of initiatives led by the Special Character Prefect.</p> <p>Meeting minutes between Chaplain and Special Character prefect.</p> <p>Evidence of Marks of Mission Teams and their involvement in the school and wider Anglican communities of New Zealand.</p>
GOAL 5: Senior College All of our senior students engage in a positive experience gaining the best results possible, while acknowledging Te Tiriti o Waitangi				
Actions	Who Is Responsible	Resources Required	Timeframe	How will you measure success
Enhance the Together as One Vision	SC Exec Principals TSTB	Budget Planning	T1-4	<ul style="list-style-type: none"> • Greater opportunity for Trinity wide events • Shared Curriculum where possible • Using staff across schools

	BoT			<ul style="list-style-type: none"> • Interschool planning: <ul style="list-style-type: none"> - Curriculum - Sport - Special Character - Staffing - Social
Continue alignment in Subject Planning and Options available across schools so that SC transition seamless. Vocational opportunities understood fully by senior students.	Principals SLT	Careers Advisor External providers: UCOL, Universities, Industry	T1-4	<ul style="list-style-type: none"> • Production of a Trinity Careers and Option Booklet • Open Afternoon well attended. • Option Evenings well attended. • School acts on Community feedback
Regular meetings with Senior College Executive.	Principals SLT Deans	Meeting spaces Teams' meetings as option	T1-4	<ul style="list-style-type: none"> • Shared understandings • Growth of enrolments at SC entry point • 100% decline in students leaving until end of schooling
Greater presence of SMCS staff in the Senior College setting.	SMCS RC	Budget Staff	T1-4	<ul style="list-style-type: none"> • Transition of students seamless • Improved relationship of y12 13 girls with foundation school staff • Camaraderie between RC and SMCS through shared events
Encourage attendance by SMCS staff of Senior College events.	SMCS RC	Budget Staff	T1-4	<ul style="list-style-type: none"> • Transition of students seamless • Improved relationship of y12 13 girls with foundation school staff • Camaraderie between RC and SMCS through shared events
Across school faculty meetings	Principals SLT HoDs/Fs	Meeting spaces	T1-4	<ul style="list-style-type: none"> • SMCS teaching staff au fait with NCEA L2 &3 • Shared understanding influence curriculum planning 7-13

		Scheduling through TT		
Shared policy and procedures	BoT BoP Principals SLT Staff	Budget School Docs Procedure Docs NZSTA & MoE	T1-4	<ul style="list-style-type: none"> • Safety and Routines aligned • Improved behaviour via Kamar • Reduction in Complaints • Reduction in Discipline stats
Improve Communications between schools.	SLTs Trinity staff	KAMAR ORAH Newsletter Apps Website	T1-4	<ul style="list-style-type: none"> • Joint messaging shows TAO • No surprises always • Seamless Calendaring • Happy comments from shared communities

Section 7-ST MATTHEW'S COLLEGIATE PRINCIPAL'S SPEECH 2023

Nau mai, haere mai

Kia ora tātou

Kua hui mai nei ki tēnei kura

Ki te ako, ki te tautoko

i ngā kaupapa

e pā ana ki ngā tamariki o tēnei kura

Ma Pango, ma whero oti ai te mahi

Nau mai, haere mai

Welcome...

...to our official guests, parents, staff, friends, volunteers, and rangatahi of St Matthew's

We are here to celebrate our rangatahi's successes.

We are here to acknowledge achievement.

And - We are here to show our appreciation to those who have given their time so generously.

We are a Special Character Anglican School

This is what makes us special so ...I am starting with a nod to that.

The very first cordless phone was created by **God**.

He named it **Prayer**.

It never loses its signal.

You never have to recharge it.

More important you can use it anywhere.

God is calling us all to serve-

but I am fairly certain it will not be on your cell phone during this Prizegiving

- so if you have not already done so- please turn off your phone.

We are an Anglican school, and my recent honour to present Reverend Wendy for ordination, alongside the departing Reverend Pete Watson, spoke of the importance of this special part of us.

Our special character is about service and community- and being part of something bigger than ourselves.

It is about the upholding of positive behaviour based on the Christian values of justice and compassion.

Our school prayer captures within it ... that our lives are daily journeys of:

teaching us to live together in love, joy and peace;

and having understanding and perseverance in our work;

always striving to the best we can be.

Ok- Before ChatGPT decent writing called on you to reference others, or to allude to the comments of eloquently delivered writings from other sources - so please know that this is my own work **...but** with a willingness to draw on the words of gifted and clever scribes.

It is entirely appropriate to begin by thanking our organisers.

Thank you Mrs Sherwen and those who have assisted with this prizegiving. This is our first time using this venue and it has taken some mahi to move between home base and here.

That we can sit here now is due largely to you -and those who have assisted you from St Matthew's and Rathkeale.

Thank you my friends

Tēnā Koe ōku hoa

To our parents

What can I say? you are clearly discerning in choosing St Matthew's. I thank you for your continued loyalty and support.

Our Board of Proprietors ...ably managed by Lisa Rossiter keep us true North in matters Property, Boarding, Financial, and importantly our Anglican Special Character.

I thank you on behalf of the school community for your tino mahi. I am in awe of the efforts of you all – in the name of Trinity whilst you navigate your own fulltime commitments.

To the teaching and support staff-

Let us be honest St Matthew's is in the business of education and you know what? I agree with Richard Branson that our employees are our greatest asset.

They are for St Matthew's our competitive advantage. We attract the best and we retain them- all the while knowing when they leave us- it is to higher places and ultimate choices nurtured here.

You, the staff of St Matthew's and Senior College are an integral part of our educational mission, and I thank you dearly for your mahi and loyalty to all that we are.

To our Board of Trustees then and now...

Our leader Alistair, with Amy, Ian, Andrew, Brianna, Sam, Sarah, John, Matt, Paul, Sandie, Tracey- Every year brings fresh challenge, and you rise to them every time.

The pressure on you as volunteers does not go unnoticed and your commitment to the achievement of our learners is always at the forefront.

I thank you for your care for the school and those people who make this place their daily destination. I appreciate the expectations and accountability you place in me to ensure our place strives to be the best it can be.

To those who work most closely with me:

Sandie, Alison, Tracey,

Tēnā rawa atu koe.

Tēnā koe mo to mahi uaua.

Tēnā koe mo to tautoko.

Thank you very much.

Thank you for your hard work.

Thank you for your support.

To the students of St Matthew's

You are the reason. You are the future.

Not everyone will be receiving an award or be singled out today ...but we together applaud the efforts of our peers who will be deservedly celebrated.

We are proud of you.

To Lindsay

I have needed a little more wind beneath my wings than usual this year so thank you for providing those bellows.

Goodbye to those leaving.

We thank you for all you have done.

Kia pai ki te hunga e haere ana.

E mihi ana mātau ki a koe mo āu mahi katoa.

Tutors Flora and Eleanor

Quoting but not quoting Miley Cyrus - you two came in like Energy balls. Your arrivals have added incredible value to so many events and activities at school this year. We have had some incredible tutors and I believe others will agree with me that you have been amongst the best. We wish you well.

Mathematics teacher Manuel Negrete

With authority I can say that your teaching has been enjoyed by your students. We have enjoyed your calm, your Californian accent, you.

You represent so many- who drive that hill or train those tracks - everyday to serve their community. We are grateful that the geographical trigonometry was not a barrier and our maths has been the common denominator.

We wish you well for your future at Wellington College.

7&8 Teacher and Specialist Classroom Teacher Georgie Goulding

Georgie leaves us to take up a Head teacher's role. She has been a level-headed and a grounded soul.

We have enjoyed her work as the Specialist Classroom teacher and with those undertaking teacher training.

It has been an absolute pleasure to work with you - a person whose kindness has lightened many spirits.

All the very best for this next journey.

Head of Mathematics Sue Robertson

Sue approached me to say she was looking at her Curriculum knowledge growth and was considering a Head of Faculty position – who was I to stand in the way of that.

That this growth remains as part of the Trinity

...is to all of our students' and staff members' benefits as she undertakes the head of maths faculty role at Rathkeale.

Sue's evolutionary approach to the instruction of mathematics has been inspiring and contributed to St Matthew's maths department enabling our students to achieve well beyond all other Wairarapa secondary schools in the Numeracy assessments.

We look forward to our continued maths journey with you.

Sports Assistant Maureen Ingham

Maureen's St Matthew's journey started as a parent with daughter Aleisha (Class of 2014).

She ends her 10-year staff journey with us today.

Whilst Aleisha was a student - it probably is not widely known that the intrepid Mrs Ingham was also a part time matron.

We will remember her time most as our Sports assistant, a role she has served alongside a number of Sports' directors.

She has without doubt added value to the Sports area, with her Naval officer's eye for detail and her high expectations around how presentation and representation should look and sound.

We will miss you Maursa and wish you well.

Head of 7&8- Doug Davidson

Doug Davidson/ Mr D has given 16 ½ years to St Matthew's.

When I started my Trinity journey the Board staff rep at my interview was Doug Davidson.

He continued on the Board for a number of years - fully advocating for the staff.

Saying good bye to him has not been easy.

Trying to describe his value? He is that reliable cardigan.

Actually Doug- everyone is happy to ride in the limo, but you have always been happy to ride with us in the bus when the limo breaks down- that is what your loyalty to St Matthew's is for me and many others.

You will be missed and that we have retained your skill through 7&8 adventures, camps, events, extraordinary productions, house musics, and so much more- for all these years has been to the school and community an absolute blessing.

Enjoy semi-retirement...you have earned it.

My closing messages ...

Sometimes you have to cross the road

I ētahi wā me whakawhiti koe i te huarahi

Recently, I was accorded the privilege of joining Rev Pete Watson in presenting our Chaplain Reverend Wendy to the Bishop for ordination as a Deacon. Prior to that Bishop Justin delivered his sermon in which he created his own parable following a simple day in his life.

What he said has stuck in my grey matter, and was so important that I want to share these profound words -because they were lessons for life.

....

It was a work from home day for Bishop Justin. His grandson took the chance and asked him if he would walk him to school.

Justin told us he had no excuses so he indeed walked his grandson to school.

On his walk home after dropping off his Grandson , a gate opened on the other side of the road and a voice called "Justin come over here".

Pausing and considering the work that lay ahead for himself, he decided that perhaps a slight detour would not hurt.

He crossed the road, expecting that what lay behind the gate of the property- only 400 metres from his own home; a property he had passed every day, would be like every other.

But- what he instead encountered, was a miniature train track 400 metres in length.

Yes- this gentleman had a train **and** a track in his yard.

So like every person with a train would do- he offered Justin a ride.

Still considering what work tasks lay ahead – Justin had the Wellington Cathedral staff of about 20 souls visiting his Whanganui home for lunch, so there was a mountain of work to do-

Justin paused..... and decided... to ride the train.

It was a 15 minute ride with him in the caboose (the sheltered part of a train) - time enough to allow Justin to find out that the train driver, his neighbour:

grew up in in the same home town as Justin,

went to same school as Justin,

and attended the same church as Justin when they were young.

A simple detour from his path created an opportunity Justin would have otherwise - missed.

In life you may be heading in a direction or be on course that seemed to make sense or was preordained- but then the universe decides 'you have to cross the road'.

Of course you need to do that safely- but look at the wonders , the opportunities, and the train rides, that crossing the road can give you.

At the end of the train ride Justin left his neighbour's house and returned to his working from home. The question was asked of him when he got back....'what can we do with our visitors today?'

Justin said.... " I know someone with a train".

Put down the life admin

Whakamutua te mahi

Another learning from Bishop Justin's parable was that sometimes you do need to 'Put down the life admin' in other words stop the work grind - and in doing so , those things that need or call on your attention - can create otherwise unknown possibilities.

Or take that time for those who in your world who matter.

I have had to do that myself where my life admin and my family's needs were well up against each other.

Prioritising whanau with the passing of Tone made sense to me and provided a time to breathe and be supported- when it was needed most.

Sadly I am not the only one in this audience who has had to experience that.

We have to be in the present, enjoying every moment of those important to us.

Amanda Mcleod – mother of our head girl , At the Meet n greet at the start of the year said to our parents of students new to St Matthew's

– "get involved in the school, come to your daughters' events because you do not want to miss any of this time with them while they are at school".

She was right- it passes so quickly so enjoy it **with** them.

Put down the life admin when you can, so those opportunities are shared opportunities, and not missed opportunities.

It starts with a child

Ka tīmata ki te tamaiti

This was the most important part of Bishop Justin's parable.

The entire event of that simple day began- **with a child** -asking his grandfather to walk him to school. From that singular request the rest of the day played out.

Ghandi had it sorted when he said 'we shall have to begin with children...if we wish to create a lasting peace we must begin with the children. The earth, the air, the land and the water are not an inheritance from our forefathers- but- on loan from our children.

So we have to hand over to them at least as it was handed over to us'.

The centre of our school, any school are the learners/akonga. All we do is about them and for them.

Along the way there will be bumps, some moments of derailing, moments where redirecting to a better route for the journey is made available, and even moments when the train has to be replaced by a bus, or in other words providing a better way to get the learner to a destination . Equipping, enabling, and caring for all who serve , and those at the centre creates that magical train ride that is education.

Social Media is our servant

I have to repeat this message - that sometimes we do not have a choice on whether we 'Do' or 'Use' social media, the question is how well we **do or use** it.

Recently I did have to pause with wonder when I read- 'is being famous on Instagram the same as being rich in Monopoly'? Hmmm

Social tools are not just about giving a voice to people.... used effectively it is a way to collaborate, contribute, connect, and to impact people positively.

Are we more into social media than actually being social? I recall my son and daughter some years back -when Facebook was the thing for young people- saying they that had 500 Friends each... then I asked - then why do you only spend time with one or two of them?

The reality is if we only have one or two really good friends - we are really lucky; blessed.

As I say each year- social media is not the place to seek affirmation, acceptance, identity , and security.

My hope remains that we remember that social media is our servant and not our master. We control our own destiny

God is tech savvy

To be fair- Faith has kept me strong when life has truly tested me and my family this year. I could not resist sharing this and cheekily reinforcing our Christian character and - that God has a crack up sense of humour :

God is like **Software**.

He **Enters** our life

Scans our problems

Edits our tensions

Downloads solutions

Deletes all our worries

And to the **Cloud**

Saves us- That is my experience...I hope its something you can hang onto also

We will see you next year

Ka kite mātou i a koe a tērā tau

E nga mana

E nga reo

E nga iwi

Tena koutou, tena koutou, tena koutou katoa

May you continue to be your best selves.

I wish you all a joyous Christmas, a safe Summer, and prosperous New Year

Thank you

Ladies and gentlemen, Principal Gill, teaching staff, parents, friends of the school and most importantly students. Welcome to the end of another school year. Again, this year certainly seems to have gone very quickly and I am sure that both our staff and students are looking forward to the Christmas break.

Unfortunately, this end of year has started sadly for our school community. On Tuesday Ruth Bucknell's husband Cliff passed away suddenly and unexpectedly. I am sure that you will all join in offering Ruth and the family our deepest condolences on behalf of our school community at this time.

Ruth obviously cannot be with us today however I will be speaking a bit more about the huge impact on fashion she has had on our school to date a bit later.

Moving on I would like to start, on your behalf, parents and caregivers, to sincerely thank the staff for the very hard work put in. The results achieved in all areas of the school, academic, sporting and cultural are a testament to your hard work. We are truly grateful.

As I said last year, the last few weeks of the school year are always a stressful time with the pressure of exams, but hopefully our students have also been able to make some time for fun and friendships, especially friendships. When I watched the slide show of the senior college year at their prizegiving a few weeks ago it was clear that the year has indeed been filled with lots of fun and amazing experiences. The photos I have seen from on site here are equally filled with happy smiling students having fun. Please remember that the friends made here at St. Matthews, and Rathkeale, will last your entire life.

I would also like to take this opportunity to thank my other board members, for their support and hard work. As previous board members will attest, becoming a board member is not something to be entered into lightly as there is a real and ongoing commitment of time and work. This year has been no different. That said, the work is both rewarding and vital to the ongoing viability of our school. In particular, I would like to thank Sarah Harris, who, after standing down as Board Chair last year, retired from the board earlier this year. Thank you for your years of selfless support to St. Matthews both on the Board and your wider involvement in almost all aspects of school life. There will be an election next year to replace Sarah and a couple of other board members who may be standing down. More on this will be communicated in the new year. If you are interested in joining the board, please reach out.

Last year I spoke about what it means to belong to the community of St. Matthews. How a school such as ours prides itself in instilling a sense of service in our girls, be it as a junior leader, a prefect, a sports team leader or captain, or just volunteering to assist when things need doing. Our special character, the very philosophy that enables us to be an integrated school, in part reinforces that philosophy of service. I would like to take this opportunity to single out a few volunteers who totally epitomise what I am saying. Despite singling out a couple, I would also like to give a huge thank you to the large number of volunteers who give selflessly to ensure our school and all the activities we strive to offer can continue. On behalf of everyone here I thank you.

Firstly, Amy Williams and Deb Julian. These two ladies have been long standing Wairarapa and St. Matthews netball coaches who have produced results that we are very proud of. Between them they have contributed in excess of 29 years of voluntary coaching for the school. Deb Julian has coached or managed netball here since 2009 when her eldest daughter started at St. Matthews. Deb has continued to coach despite her children all having left the school system.

Likewise, Amy Williams has coached or managed netball here since 2010 when her eldest daughter started.

The pair took on the Snr A Netball team in 2021 after many years of coaching junior through to senior levels.

During the time that Amy and Deb have coached the Snr A we have seen the team return to Premier 1 level. We have also seen the greatest result in over 10 years with the Snr A claiming a place back in A Grade at the Lower North Island Netball Championships as the team had an incredible tournament, only being defeated in the final. This seasons Quadrangular results for netball were also the strongest for quite some time.

Deb and Amy have guided and developed a large number of our players through their time here at St. Matthews that has seen them excel at Wairarapa Representative netball where Deb and Amy also coach. Such has been their commitment to the sport that this year they were jointly awarded the Wairarapa Coaches of the Year award.

Deb and Amy, thank you.

The second person I wish to acknowledge will come as no surprise to many of you.

Amanda McLeod (Mouse) has coached our 1st XI Hockey team since 2020 now surpassing approximately 120 games. Additionally, she was the coach of the 2nd XI in 2019. Amanda has also run trials, fitness and skills sessions in addition to the trainings for the teams she has coached. As such, students across the entire school have benefited from her hockey knowledge and expertise.

During Amanda's time with the teams the 1st XI have increased their placing nationally each year. From the team finishing 25th in 2019 to coming 11th in New Zealand in 2023.

Amanda has coached the team through back-to-back titles of the Manawatu Premier Secondary Girls hockey grade and many successful results of claiming the Duncie Cup, The Hockey Quadrangular Cup and many others multiple times. Amanda has coached many players through to representing the region and in some cases, such as her daughter, going on to national recognition of NZ Age Group Representative.

Amanda has also given her time to the SMOGA as both a member and more recently as the President. This role also carries a huge time commitment, largely unseen by many of us. Amanda also gives her time willingly to help out where needed, for example driving the van to drop off and pick up Duke of Edinburgh qualifying tramps.

Amanda, Mouse, on behalf of us all thank you.

The final person I would like to mention is a teacher, Ruth Bucknell. This is not something I would normally do as all our teachers put in so much. However, since joining our staff, how Ruth has led and inspired our students to achieve laurels on the national stage is truly amazing. Ruth has given the belief to our students in her discipline that they can truly achieve far beyond their dreams.

In the last couple of years alone, Ruth has mentored two winners in the highly contested Hokonui Fashion Awards Secondary School Award of Excellence in 2021 and 2023. Additionally, this year St. Matthews took out 4 first prizes and 4 Runners Up prizes of the available 6 Secondary School Awards as well the highly competitive Young Designer Award, surpassing the impressive results achieved last year.

As these examples of achievements by our students clearly show, Ruth has truly put St Matthew's fashion and design firmly on the top of the fashion education and creative tree in New Zealand.

Ruth, we could not be prouder of you and the accomplishments of your students. Thank you.

Despite singling out some of our volunteers, our prize giving is actually a celebration of achievement and effort by our students. While not every student will receive an award, this in no way diminishes

the efforts of each and every one of you. I have always believed and said that, if you can look in the mirror and say "I gave it my best", then that is all we as parents, caregivers and teachers can ask for. Take pride in what you have achieved. After all we strive to inspire you to become your best self. As our motto says: Ad Astra Per Aspera: To the Stars Through Endeavour.

To those leaving us, we wish you well on your journey, wherever that may take you. Remember that you will always be part of this Trinity family and that this school will always be a part of you and you a part of it.

In finishing I would again like to pay tribute to our prefects. Without you the daily demands on our teachers would greatly increase. Thank you, Emma, for the way you have brought your team together. You and your team can be rightfully proud of the leadership and example you have set for all the other students. We wish you all well as you move onto the next stage of your life and thank you all for a job very well done.

Thank you all and have a safe and Merry Christmas.

Alistair Plimmer
Chair
St. Matthew's BOT



St Matthew's Collegiate

Evaluation and Analysis of the school's students' progress and achievements

Results Analysis 2023

8.1 Evaluation & Analysis of the school's students' progress and achievements

- How our school's students have performed **across the national curricula**.

Guideline	Education and Training Act 2020	Regulations	National Education Learning Priorities (NELP)
Through the analysis of good quality assessment information*, evaluate the progress and achievement of students, giving priority first to: i. student progress and achievement in literacy and numeracy and/or te reo matatini and pāngarau, especially in years 1–8; and then to:	Section 165 Monitoring of and reporting on student performance 1. The board of a school must ensure that the school's principal and staff monitor and evaluate the performance of the school's students. 2. Monitoring and evaluating must include, but is not limited to, monitoring and evaluating the performance of the students in relation to:	There may be additional planning and reporting regulations created to give more detail to what is laid out in the Act.	Priority 4 Ensure every learner/ ākonga gains sound foundation skills, including language, literacy and numeracy, te reo matatini and pāngarau

<p>ii. breadth and depth of learning related to the needs, abilities and interests of students, the nature of the school's curriculum, and the scope of The National Curriculum, as expressed in The New Zealand Curriculum 2007 or Te Marautanga o Aotearoa;</p>	<p>a. any foundation curriculum policy statements and national curriculum statements published under section 90; and</p> <p>b. any qualifications system referred to in section 164(b) that is offered at the school.</p> <p>3. The board must ensure that information about a student's performance is given to a parent of the student in a timely manner and in a form that is readily understandable.</p> <p>4. The board must report to the Secretary, to its school community, and to parents on the performance of the school's students in accordance with any regulations made under section 639.</p>		
<p>On the basis of good quality assessment information*, report to the school's community on the progress and achievement of students as a whole and of groups (identified through National Administration Guideline 1(c) above) including the progress and achievement of Māori students against the plans and targets</p>	<p>Section 165(4) The board must report to the Secretary, to its school community, and to parents on the performance of the school's students in accordance with any regulations made under section 639.</p>	<p>There may be additional planning and reporting regulations created to give more detail to what is laid out in the Act</p>	

referred to in National Administration Guideline 1(e) above.			

8.2 Results Analysis 2023

Achievement in NCEA and UE: St Matthew's Collegiate (Masterton) Enrolment Based Cumulative Overall Results

Achievement in NCEA and UE: St Matthew's Collegiate (Masterton)

Generated 10-Feb-2024

PR2 - Enrolment Based Cumulative Overall Results

St Matthew's Collegiate (Masterton)					National				Fewest Socioeconomic Barriers (School Equity Index Band)			
Academic Year	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
2019	100.0	96.2	100.0	90.9	70.6	77.5	67.3	49.3	78.0	83.2	78.7	70.4
2020	98.0	100.0	100.0	92.2	71.8	80.1	72.1	53.4	72.1	85.2	82.7	75.7
2021	96.3	97.9	100.0	86.5	69.2	77.9	70.5	51.9	68.4	84.6	83.7	77.1
2022	98.3	98.2	95.7	87.2	64.9	74.9	68.2	50.3	65.9	84.4	82.3	74.6
2023	100.0	98.3	98.1	88.9	60.5	72.5	66.8	48.2	64.7	81.9	81.1	72.4

Participation based results.

2023

level 1 = 100%

level 2= 100%

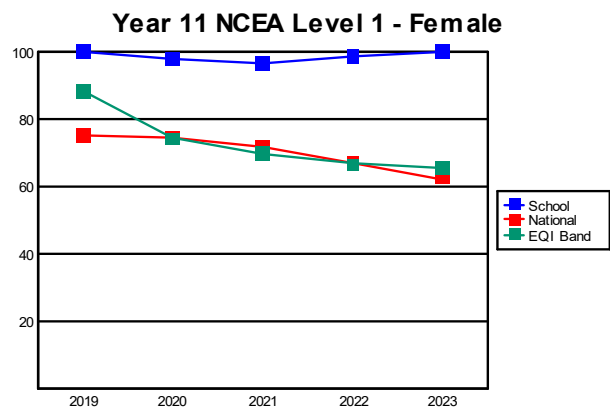
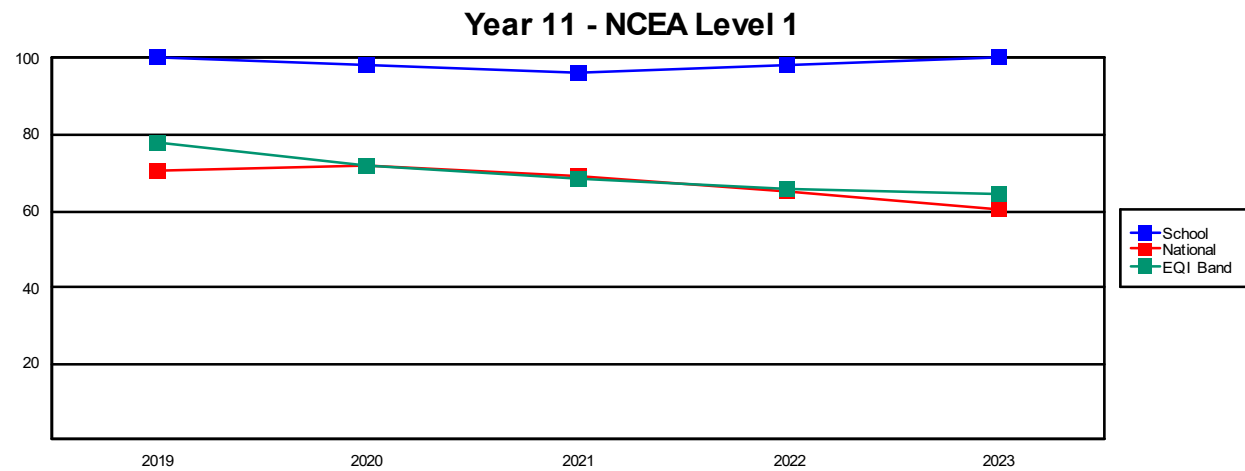
level 3 = 100%

Note:

Level 2 enrolment data includes a student who left after the July date but before the end of the year.

Level 3 enrolment data includes a student who left after the July date but before the end of the year.

LEVEL 1 NCEA 2023 RESULTS ANALYSIS



Analysis of Level 1

Overall pass rate static at 100%

Absences during exam period was down to 13, fewer absences than previous 2 years

Absences during year were unpredictable with students being absent at different times for either illness or family reasons eg. holidays

National and EQI band pass rates have fallen again.

St Matthew's pass rate continues to be consistently higher than national and EQI band rates.

There was a concern that some students would not attend external exams, anecdotally students being more strategic about which papers they sit in external exams. Actual data shows Exam papers voided has in fact decreased to numbers previously seen since Covid in 2019 and in fact fewer were voided than last year.

		Entries			
		Total	No Result	Absent	Void
<u>All Subjects</u>					
Level 1					
Achievement Standard					
Externally Assessed					
2019		624		8	91
2020		592		4	93
2021		648		27	96
2022		707		20	114
2023		538		13	90

Subjects which experienced exam papers not being sat despite student being in exam room (void) are:

Economics 12 papers (AS90986:5, AS090985:2, AS90983:5)

English 1 paper, (AS90851:1)

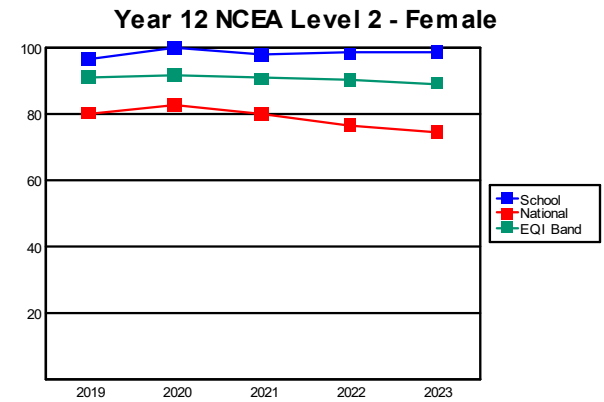
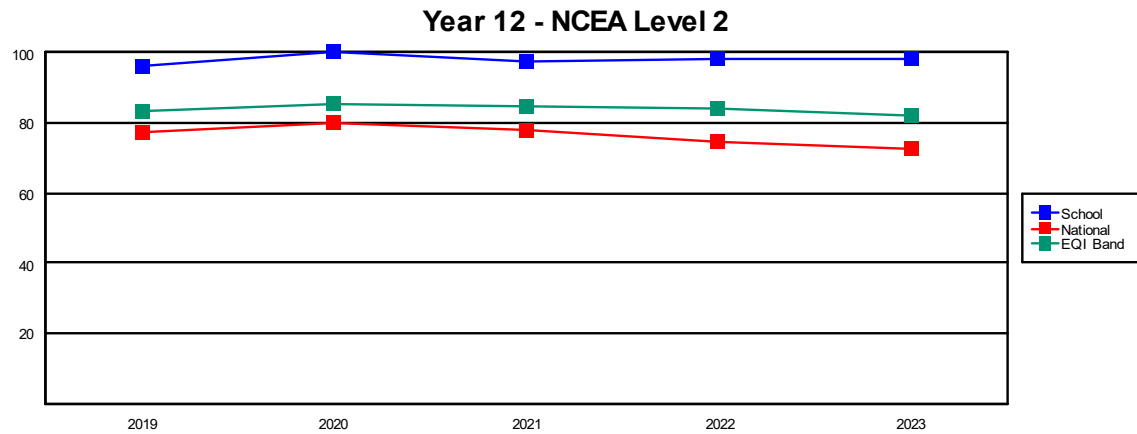
History 7 papers, (AS91003:4, AS91005: 2, AS91006:1)

Maths 44 papers, (AS91028:12, AS91031:31, AS91037:1)

Science 26 papers, (AS90940:7, AS990944:11, AS90948:8)

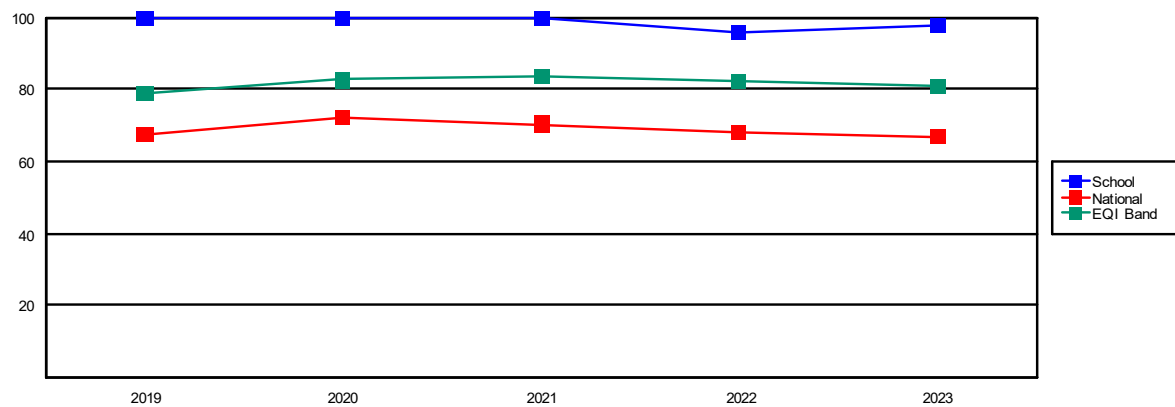
Some students were absent for DGE's and were reliant on final exam grades, this was a concern but was not realized as very few absences at exam time. However continued emphasis on the importance of these exams going forward.

LEVEL 2 NCEA 2023 RESULTS

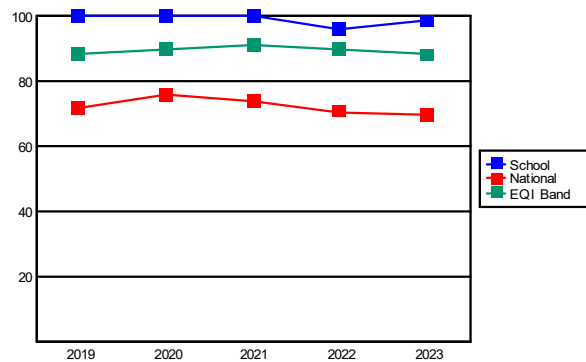


LEVEL 3 NCEA 2023 RESULTS

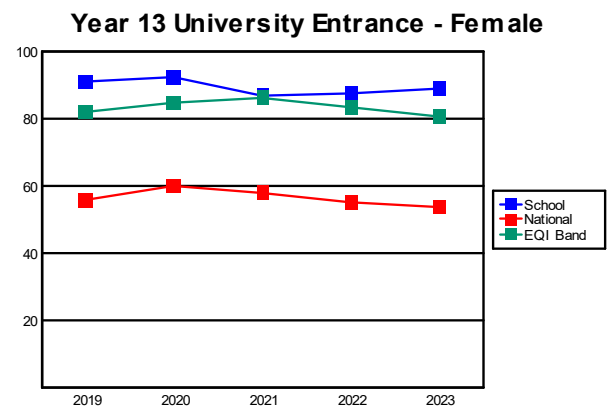
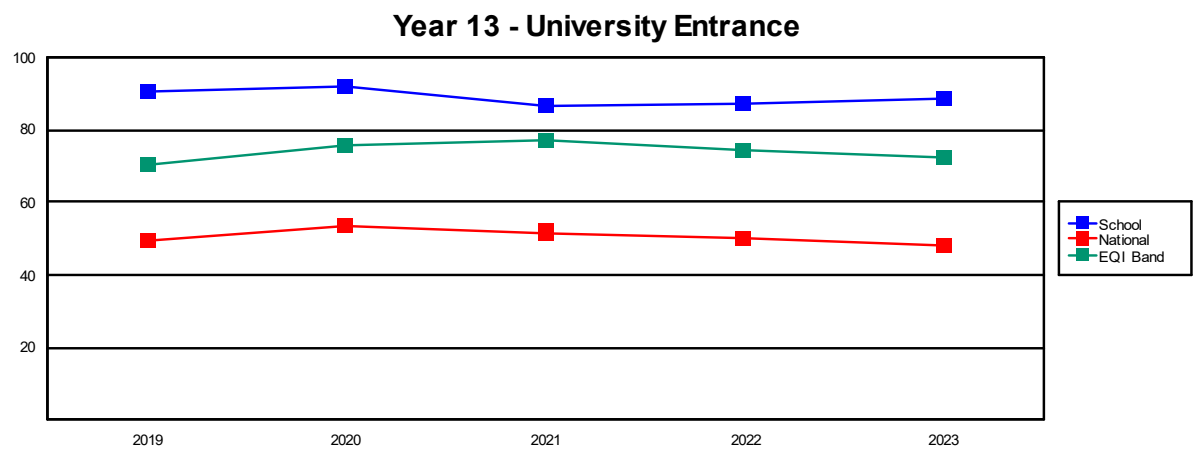
Year 13 - NCEA Level 3



Year 13 NCEA Level 3 - Female



YEAR 13 UNIVERSITY ENTRANCE 2023 RESULTS



Year 13 Equity in STEM Level 3 Subject Achievement for St Matthew's Collegiate (Masterton)

STEM: Science, Technology, Engineering, and Mathematics

Generated 9-Feb-2024

Year 13 Students		Māori Students			Pacific Students			Other Students		
		Total #	Successful #	Successful %	Total #	Successful #	Successful %	Total #	Successful #	Successful %
Achieved One or More STEM Subjects	2019	3	3	100.0%	0			52	35	67.3%
	2020	3	0	0.0%	2	1	50.0%	50	28	56.0%
	2021	8	5	62.5%	0			44	26	59.1%
	2022	1	1	100.0%	0			47	34	72.3%
	2023	2	2	100.0%	2	2	100.0%	53	36	67.9%
Achieved Two or More STEM Subjects	2019	3	1	33.3%	0			52	8	15.4%
	2020	3	0	0.0%	2	1	50.0%	50	15	30.0%
	2021	8	3	37.5%	0			44	12	27.3%
	2022	1	0	0.0%	0			47	18	38.3%
	2023	2	1	50.0%	2	1	50.0%	53	17	32.1%
Achieved Three or More STEM Subjects	2019	3	1	33.3%	0			52	5	9.6%
	2020	3	0	0.0%	2	1	50.0%	50	6	12.0%
	2021	8	2	25.0%	0			44	10	22.7%
	2022	1	0	0.0%	0			47	12	25.5%
	2023	2	0	0.0%	2	0	0.0%	53	10	18.9%

Who is included?

Consistent with the enrolment-based NCEA statistics measure, all Year 13 students in the New Zealand Domestic Student population with an enrolment of more than 70 calendar days. A student who identifies as both Māori and Pacific will be included in both ethnic groups. "Other Students" only includes students who identify as neither Māori nor Pacific.

Who counts as successful?

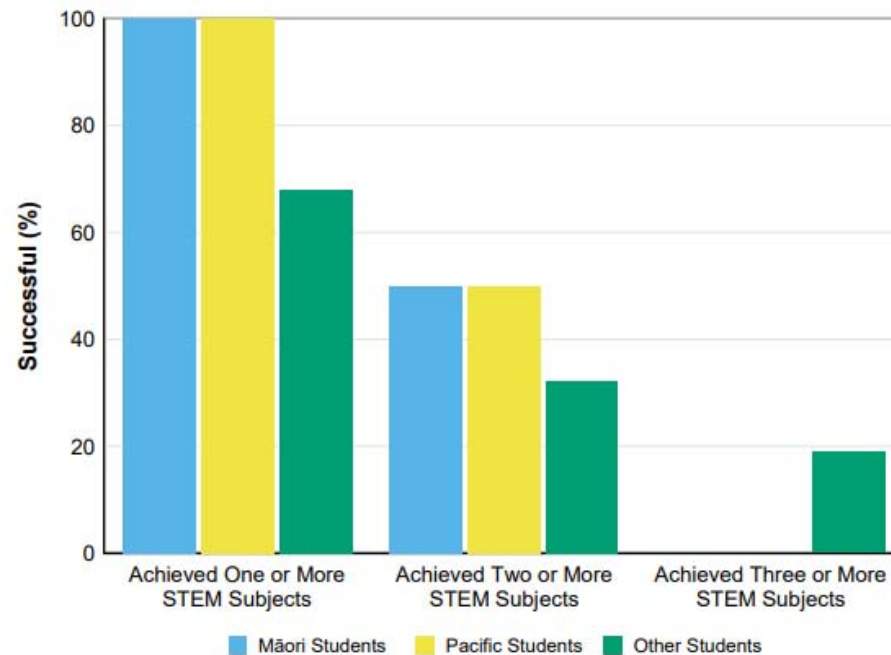
Students who achieve 14 or more credits in any of the following UE approved subjects:

Biology, Chemistry, Physics, Earth and Space Science, Calculus, Statistics and Technology (Hangarau, and Digital Technologies).

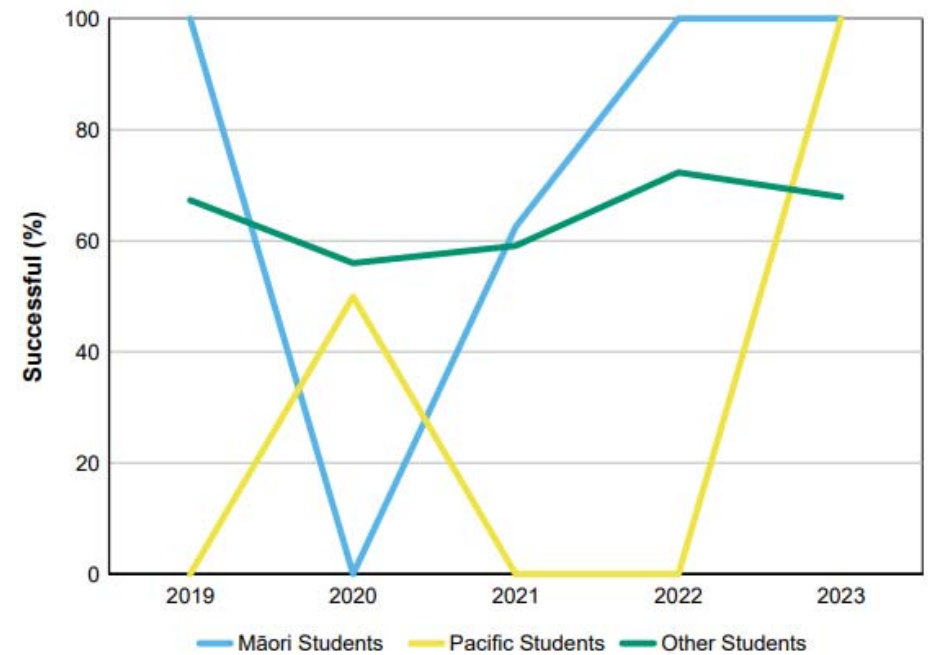
Composite subjects (Science/Pūtaiao, Mathematics/Pāngarau, and Technology) built from the UE Approved list of subjects, are also included.

Credits achieved in, or prior to, the academic year specified are included.

**Year 13 Equity in STEM Level 3 Subject Achievement for
St Matthew's Collegiate (Masterton)
(2023)**



**Year 13 Equity in STEM Level 3 Subject Achievement for
St Matthew's Collegiate (Masterton)
(Achieved One or More STEM Subjects)**



Who is included?

Consistent with the enrolment-based NCEA statistics measure, all Year 13 students in the New Zealand Domestic Student population with an enrolment of more than 70 calendar days. A student who identifies as both Māori and Pacific will be included in both ethnic groups. "Other Students" only includes students who identify as neither Māori nor Pacific.

Who counts as successful?

Students who achieve 14 or more credits in any of the following UE approved subjects:

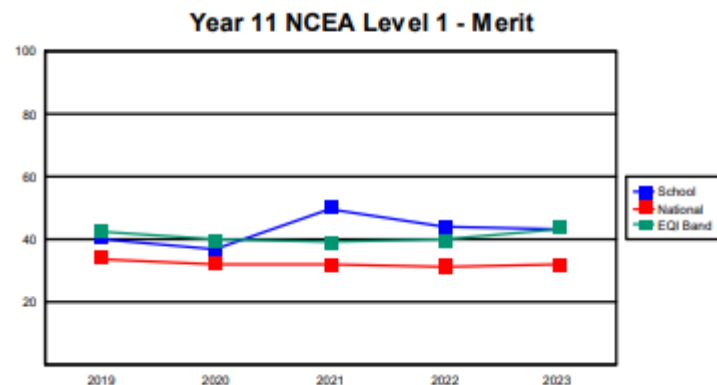
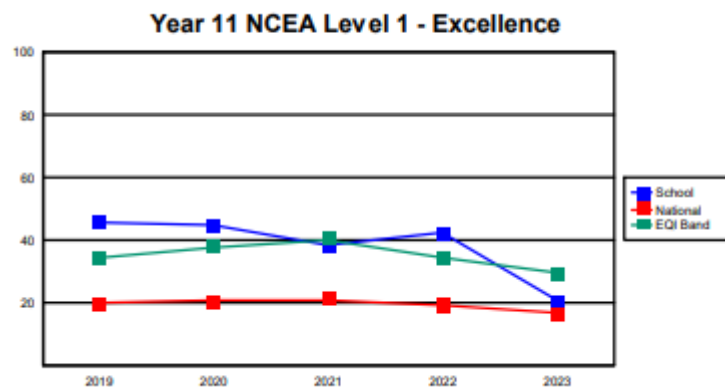
Biology, Chemistry, Physics, Earth and Space Science, Calculus, Statistics and Technology (Hangarau, and Digital Technologies).

Composite subjects (Science/Pūtaiao, Mathematics/Pāngarau, and Technology) built from the UE Approved list of subjects, are also included.

Credits achieved in, or prior to, the academic year specified are included.

St Matthew's Collegiate (Masterton)				National			Fewest Socioeconomic Barriers (School Equity Index Band)		
Academic Year	Year 11 NCEA Level 1	Year 12 NCEA Level 2	Year 13 NCEA Level 3	Year 11 NCEA Level 1	Year 12 NCEA Level 2	Year 13 NCEA Level 3	Year 11 NCEA Level 1	Year 12 NCEA Level 2	Year 13 NCEA Level 3
Achieved with Excellence									
2019	46.2	33.3	25.5	19.9	16.7	14.8	34.4	30.4	22.5
2020	44.9	30.9	23.5	20.7	17.9	17.5	37.8	32.4	28.4
2021	38.5	52.2	32.7	21.1	17.9	17.9	40.3	34.3	30.9
2022	42.4	45.5	44.4	19.4	16.5	15.3	34.5	29.7	24.9
2023	20.8	22.4	17.0	16.8	14.8	13.7	29.7	25.2	20.9
Achieved with Merit									
2019	40.4	51.0	38.2	33.9	25.1	26.2	42.9	36.0	35.6
2020	36.7	34.5	49.0	32.3	24.9	26.3	39.8	35.0	35.9
2021	50.0	23.9	26.9	31.9	23.8	25.3	39.1	33.1	33.2
2022	44.1	36.4	22.2	31.4	24.0	25.5	40.1	34.0	34.5
2023	43.8	44.8	47.2	31.9	23.8	25.9	43.5	34.9	35.1

LEVEL 1 ENDORSEMENT



Analysis

Merit endorsement has remained fairly static at 43.8% cf 44.1 in the previous year, reflected in national figures, EQI band figures show marginal improvement

Excellence grades have fallen significantly. National and EQI band figures also dropped but not by such a large percentage, however note that with our small numbers a large % can be a small actual number.

Note that 11 girls from a cohort of 47 (23%) are on SENCO register and had SAC

Next year we have 10 girls from a cohort of 40 (25%) with SAC

Next steps

While we can look at next steps, note that all Level 1 programmes and standards will be new next year

Need to focus on gaining endorsement – but be mindful that not all students are capable of gaining endorsement and for some gaining NCEA is an achievement in itself

Department analysis needs to examine their results, look for reasons why few or declining endorsements and plan how to improve. Need to set targets.

Depts consider target setting with students.

Continue credit checks at yr 11 each term to identify students who are underperforming.

Look at school-wide activities which take students out of class.

To be aware:

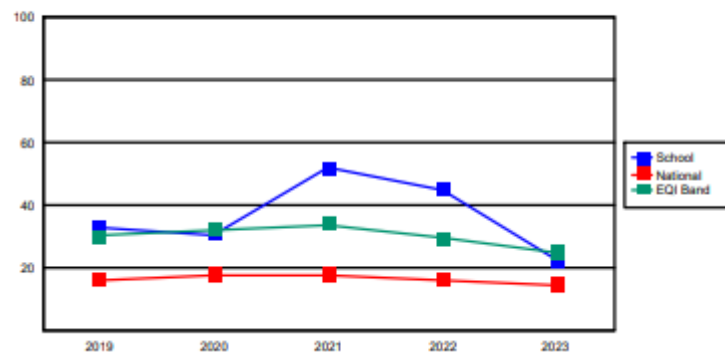
Two students this year who we have identified as at risk of not achieving level 1 in 2024 have individual learning plans. We need to continue developing our curriculum so we have pathways available which are suitable for a wider range of students.

Next year, 2024, new literacy and numeracy standards could impact results. Literacy and numeracy needing to be achieved in order for level 1 NCEA to be achieved.

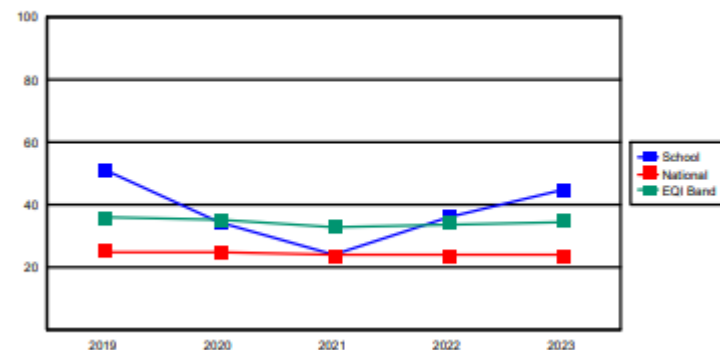
New Level 1 subject Standards begin in 2024.

LEVEL 2 and 3 ENDORSEMENTS

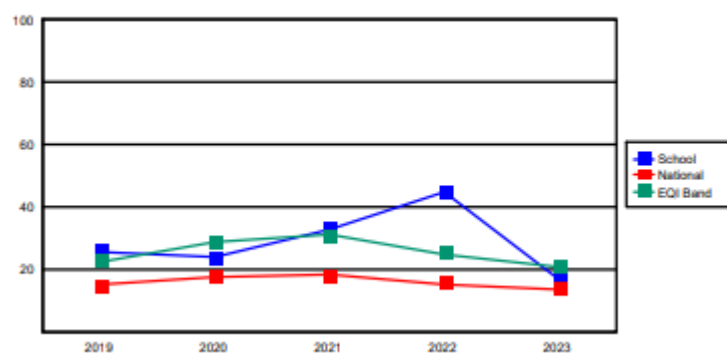
Year 12 NCEA Level 2 - Excellence



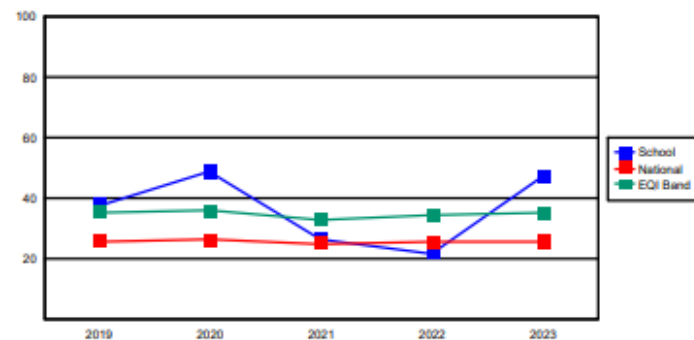
Year 12 NCEA Level 2 - Merit



Year 13 NCEA Level 3 - Excellence

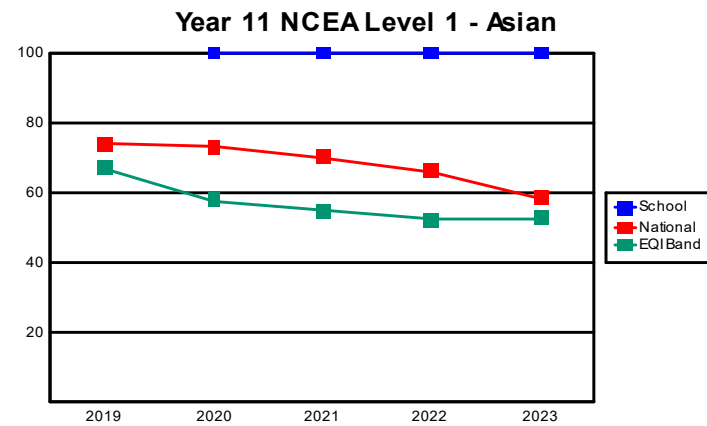
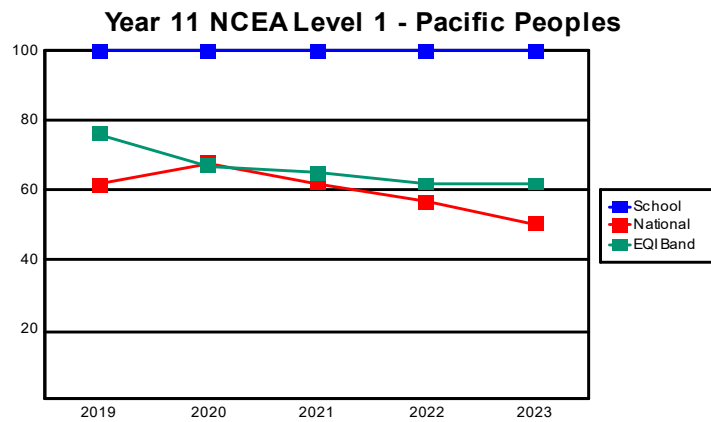
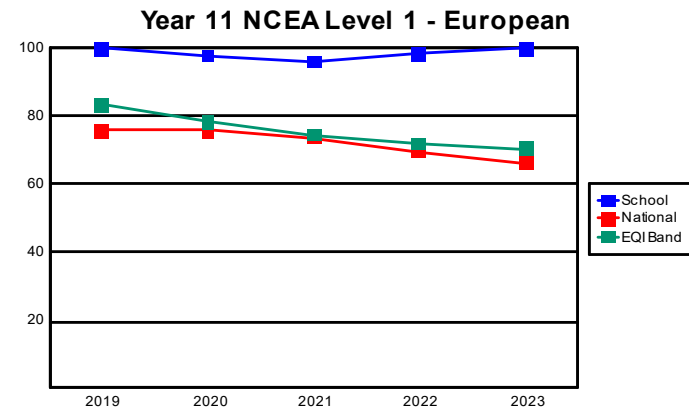
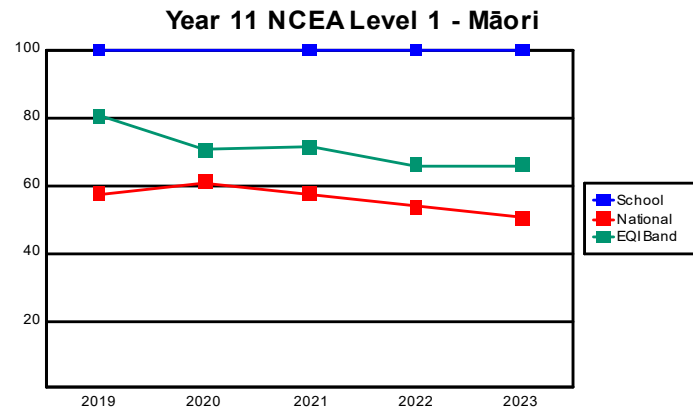


Year 13 NCEA Level 3 - Merit



ETHNICITY BREAKDOWN 2023

Level 1



Analysis

7 Māori students in this cohort, two (28.6%) Achieved and five (71.4%) achieved with Merit, there were no excellences in this ethnicity grouping.

3 Asian students; one (33.3%) Achieved , one (33%) achieved with Merit and one (33%) achieved with Excellence

1 Pacific peoples; attained with Excellence endorsed.

38 students identify as NZ European

14 (36.8%) Achieved

15 (39.4%) attained at Merit level

9 (23.7%) attained at Excellence level

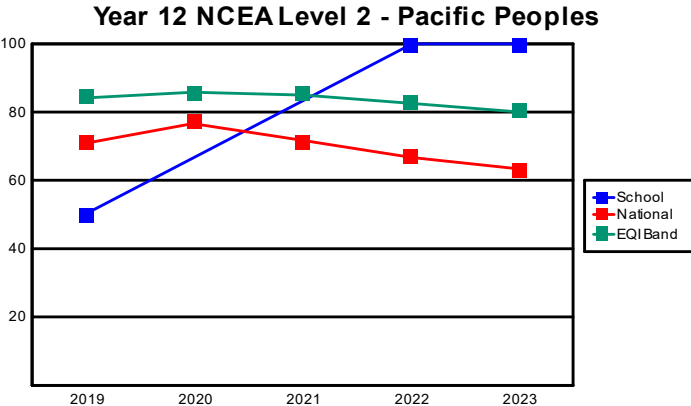
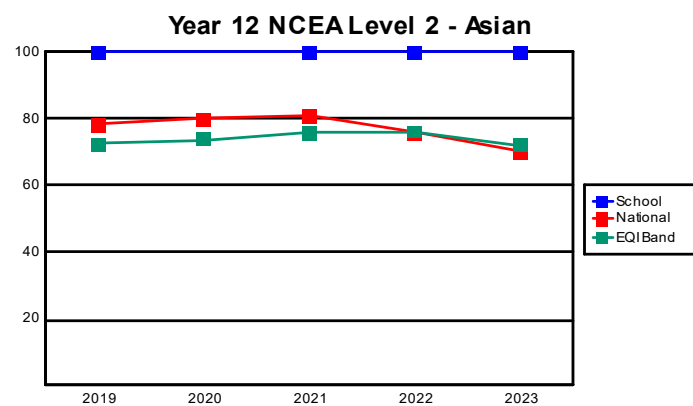
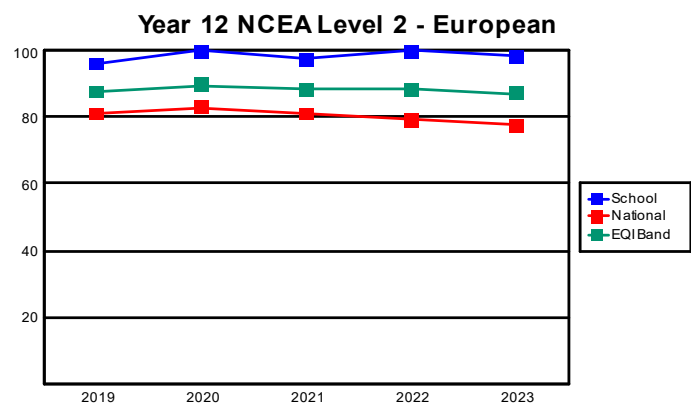
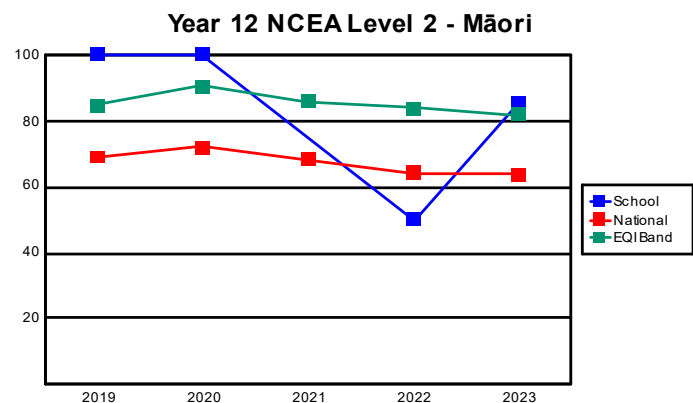
Next steps

Continue student conferencing during yr 11.

Improve target setting with yr 10 and 11 students.

Continue looking for ways of strengthening bonds within community.

Look at mentoring for Māori students and also those other students who are in the 'at risk' category



Data based on:

8 students: Māori

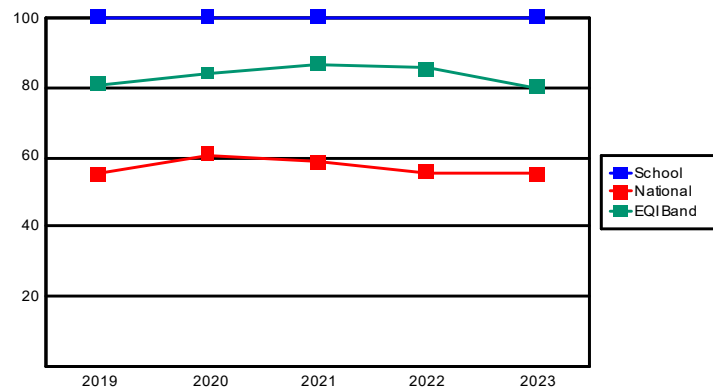
47 students: NZ European

1 student Asian

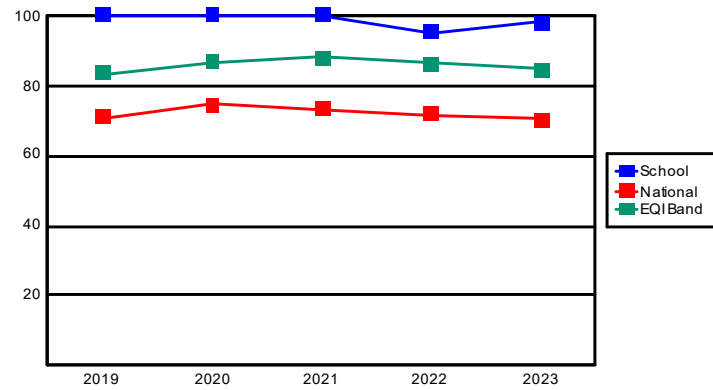
1 student Pasifika

3 students 'other'

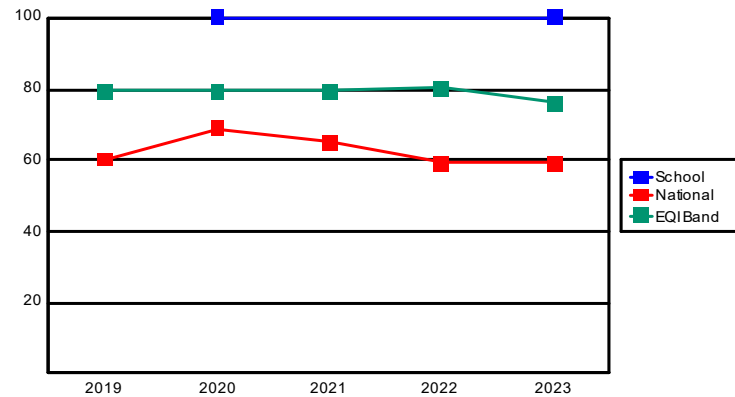
Year 13 NCEA Level 3 - Māori



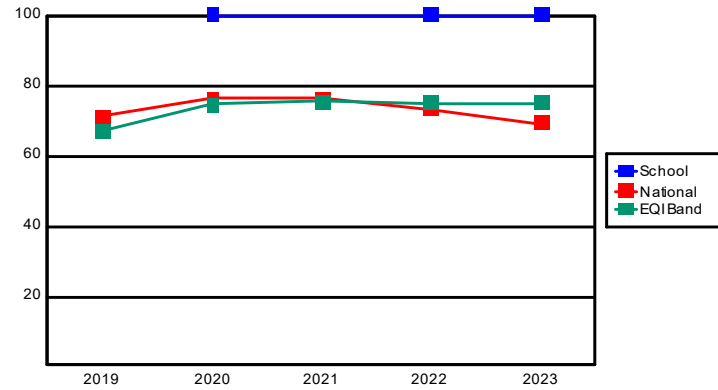
Year 13 NCEA Level 3 - European



Year 13 NCEA Level 3 - Pacific Peoples



Year 13 NCEA Level 3 - Asian



Data based on:

2 students: Māori

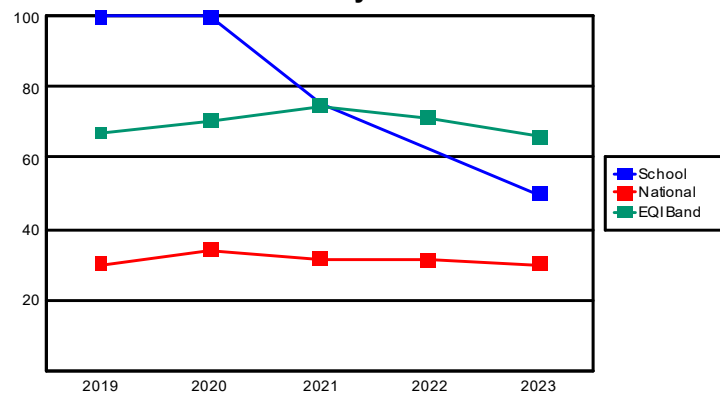
46 students: NZ European

2 students Asian

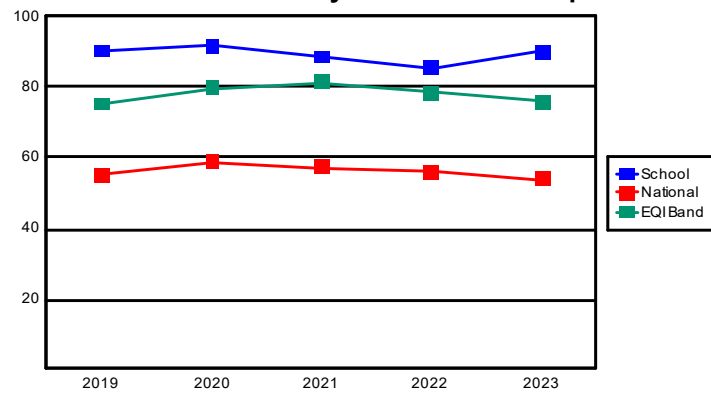
2 students Pasifika

2 students 'other'

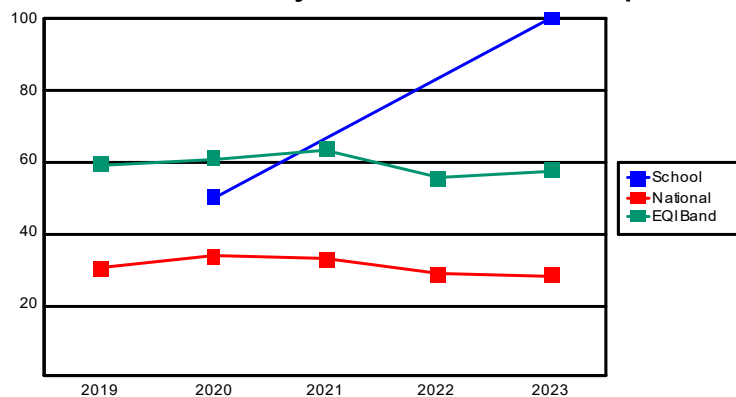
Year 13 University Entrance - Māori



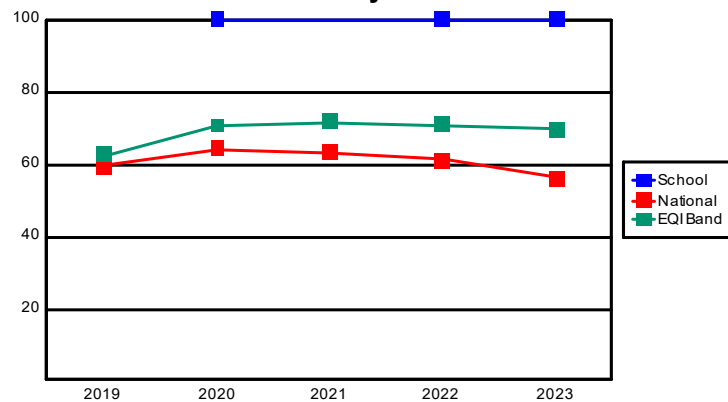
Year 13 University Entrance - European



Year 13 University Entrance - Pacific Peoples



Year 13 University Entrance - Asian



Data based on:

2 students: Māori

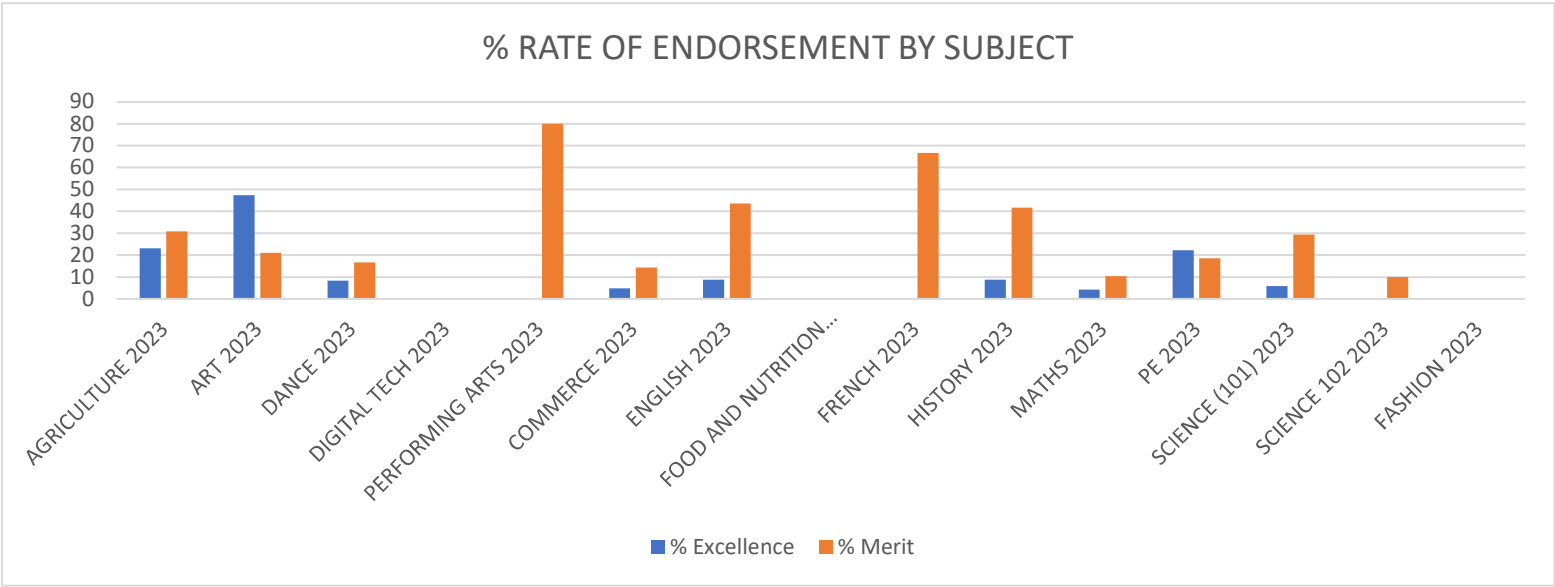
46 students: NZ European

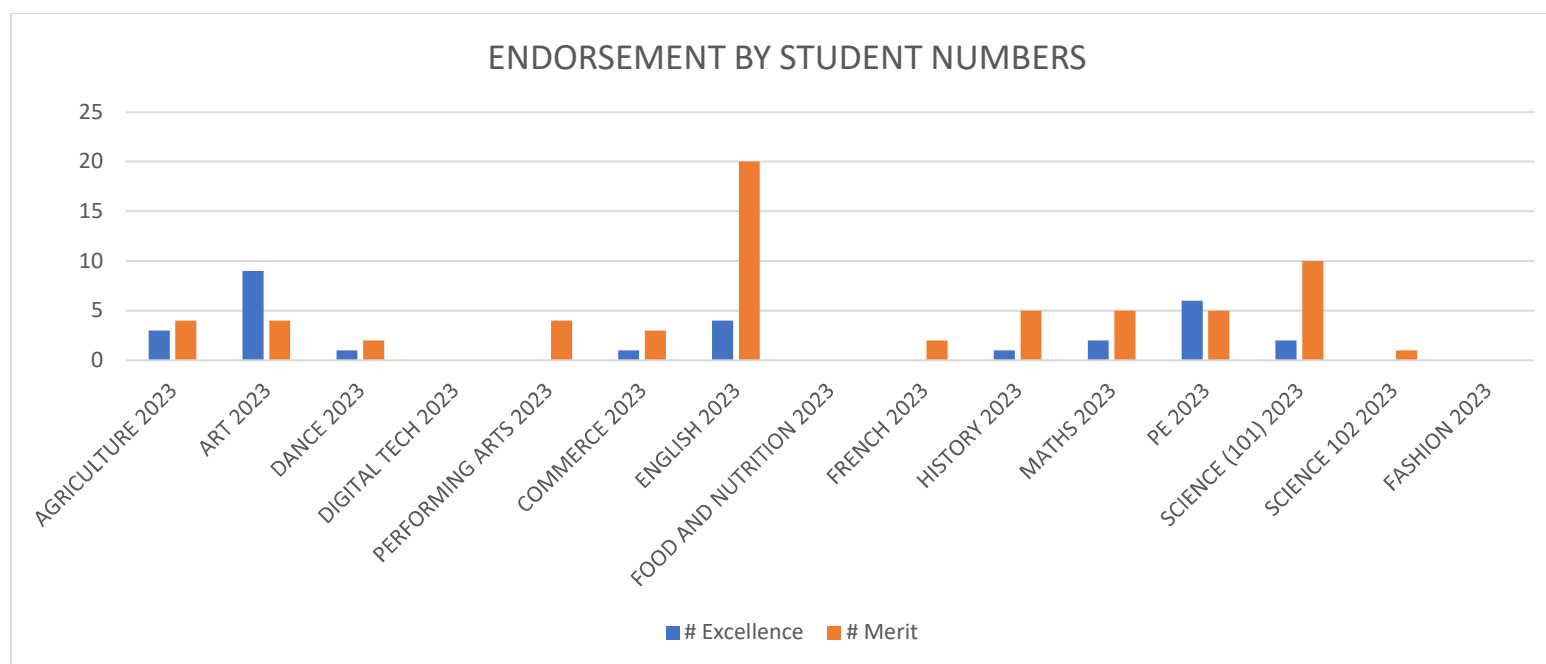
2 students Asian

2 students Pasifika

2 students 'other'

SUBJECT ENDORSEMENTS





	# in class	# Excellence	% Excellence	# Merit	% Merit
AGRICULTURE 2022	10	3	33.3	4	44.4
AGRICULTURE 2023	13	3	23.1	4	30.8
ART 2019	15	9	60	5	33
ART 2020	18	15	83	3	17

ART 2021	16	9	56	7	44
ART 2022	18	8	44.4	6	33.3
ART 2023	19	9	47.4	4	21.1
DANCE 2020	6	0	0	2	33
DANCE 2021	4	1	25	3	75
DANCE 2022	9	1	11.1	3	33.3
DANCE 2023	12	1	8.3	2	16.7
DIGITAL TECH 2019	12	3	25	3	25
DIGITAL TECHN 2020	20	5	25	3	15
DIGITAL TECH2021	13	1	8	5	38
DIGITAL TECH 2022	5	1	20	2	40
DIGITAL TECH 2023	2	0	0	0	0
DRAMA 2019	11	0	0	4	36.4
DRAMA 2020	6	0	0	0	0
DRAMA 2021	8	0	0	2	25
MUSIC 2019	8	2	25	1	12.5
MUSIC 2020	9	0	0	2	22
MUSIC 2021	6	0	0	2	33
PERFORMING ARTS 2022	5	0	0	1	20
PERFORMING ARTS 2023	5	0	0	4	80
COMMERCE 2019	16	1	6.3	2	12.5
COMMERCE 2020	28	5	18	8	29
COMMERCE 2021	32	1	3	12	38
COMMERCE 2022	35	3	8.8	12	35.3
COMMERCE 2023	25	1	4.8	3	14.3
ENGLISH 2019	54	15	27.8	11	20.4
ENGLISH 2020	49	10	20	17	35
ENGLISH 2021	52	5	10	27	52
ENGLISH 2022	60	13	22	21	35.6

ENGLISH 2023	49	4	8.7	20	43.5
FOOD AND NUTRITION 2019	12	4	33.3	2	16.7
FOOD AND NUTRITION 2020	13	1	8	4	31
FOOD AND NUTRITION 2021	8	0	0	6	75
FOOD AND NUTRITION 2022	16	5	31.3	5	31.3
FOOD AND NUTRITION 2023	23	0	0	0	0
FRENCH 2019	5	1	20	4	80
FRENCH 2020	0	0	0	0	0
FRENCH 2021	1	0	0	0	0
FRENCH 2022	2	2	100	0	0
FRENCH 2023	3	0	0	2	66.7
GEOGRAPHY 2019	20	3	15	7	35
GEOGRAPHY 2020	6	0	0	2	33
GEOGRAPHY 2021	7	0	0	1	14
GEOGRAPHY 2022	11	2	18.2	9	81.8
GEOGRAPHY 2023	0	0	0	0	0
HISTORY 2019	18	3	16.7	9	50
HISTORY 2020	12	3	25	5	42
HISTORY 2021	13	1	8	8	62
HISTORY 2022	17	2	12.5	6	37.5
HISTORY 2023	12	1	8.7	5	41.7
MATHS 2019	54	7	13	22	40.7
MATHS 2020	50	2	4	11	22
MATHS 2021	54	0	0	15	28
MATHS 2022	60	1	1.7	11	18.6
MATHS 2023	49	2	4.2	5	10.4
PE 2019	25	9	36	8	32
PE 2020	19	1	5	11	58
PE 2021	20	5	25	9	45

PE 2022	33	11	34.4	9	28.1
PE 2023	28	6	22.2	5	18.5
RE 2019	52	0	0	0	
RE 2020	48	0	0	0	0
RE 2021	51	0	0	0	0
SCIENCE APPLIED 2019	14	0	0	1	7.1
SCIENCE APPLIED 2020	5	0	0	0	0
SCIENCE APPLIED 2021	8	0	0	0	0
SCIENCE APPLIED 2022	34	0	0	3	9.1
SCIENCE APPLIED 2023	12	0	0	1	10
SCIENCE 2019	42	5	11.9	11	26.2
SCIENCE 2020	43	8	19	14	33
SCIENCE 2021	45	4	9	7	15
SCIENCE 2022	26	9	34.6	8	30.8
SCIENCE 2023	35	2	5.9	10	29.4
FASHION 2019	9	4	44.4	2	22.2
FASHION 2020	11	4	36	3	27
FASHION 2021	10	0	0	5	50
FASHION 2022	15	1	6.7	7	46.7
FASHION 2023	4	0	0	0	0

Summary of subjects

School excellence endorsement rate is 20%

School merit endorsement rate is 44%

Art, Agriculture and PE, at or above school rate of excellence endorsement

French, performing arts at or above school rate of merit endorsements

English drop in Excellence endorsed to 4 students.

Maths have had excellence endorsements for 2 or fewer students since 2020. Merit endorsement also down.

Science drop in excellence endorsed to 2 students.

Commerce drop in merit endorsement, Excellence down to 1 student endorsed,

Fashion no endorsements

Food no endorsement

French no excellence endorsement

DT no endorsement – 1 student in normal course 1 student in IEP course

PE drop in both excellence and merit endorsement.

Performing arts only had excellence endorsement in 2019

History, 1 excellence endorsement, down on previous year

Commentary

Students are receiving excellence and merit endorsed NCEA level 1 but are not performing at excellence and merit level consistently in individual subjects.

Need to focus on how to improve endorsement at merit and excellence. Department reviews need to identify reasons for this, may be school wide PLD and teaching and learning strategies needed.

Low number of maths endorsements since 2019 – new dept in 2024 need a focus on raising achievement level.

Performing arts only 1 excellence endorsement since 2019 – subject review to identify how to improve this. Note 2022 and 2023 taught as combined classes, but 2024 will be separate music and drama again

Science is broken down into streamed classes taking differently structured courses. If it is taken as a whole, as with English and Math, then 23% gained Merit endorsements (maths 10%, English 44%) and 4% gained Excellence endorsement. (maths 4%, English 9%)

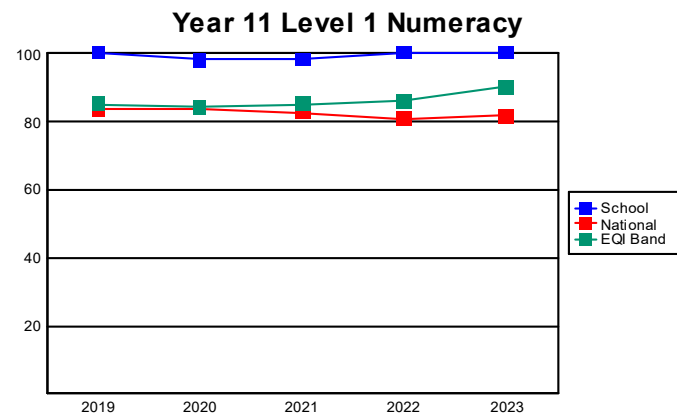
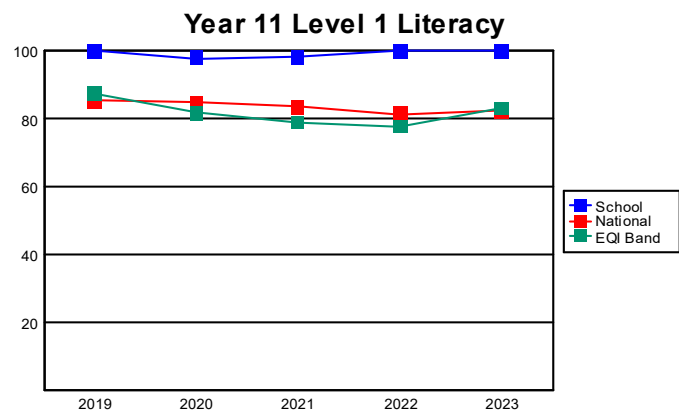
Literacy and numeracy

Level 1 Literacy and Numeracy: St Matthew's Collegiate (Masterton)

Generated 10-Feb-2024

PR 3 - Cumulative Results by Percentage

Academic Year	St Matthew's Collegiate (Masterton)				National			Fewest Socioeconomic Barriers (School Equity Index Band)		
	Achievement	Year 11	Year 12	Year 13	Year 11	Year 12	Year 13	Year 11	Year 12	Year 13
2019	Literacy	100.0	98.1	100.0	85.5	92.8	94.6	87.7	91.9	91.4
2020	Literacy	98.0	100.0	100.0	85.1	92.7	94.4	81.7	91.4	93.0
2021	Literacy	98.1	100.0	100.0	83.6	92.2	94.2	78.9	91.6	92.1
2022	Literacy	100.0	100.0	100.0	81.6	91.2	93.9	77.7	92.1	92.6
2023	Literacy	100.0	100.0	100.0	82.5	90.7	93.5	83.3	91.3	92.7
2019	Numeracy	100.0	96.2	100.0	83.4	91.8	94.0	85.0	89.4	89.0
2020	Numeracy	98.0	100.0	100.0	83.6	91.7	93.7	84.0	89.9	90.8
2021	Numeracy	98.1	100.0	100.0	82.5	91.3	93.6	85.0	90.4	91.0
2022	Numeracy	100.0	100.0	97.9	80.8	90.2	93.3	85.8	91.7	91.8
2023	Numeracy	100.0	100.0	100.0	81.7	89.8	93.0	90.2	91.4	93.3



Analysis

Literacy maintained at 100%

Numeracy maintained 100%

Rates continue to be above national figures.

St Matthew's Results for Literacy and Numeracy co-requisite amongst yr 10 students

Literacy-reading (32403) 95% pass rate

Literacy-writing (32406) 98% pass rate

Numeracy (32406) 88% pass rate

Next steps

Continue to identify students at risk of not achieving literacy and numeracy through termly credit checks.

Continue to identify students below average for literacy and numeracy in yrs 7-10

Keep parents informed about changes to NCEA level 1 and missed assessment regulations.

PLD required for staff to ensure they know how to 'close the gaps' identified in AssTLe data.

Ensure information about literacy and numeracy levels of students is passed on from year level to year level.

Continue to develop strategies to teach numeracy and literacy.

Develop more aligned programmes of study in English and maths between intermediate dept and yr 9-11



ST MATTHEW'S COLLEGIATE

Giving Effect to Te Tiriti 2023-2024

Executive Summary

One thing that is apparent from the Variance statements is to have actions that have short- and long-term success statements. Although it is useful to have quick wins that also need to include year or longer impact.

Areas with ** are important for growth and development for the school.

BoT Objective

Giving Effect to Te Tiriti

Work the board has done to work towards this objective not reported on in other sections of the annual report such as the statement of variance or evaluation of student progress and achievement.

1. Section 127(1)(d) of the Education and Training Act 2020 defines how schools must give effect to Te Tiriti o Waitangi by:

- working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori;

1. As a school we utilise the Schooldocs facility as a cache for our policies.
2. Our Policy Te Tiriti

Te Tiriti o Waitangi

Te Tiriti o Waitangi is one of Aotearoa New Zealand's founding documents and represents the binding contract between Māori and the Crown. St Matthew's Collegiate recognises our role and responsibility to honour and give effect to te Tiriti o Waitangi.

Under the Education and Training Act 2020, a primary objective of the board of St Matthew's Collegiate is giving effect to te Tiriti o Waitangi. We do this by:

- working to ensure our plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori
- taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori
- achieving **equitable outcomes** for Māori students
- providing opportunities for learners to appreciate the importance of te Tiriti o Waitangi and te reo Māori.

St Matthew's Collegiate works from the principles of partnership, protection, and participation to meet our obligations under te Tiriti o Waitangi. These principles reflect the three articles of te Tiriti.

Partnership

St Matthew's Collegiate aims to work in partnership with our local Māori community to support rangatiratanga/self-determination. We actively seek the guidance of our local Māori community to help us better meet the needs of our Māori students and ensure they experience educational success as Māori.

We consult with our local Māori community on the development of our charter/strategic plan to make sure it reflects and upholds appropriate tikanga Māori and te ao Māori. We seek opportunities to collaborate with Māori to invest in, develop, and deliver Māori-medium learning (NELP Priority 2).

Protection

St Matthew's Collegiate actively protects and upholds mātauranga Māori, te reo Māori, and tikanga Māori, and ensures they are meaningfully incorporated into the everyday life of our school (NELP Objective 5). We actively engage with **Ka Hikitia Ka Hāpaitia** .

We take all reasonable steps to make instruction available in te reo Māori and tikanga Māori.

We support our teachers to build their teaching capability, knowledge, and skills in te reo Māori and tikanga Māori. We provide opportunities for teachers to develop their understanding and practice of culturally responsive teaching that takes into account ākonga contexts (NELP Priority 6).

Participation

St Matthew's Collegiate has high aspirations for every student. We encourage the participation and engagement of students and their whānau in all aspects of school life.

Our relationships with our school community help us meet the needs of all students and sustain their identities, languages, and cultures. The participation of whānau and our wider Māori community actively informs the way we design and deliver education to ensure Māori students experience educational success as Māori (NELP Priority 2).

3. Curriculum Progress With te Ao Māori

Eg 1 [year 11 course booklet 2024 v2](#)

Eg 2 [yr 10 curriculum 2024 2](#)

[Eg 3 Snip Intermediate Science](#)

Te wai hou / fresh water

	1	1	1	Healthy plants	Students understand what plants need to grow	Introduce the vegepods		
					Students plant seeds for the vegetable garden, water them and set them on window sill to grow.		potting mix, seeds, pots.	
					<i>Skill - health and safety around soils.</i>			
		2	1	States of matter	Students understand that all matter can be placed in one of: solid, liquid and gas.	have frozen ice in balloons to observe.	Pre frozen water in balloons, about tennis ball size.	Wonderful Wai
					Students begin to use the correct terminology to explain the changes of states.	Describe the changes of state for the water using correct terminology.		
				Water cycle	Students use their knowledge to add detail to basic water cycle.	cut and paste water cycle activity.	https://www.youtube.com/watch?v=R0K7VKkksyc clip and then create task in oneNote.	
					Cycles are ways of explaining something that repeats over and over. The water cycle is one of these.	use mirrors to collect clean water from humans. And put plastic bags around leaves to collect water from plants.	Mirrors, plastic bags and string. Fine day!	
ah					Students gain an understanding of what healthy	what does it mean to be	2 glasses of water, one muddy the other clear. Do you want	

Eg 4 Classroom wall RE



Eg 4 Unit Planner for school

[St Matthew's Collegiate latest version unit plan](#)

2. Section 127(1)(d) of the Education and Training Act 2020 defines how schools must give effect to Te Tiriti o Waitangi by:

- taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori;

See below

3. Section 127(1)(d) of the Education and Training Act 2020 defines how schools must give effect to Te Tiriti o Waitangi by:

○ **achieving equitable outcomes for Māori students**

- a. St Matthew's has approximately 8% Māori students whose academic success is in the 95-100% percentiles
- b. During a recent NZCER survey and a Curriculum growth survey voice of rangatahi was sought to provide direction for our Graduate profile. A separate opportunity was provided via our Kahui Ako to hear the voice of Māori and Pasifika learners. To that end we are aware for our Māori learners and learners in general that we plan to:
 - reject deficit theorising
 - teachers' positive and nonjudgemental relationships with Māori students
 - dealing with the fear and awkwardness with developing relationships; Māori students want teachers who are friendly, helpful and hold a positive attitude towards them
 - Making Māori culture integral to interactions and relationships in the classroom facilitates and promotes positive relationships
 - being accepted as Māori means being treated well by teachers, challenged with high expectations, and listened to. In other words, it means relationships built on trust and respect.
 - It means appreciating Māori students for having cultural understandings and experiences that are different from those of other students, and which can enrich learning for the entire class
 - Knowing whanau on a personal level
 - Inclusiveness is a strong Value in our school so allowing students to be themselves, to be different, and to participate in learning and in education in unique and personal ways
 - Strong structures in our school fits the discourse of Māori learners who stated 'they had a strong desire for rules, boundaries and organisation, which they felt were fundamental for effective learning. Māori students find it more difficult to learn when teachers are task-oriented and do not clearly show that they care about student learning, but equally they find it difficult to learn if teachers show that they care about students but do not provide them with meaningful learning experiences.

4. Progress that your school has made towards making instruction available in tikanga and te reo Māori.

1. The school in acknowledging this will provide a tick box selection for students who have proven ability to undertake their instruction in Te Reo- mindful that we are fully cognisant of fluency.
2. Greetings and commonly used Te Reo is used in everyday instructions and embedded in day to day Panui and exchanges.
 - a. The Principal send out a daily 'Ata Mārie'
 - b. All assemblies are started with Ata Mārie, Mōrena and students respond in Te reo
 - c. Directions are given in reo
 - d. Concepts are readily use to embed Tikanga- Kotahitanga, Manaakitanga, Pono, and Ako
 - e. All our form classes are called Whanau to embed the concept of family
 - f. We are an Anglican school so services always have English and Te Reo

Etc.

Leadership Capabilities

Ensuring culturally responsive practice and understanding of Aotearoa New Zealand's cultural heritage, using Te Tiriti o Waitangi as the foundation**

- Ensures the curriculum supports all their learners to understand their cultural heritage

Social Studies programme supports by involving students in Taku Wharenuī to support students knowing themselves their whanau and how they are important.

- Ensures the team they are responsible for is confident in supporting all their learners to understand their cultural heritage.

Matauranga Maori is one of the school's PLD workstreams.

- Ensures they support all their learners to understand their cultural heritage.

Social Studies programme supports by involving students in Taku Wharenuī to support students knowing themselves their whanau and how they are important.

<ul style="list-style-type: none"> ■ Ensures their own understanding of what culturally responsive practice based on Te Tiriti o Waitangi means in practice, and why. <p>Partnership is understood and respect given to Tikanga and Te Ao Māori in using Te Reo sensitively.</p> <p>Local Iwi are involved in programmes and discussions re Curriculum.</p> <p>PLD regarding culturally sensitive practices</p> <ul style="list-style-type: none"> ■ Works closely with parents, whānau, hapū and iwi, and others to develop goals about Māori educational success. <p>Through Kahui Ako links are being developed to grow this. Have spent a good deal of time involving iwi in the Social Studies curriculum.</p> <ul style="list-style-type: none"> ■ Ensures that staff develop and sustain a shared understanding of culturally responsive practice based on Te Tiriti o Waitangi, which is actively used in shaping strengths-based curriculum and pedagogy, in work with whānau and iwi, and inquiry into effectiveness for learners. <p>Matauranga Maori is one of the school's PLD workstreams.</p> <ul style="list-style-type: none"> ■ Ensures parents, whānau, hapū, iwi and community, are active contributors to the life of the organisation. <p>We have a Whanau Ropu which is functioning but needs a boost.</p>	<ul style="list-style-type: none"> ■ Ensures their own understanding of what culturally responsive practice based on Te Tiriti o Waitangi means in practice, and why. ■ Ensures that staff in their team develop and sustain a shared understanding of culturally responsive practice based on Te Tiriti o Waitangi that is actively used in shaping strengths-based curriculum and pedagogy, work with whānau and iwi, and inquiry into effectiveness for learners.¹¹ <p>We are working with Riki Consulting to develop this practice. One thing that is becoming commonplace is growing confidence in using Te Reo.</p>	<p>We also consciously celebrate different cultural festivals.</p> <ul style="list-style-type: none"> ■ Ensures their own understanding of what culturally responsive practice based on Te Tiriti o Waitangi means in practice, and why. <p>There is an awareness of protocols which forms our Kaupapa.</p> <p>The school has also become stronger with Powhiri and Mihi Whakatau.</p> <p>We are using this understanding to provide a strengths-based curriculum and pedagogy, involve whanau and others in the community,</p>
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<p>Ensures that te reo Māori is valued and increasingly used across the organisation and part of the curriculum for each learner.</p> <p>It is becoming a natural part of our existence. Greeting s in Te Reo. I send out a Panui which is called Ata Mārie.</p> <p>Leaders are focusing on the Kupu of the week</p>		
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Next Steps

1. Develop discursive and co-constructive pedagogies.

- Wānanga
- Ako
- Whānau

Premise: Pedagogies built on these concepts will be collaborative and reciprocal. Māori students enjoy a more co-operative learning environment and being able to discuss things with their peers and with the teacher in smaller groups facilitates Māori students' learning, while teaching strategies that preclude interaction and discussion may create barriers to learning. Responsibility should be fostered for one's own learning and the learning of others, and all students should participate and contribute to decisionmaking with this in mind.

2.Culturally Safe Classrooms

Developing

