

ST MATTHEW'S COLLEGIATE (MASTERTON)

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2024

School Directory

Ministry Number: 246

Principal: Kiri Gill

School Address: 33 Pownall Street

School Postal Address: P O Box 462, Masterton

School Phone: 06 370 0067

School Email: info@stmatts.school.nz

Accountant / Service Provider:

Education  *Services.*
Dedicated to your school

ST MATTHEW'S COLLEGIATE (MASTERTON)

Annual Financial Statements - For the year ended 31 December 2024

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St Matthew's Collegiate (Masterton)

Statement of Responsibility

For the year ended 31 December 2024

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

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

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

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

Alistair Plimmer

Full Name of Presiding Member



Signature of Presiding Member

15th May 2025

Date:

Kiri Gill

Full Name of Principal



Signature of Principal

15th May 2025

Date:

St Matthew's Collegiate (Masterton)

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2024

		2024	2024	2023
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Revenue				
Government Grants	2	2,952,689	2,904,480	2,948,778
Locally Raised Funds	3	846,379	1,066,077	950,132
Use of Proprietor's Land and Buildings		577,055	-	470,454
Interest		21,165	10,000	14,525
Total Revenue		4,397,288	3,980,557	4,383,889
Expense				
Locally Raised Funds	3	11,721	10,845	8,864
Learning Resources	4	3,141,495	3,200,736	3,093,466
Administration	5	410,161	448,480	398,190
Interest		5,795	4,194	1,413
Property	6	945,532	349,087	818,996
Loss on Disposal of Property, Plant and Equipment		1,761	-	230
Total Expense		4,516,465	4,013,342	4,321,159
Net Surplus / (Deficit) for the year		(119,177)	(32,785)	62,730
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		(119,177)	(32,785)	62,730

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 (Masterton)
Statement of Changes in Net Assets/Equity
For the year ended 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Equity at 1 January		572,499	584,101	443,044
Total comprehensive revenue and expense for the year		(119,177)	(32,785)	62,730
Contributions from the Ministry of Education - Furniture and Equipment Grant		55,599	-	66,725
Equity at 31 December		508,921	551,316	572,499
Accumulated comprehensive revenue and expense		508,921	551,316	572,499
Equity at 31 December		508,921	551,316	572,499

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 (Masterton)

Statement of Financial Position

As at 31 December 2024

		2024	2024	2023
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Current Assets				
Cash and Cash Equivalents	7	653,587	720,540	728,579
Accounts Receivable	8	203,339	209,850	209,850
GST Receivable		21,409	-	-
Prepayments		7,186	1,733	1,733
		885,521	932,123	940,162
Current Liabilities				
GST Payable		-	99	99
Accounts Payable	10	324,185	339,602	339,603
Borrowings	11	29,964	29,964	29,964
Revenue Received in Advance	12	76,711	79,030	79,031
Provision for Cyclical Maintenance	13	10,339	8,468	9,368
Finance Lease Liability	14	32,311	1,955	6,988
		473,510	459,118	465,053
Working Capital Surplus/(Deficit)		412,011	473,005	475,109
Non-current Assets				
Property, Plant and Equipment	9	290,667	187,869	215,451
		290,667	187,869	215,451
Non-current Liabilities				
Borrowings	11	30,291	30,290	50,375
Provision for Cyclical Maintenance	13	99,419	81,425	64,859
Finance Lease Liability	14	64,047	(2,157)	2,827
		193,757	109,558	118,061
Net Assets		508,921	551,316	572,499
Equity		508,921	551,316	572,499

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

St Matthew's Collegiate (Masterton)
Statement of Cash Flows
For the year ended 31 December 2024

		2024	2024	2023
	Note	Actual \$	Budget (Unaudited) \$	Actual \$
Cash flows from Operating Activities				
Government Grants		905,229	991,430	871,718
Locally Raised Funds		784,277	1,084,851	982,296
International Students		41,499	111,530	70,435
Goods and Services Tax (net)		(21,508)	99	10,434
Payments to Employees		(576,820)	(642,061)	(557,260)
Payments to Suppliers		(1,205,752)	(1,583,226)	(1,183,528)
Interest Paid		(5,795)	(4,194)	(1,413)
Interest Received		21,036	10,000	14,525
Net cash from/(to) Operating Activities		(57,834)	(31,571)	207,207
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(29,591)	(31,323)	(43,407)
Net cash from/(to) Investing Activities		(29,591)	(31,323)	(43,407)
Cash flows from Financing Activities				
Furniture and Equipment Grant		55,599	66,725	66,725
Finance Lease Payments		(23,081)	(11,870)	(12,815)
Repayment of Loans		(20,085)	-	-
Net cash from/(to) Financing Activities		12,433	54,855	53,910
Net increase/(decrease) in cash and cash equivalents		(74,992)	(8,039)	217,710
Cash and cash equivalents at the beginning of the year	7	728,579	728,579	510,869
Cash and cash equivalents at the end of the year	7	653,587	720,540	728,579

The Statement of Cash Flows records only those cash flows directly within the control of the School. This means centrally funded teachers' salaries, use of land and buildings grant and expense and other notional items have been excluded.

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

St Matthew's Collegiate (Masterton)

Notes to the Financial Statements

For the year ended 31 December 2024

1. Statement of Accounting Policies

a) Reporting Entity

St Matthew's Collegiate (Masterton) (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a School as described in the Education and Training Act 2020. The Board is of the view that the School is a public benefit entity for financial reporting purposes.

b) Basis of Preparation

Reporting Period

The financial statements have been prepared for the period 1 January 2024 to 31 December 2024 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

The School qualifies for Tier 2 as the School is not publicly accountable and is not considered large as it falls below the expense threshold of \$33 million per year. All relevant reduced disclosure concessions have been taken.

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance



The School recognises its obligation to maintain the Proprietor's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the School buildings. The estimate is based on the School's best estimate of the cost of painting the School and when the School is required to be painted, based on an assessment of the School's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 13.

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.

Critical Judgements in applying accounting policies

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

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the School. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee.

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 14. Future operating lease commitments are disclosed in note 19b.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

The property from which the School operates is owned by the Proprietor. Grants for the use of land and buildings are not received in cash by the School as they equate to the deemed expense for using the land and buildings. This expense is based on an assumed market rental yield on the land and buildings as used for rating purposes.

This is a non-cash revenue that is offset by a non-cash expense. The use of land and buildings grants and associated expenditure are recorded in the period the School uses the land and buildings.

Other Grants where conditions exist

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



Donations, Gifts and Bequests

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

Interest Revenue

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

d) Operating Lease Payments

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

e) Finance Lease Payments

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

f) Cash and Cash Equivalents

Cash and cash equivalents include cash on hand, bank balances, deposits held at call with banks, and other short term highly liquid investments with original maturities of 90 days or less, and bank overdrafts. The carrying amount of cash and cash equivalents represent fair value.

g) Accounts Receivable

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

h) Inventories

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

i) Investments

Bank term deposits are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. A loss allowance for expected credit losses is recognised if the estimated loss allowance is material.

j) Property, Plant and Equipment

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

Improvements (funded by the Board) to buildings owned by the Proprietor or directly by the Board are recorded at cost, less accumulated depreciation and impairment losses.

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

Gains and losses on disposals (i.e. sold or given away) are determined by comparing the proceeds received with the carrying amounts (i.e. the book value). The gain or loss arising from the disposal of an item of property, plant and equipment is recognised in the Statement of Comprehensive Revenue and Expense.

Finance Leases

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



Depreciation

Property, plant and equipment are depreciated over their estimated useful lives on a straight line 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	1 - 15 years
Information and Communication Technology	1 - 3 years
Motor Vehicles	5 years
Textbooks	3 years
Library Resources	12.5 % diminishing value
Intangible Assets	3 years
Leased Assets held under a Finance Lease	Term of Lease

k) Impairment of property, plant, and equipment

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

Non cash generating assets

Property, plant, and equipment and intangible assets held at cost that have a finite useful life are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable. If such indication exists, the School estimates the asset's recoverable service amount. An impairment loss is recognised for the amount by which the asset's carrying amount exceeds its recoverable service amount. The recoverable service amount is the higher of an asset's fair value less costs to sell and value in use.

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

In determining fair value less costs to sell, the School engages an independent valuer to assess market value based on the best available information. The valuation is based on a comparison to recent market transactions.

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

The reversal of an impairment loss is recognised in surplus or deficit. A previously recognised impairment loss is reversed only if there has been a change in the assumptions used to determine the asset's recoverable service amount since the last impairment loss was recognised.

l) 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.

m) Employee Entitlements

Short-term employee entitlements

Employee entitlements that are expected to be settled within 12 months after the end of the reporting period in which the employees provide the related service are measured based on accrued entitlements at current rates of pay. These include salaries and wages accrued up to balance date and annual leave earned, by non teaching staff, but not yet taken at balance date.

Long-term employee entitlements

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

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

n) Revenue Received in Advance

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

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

o) Funds Held in Trust

Funds are held in trust where they have been received by the School for a specified purpose, or are being held on behalf of a third party and these transactions are not recorded in the Statement of Comprehensive Revenue and Expense.

The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

p) Shared Funds

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. In instances where funds are outside of the School's control, these amounts are not recorded in the Statement of Comprehensive Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose.

q) Provision for Cyclical Maintenance

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

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

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.

r) Financial Instruments

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

Investments that are shares are categorised as 'financial assets at fair value through other comprehensive revenue and expense' for accounting purposes in accordance with financial reporting standards. On initial recognition of an equity investment that is not held for trading, the School may irrevocably elect to present subsequent changes in the investment's fair value in other comprehensive revenue and expense. This election has been made for investments that are shares. Subsequent to initial recognition, these assets are measured at fair value. Dividends are recognised as income in surplus or deficit unless the dividend clearly represents a recovery of part of the cost of the investment. Other net gains and losses are recognised in other comprehensive revenue and expense and are never reclassified to surplus or deficit.

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.

s) Borrowings

Borrowings on normal commercial terms are initially recognised at the amount borrowed plus transaction costs. Interest due on the borrowings is subsequently accrued and added to the borrowings balance. Borrowings are classified as current liabilities unless the School has an unconditional right to defer settlement of the liability for at least 12 months after balance date.

t) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

u) Budget Figures

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

v) Services received in-kind

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

2. Government Grants

Government Grants - Ministry of Education
Teachers' Salaries Grants
Other Government Grants

2024	2024	2023
Actual	Budget	Actual
\$	(Unaudited)	\$
864,892	931,220	900,843
2,054,611	1,973,260	2,047,935
33,186	-	-
2,952,689	2,904,480	2,948,778

3. Locally Raised Funds

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

Revenue

Donations and Bequests
Fees for Extra Curricular Activities
Fundraising and Community Grants
Other Revenue
International Student Fees

2024	2024	2023
Actual	Budget	Actual
\$	(Unaudited)	\$
762,362	780,292	725,281
24,222	11,100	12,772
1,304	-	870
-	211,815	161,815
58,491	62,870	49,394
846,379	1,066,077	950,132

Expense

Extra Curricular Activities Costs
Fundraising and Community Grant Costs
International Student - Other Expenses

646	-	2
1,304	-	870
9,771	10,845	7,992
11,721	10,845	8,864

Surplus for the year Locally Raised Funds

834,658	1,055,232	941,268
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4. Learning Resources

Curricular
Employee Benefits - Salaries
Staff Development
Depreciation
Other Learning Resources
Senior College
Information & Communication Tech

2024	2024	2023
Actual	Budget	Actual
\$	(Unaudited)	\$
147,819	204,459	146,258
2,450,429	2,446,974	2,441,259
15,558	22,641	14,117
79,708	72,549	69,162
2,704	3,900	2,681
361,234	372,213	342,202
84,043	78,000	77,787
3,141,495	3,200,736	3,093,466

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 2024 year. Along with \$361,234 in cash, this forms the Senior College funding transfer to Rathkeale College for the 2024 year.

5. Administration

	2024	2024 Budget	2023
	Actual	(Unaudited)	Actual
	\$	\$	\$
Audit Fees	11,551	9,985	9,332
Board Fees and Expenses	5,127	6,600	5,995
Operating Leases	17	16,215	7,757
Legal Fees	618	2,500	13,656
Other Administration Expenses	310,734	320,208	273,019
Employee Benefits - Salaries	74,425	77,632	75,544
Insurance	7,689	15,340	12,887
	<u>410,161</u>	<u>448,480</u>	<u>398,190</u>

6. Property

	2024	2024 Budget	2023
	Actual	(Unaudited)	Actual
	\$	\$	\$
Consultancy and Contract Services	89,103	103,077	93,117
Cyclical Maintenance	43,999	33,185	29,452
Heat, Light and Water	25,784	36,972	34,989
Repairs and Maintenance	120,633	111,660	153,972
Use of Land and Buildings	577,055	-	470,454
Employee Benefits - Salaries	74,463	58,073	37,012
Other Property Expenses	14,495	6,120	-
	<u>945,532</u>	<u>349,087</u>	<u>818,996</u>

The use of land and buildings figure represents 5% of the school's total property value. This is used as a 'proxy' for the market rental of the property.

7. Cash and Cash Equivalents

	2024	2024 Budget	2023
	Actual	(Unaudited)	Actual
	\$	\$	\$
Bank Accounts	653,587	720,540	728,579
Cash and cash equivalents for Statement of Cash Flows	<u>653,587</u>	<u>720,540</u>	<u>728,579</u>

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

Of the \$653,587 Cash and Cash Equivalents, \$76,711 of Revenue Received in Advance is held by the school, as disclosed in note 12.

8. Accounts Receivable

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Receivables	4,267	119,281	5,801
Receivables from the Ministry of Education	1,986	-	-
Interest Receivable	129	197	-
Teacher Salaries Grant Receivable	196,957	90,372	204,049
	<u>203,339</u>	<u>209,850</u>	<u>209,850</u>
Receivables from Exchange Transactions	8,368	119,478	5,801
Receivables from Non-Exchange Transactions	194,971	90,372	204,049
	<u>203,339</u>	<u>209,850</u>	<u>209,850</u>

9. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2024						
Furniture and Equipment	127,834	28,323	-	-	(30,249)	125,908
Information and Communication Technology	4,997	-	-	-	(2,715)	2,282
Motor Vehicles	22,072	-	-	-	(4,414)	17,658
Textbooks	8,925	4,201	-	-	(1,560)	11,566
Leased Assets	8,421	117,515	-	-	(36,600)	89,336
Library Resources	43,202	4,885	-	-	(4,170)	43,917
	<u>215,451</u>	<u>154,924</u>	<u>-</u>	<u>-</u>	<u>(79,708)</u>	<u>290,667</u>

The net carrying value of equipment held under a finance lease is \$89,336 (2023: \$8,421)

Restrictions

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

	2024 Cost or Valuation \$	2024 Accumulated Depreciation \$	2024 Net Book Value \$	2023 Cost or Valuation \$	2023 Accumulated Depreciation \$	2023 Net Book Value \$
Furniture and Equipment	1,045,342	(919,434)	125,908	1,017,019	(889,185)	127,834
Information and Communication Technology	161,532	(159,250)	2,282	161,532	(156,535)	4,997
Motor Vehicles	65,583	(47,925)	17,658	65,583	(43,511)	22,072
Textbooks	129,235	(117,669)	11,566	125,034	(116,109)	8,925
Leased Assets	132,094	(42,758)	89,336	40,768	(32,347)	8,421
Library Resources	178,663	(134,746)	43,917	173,779	(130,577)	43,202
Intangible Assets	2,400	(2,400)	-			
	<u>1,714,849</u>	<u>(1,424,182)</u>	<u>290,667</u>	<u>1,583,715</u>	<u>(1,368,264)</u>	<u>215,451</u>

10. Accounts Payable

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Creditors	33,594	227,814	43,280
Accruals	8,446	6,396	27,507
Employee Entitlements - Salaries	271,645	90,372	253,708
Employee Entitlements - Leave Accrual	10,500	15,020	15,108
	<u>324,185</u>	<u>339,602</u>	<u>339,603</u>
Payables for Exchange Transactions	324,185	339,602	339,603
	<u>324,185</u>	<u>339,602</u>	<u>339,603</u>

The carrying value of payables approximates their fair value.

11. Borrowings

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Painting Contract due within one year	29,964	29,964	29,964
	<u>29,964</u>	<u>29,964</u>	<u>29,964</u>
Painting Contract due after one year	30,291	30,290	50,375
	<u>30,291</u>	<u>30,290</u>	<u>50,375</u>

In 2020 the Board signed an agreement with Programme Maintenance Services (the contractor) for an agreed programme of work covering a 7 year period from 2021 to 2027. The Programme provides for an exterior repaint of scheduled areas of the School's 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.

12. Revenue Received in Advance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Income In Advance - Other	3,732	79,030	10,081
Thomas George Macarthy Trust Grant in Advance	4,527	-	2,527
International Student Fees in Advance	48,852	-	65,844
MOE Grants in Advance	19,600	-	579
	<u>76,711</u>	<u>79,030</u>	<u>79,031</u>

13. Provision for Cyclical Maintenance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Provision at the Start of the Year	74,227	56,708	54,593
Increase to the Provision During the Year	36,586	33,185	29,452
Use of the Provision During the Year	-	-	(9,818)
Other Adjustments	(1,055)	-	-
Provision at the End of the Year	<u>109,758</u>	<u>89,893</u>	<u>74,227</u>
Cyclical Maintenance - Current	10,339	8,468	9,368
Cyclical Maintenance - Non current	99,419	81,425	64,859
	<u>109,758</u>	<u>89,893</u>	<u>74,227</u>

Per the cyclical maintenance schedule, the School is next expected to undertake painting works during 2025. This plan is based on the schools 10 Year Property plan / painting quotes.

14. Finance Lease Liability

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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
No Later than One Year	36,721	1,955	6,988
Later than One Year and no Later than Five Years	68,862	(2,157)	2,827
Future Finance Charges	(9,225)	-	-
	<u>96,358</u>	<u>(202)</u>	<u>9,815</u>
Represented by			
Finance lease liability - Current	32,311	1,955	6,988
Finance lease liability - Non current	64,047	(2,157)	2,827
	<u>96,358</u>	<u>(202)</u>	<u>9,815</u>

15. 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 conditions 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(c). The estimated value of this use during the current period is included in the Statement of Comprehensive Revenue and Expense as "Use of Land and Buildings".

Under an agency agreement, the Proprietor collects Tuition Donations on behalf of the School. The amounts collected in total were \$746,701 (2023: \$718,265). The Proprietor has contributed a further \$nil (2023: \$161,815) for the School's operations. In addition, the School receives each term from the Ministry of Education the boarding allowance which is transferred to the Proprietor. The amounts collected in total were \$66,105 (2023: \$55,560). The School operates a current account which is treated as a 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 an asset or liability. The total funds owing by the Proprietor at year end are \$nil (2023: \$1,748)

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 2024 year was \$361,234 (2023: \$342,202). 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 2024. (2023:nil)

16. Remuneration

Key management personnel compensation

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

	2024 Actual \$	2023 Actual \$
<i>Board Members</i>		
Remuneration	5,005	5,995
<i>Leadership Team</i>		
Remuneration	426,152	1,343,315
Full-time equivalent members	3.48	12.48
Total key management personnel remuneration	431,157	1,349,310

There are 7 members of the Board excluding the Principal. The Board has held 7 full meetings of the Board in the year. The Board also has a Finance committee (2 members) that met 5 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 1

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

	2024 Actual \$000	2023 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	170 - 180	170 - 180
Benefits and Other Emoluments	-	0 - 5
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2024 FTE Number	2023 FTE Number
100 - 110	5.00	6.00
110 - 120	4.00	5.00
120 - 130	1.00	1.00
130 - 140	1.00	1.00
	11.00	13.00

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

17. Compensation and Other Benefits Upon Leaving

The total value of compensation or other benefits paid or payable to persons who ceased to be board members, committee members, or employees during the financial year in relation to that cessation and number of persons to whom all or part of that total was payable was as follows:

	2024 Actual	2023 Actual
Total	\$0	\$0
Number of People	0	0

18. Contingencies

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

Holidays Act Compliance – Schools Payroll

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

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

Pay Equity and Collective Agreement Funding Wash-up

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

19. Commitments

(a) Capital Commitments

There are no capital commitments as at 31 December 2024 (Capital commitments at 31 December 2023: \$0).

(b) Operating Commitments

As at 31 December 2024, the Board has entered into the following contracts: (Operating commitments at 31 December 2023: \$164,382)

- (a) operating lease for (7) second hand Epsom Projectors
- (b) painting contracts for exterior painting of school buildings

	2024 Actual	2023 Actual
	\$	\$
No later than One Year	31,164	46,320
Later than One Year and No Later than Five Years	61,128	118,062
Later than Five Years	-	-
	<u>92,292</u>	<u>164,382</u>

The total lease payments incurred during the period were \$24,672 (2023: \$7,757).

20. Financial Instruments

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

Financial assets measured at amortised cost

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Cash and Cash Equivalents	653,587	720,540	728,579
Receivables	203,339	209,850	209,850
Investments - Term Deposits	-	-	-
Total financial assets measured at amortised cost	856,926	930,390	938,429

Financial liabilities measured at amortised cost

Payables	324,185	339,602	339,603
Borrowings - Loans	60,255	60,254	80,339
Finance Leases	96,358	(202)	9,815
Total financial liabilities measured at amortised cost	480,798	399,654	429,757

21. Events After Balance Date

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

22. Comparatives

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

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF ST MATTHEW'S COLLEGIATE SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2024

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 20, that comprise the statement of financial position as at 31 December 2024, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2024; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector Public Benefit Entity Standards, Reduced Disclosure Regime.

Our audit was completed on 15 May 2025. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

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

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

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

The Board's responsibilities arise from section 134 of the Education and Training Act 2020.

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information 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 (including International Independence Standards) (New Zealand) (PES 1)* 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 2024. 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 (Masterton)

Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Alistair Plimmer	Presiding Member	Elected	Sep 2025
Kiri Gill	Principal	ex Officio	
Amy Williams	Parent Representative	Elected	Sep 2025
Ian Smith	Parent Representative	Elected	Sep 2025
Andrew Lincoln	Parent Representative	Co-opted	Sep 2025
Sandie Sherwen	Staff Representative	Elected	Sep 2025
Matthew Weston	Proprietors Representative	Appointed	Apr 2028
Brianna Benkie	Student Representative	Elected	Resigned Aug 2024
Tess McKenzie	Student Representative	Elected	Sep 2025

St Matthew's Collegiate (Masterton)

Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2024, the school received total Kiwisport funding of \$7,420 (excluding GST). The funding was spent on sporting endeavours.

Statement of Compliance with Employment Policy

For the year ended 31st December 2024 the St Matthew's Collegiate (Masterton) Board:

- Has developed and implemented personnel policies, within policy and procedural frameworks to ensure the fair and proper treatment of employees in all aspects of their employment
- Has reviewed its compliance against both its personnel policy and procedures and can report that it meets all requirements and identified best practice.
- Is a good employer and complies with the conditions contained in the employment contracts of all staff employed by the Board.
- Ensures all employees and applicants for employment are treated according to their skills, qualifications and abilities, without bias or discrimination.
- Meets all Equal Employment Opportunities requirements.

Charter 2025 (next review 2026)

Section 1: Charter

Section 2: Two Year Strategic
Plan

Section 3: Strategic Goals

Section 4: Analysis of
Variance in 2024
Plan

Section 5: One page view of
Strategic Plan and
Goal 6 Te Tiriti

Section 6: Strategic Plan
2024 with Links to BoT
Objectives and
Education Reqs.

Section 7: Annual Plan

Section 8: Results Analysis

Section 9: Principal and Presiding
Member's Speeches



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 <i>achieve 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

Analysis of Variance

Did we achieve our Targets? Why not? What next (Section 5: Strategic Plan 2025)

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.

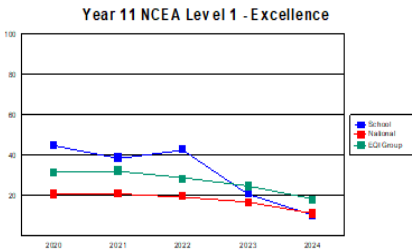
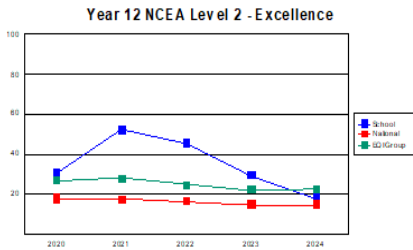
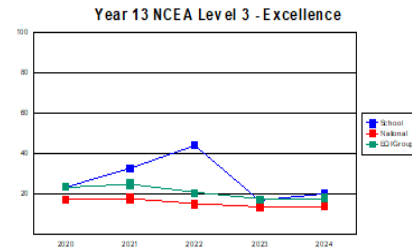
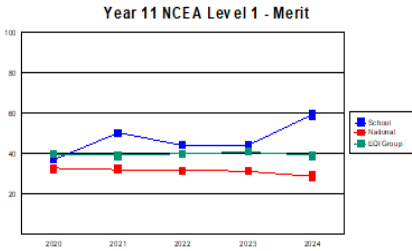
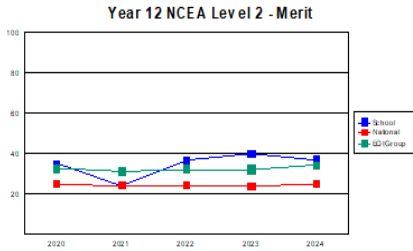
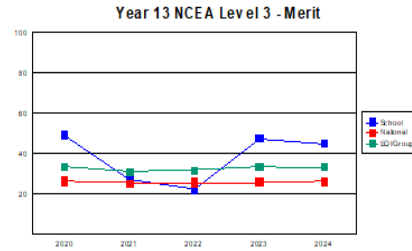
Goal : Board	Giving Effect to Te Tiriti
Targets	What Happened and Why
<ul style="list-style-type: none"> Ensures the curriculum supports all their learners to understand their cultural heritage Ensures their own understanding of what culturally responsive practice based on Te Tiriti o Waitangi means in practice, and 	<p>Social Studies programme supports by involving students in Taku Wharenui to support students knowing themselves their whanau and how they are important. This allows students of all cultures to express who they are</p> <p>Greater emphasis on Te Reo highlighted.</p> <p>Partnership is understood and respect given to Tikanga and Te Ao Māori in using Te Reo sensitively. Local Iwi are involved in programmes and discussions re Curriculum.</p> <p>Through Kahui Ako links are being developed to grow this. I have spent a good deal of time involving iwi in the Social Studies curriculum. Highlighted greater relationships to be forged in Taha</p> <p>Mātauranga Māori is one of the school's PLD workstreams.</p>

<p>why.</p> <ul style="list-style-type: none"> ■ Works closely with parents, whānau, hapū and iwi, and others to develop goals about Māori educational success. ■ 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. ■ Ensures parents, whānau, hapū, iwi and 	<p>Whanau Roopu exists but need</p> <p>It is becoming a natural part of our existence. Greetings in Te Reo. I send out a Panui which is called Ata Mārie. Leaders are focusing on the Kupu of the week</p> <p>Mātauranga Māori is one of the school's PLD workstreams.</p> <p>We are working with Riki Consulting to develop this practice. One thing that is becoming commonplace si growing confidence in using Te Reo.</p> <p>Social Studies programme supports by involving students in Taku Wharenuui to support students knowing themselves their whanau and how they are important. We also consciously celebrate different cultural festivals.</p> <p>There is an awareness of protocols which form our Kaupapa.</p>
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<p>community, are active contributors to the life of the organisation.</p> <ul style="list-style-type: none"> • Ensures that te reo Māori is valued and increasingly used across the organisation and part of the curriculum for each learner. ■ Ensures the team they are responsible for is confident in supporting all their learners to understand their cultural heritage. ■ Ensures their own understanding of what culturally responsive practice based on Te Tiriti o Waitangi means in practice, and why. ■ Ensures that staff in 	<p>The school has also become stronger with Powhiri and Mihi Whakatau.</p> <p>We are using this understanding to provide a strength- based curriculum and pedagogy, involve whanau and others in the community</p>
--	--

<p>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> <ul style="list-style-type: none"> ■ Ensures they support all their learners to understand their cultural heritage. ■ Ensures their own understanding of what culturally responsive practice based on Te Tiriti o Waitangi means in practice, and why. 	
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GOAL 1	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
TARGETS Achieved/Not Achieved	What Happened and Why
Te Tiriti and Mātauranga Māori underpin all aspects.	All year 11 courses have a component of Mātauranga Māori embedded. All departmental planning must show how Te Tiriti and Mātauranga Māori are being incorporated into teaching and learning programmes
100% of students attain level 1,2, and 3 NCEA or equivalent.	Level 1 = 100% pass - good tracking of student progress, at risk students monitored and supported. Level 2 = 100% pass - good tracking of student progress, at risk students monitored and supported. Level 3 = 96% pass (2 students NA)
All students graduate yr 10 with literacy and numeracy co-requisite achieved. 20% increase in Merit & Excellence endorsements.	100% yr 11 graduate with Literacy and numeracy – close monitoring of students meant that those students who were at risk of not achieving the co-requisites had sufficient opportunity to gain lit/num in subject areas and still achieve 60credits in subjects. 96.5% yr 10 achieved Reading – both students are SENCO, neither is currently working at level 4 of the curriculum. 96.5% yr 10 achieved writing – again both students are SENCO students and are receiving additional support 74% yr 10 achieved numeracy – still difficulties with the style of questions and exam technique rather than maths skills. Our results 10% above national figures and equal to other schools with fewer socio-economic barriers. Going forward more alignment between yr 7/8 maths and yr 9 programmes and focus on numeracy skills in general Level 1 = 10% drop in Excellence; 15% increase in Merit. Nationally drop in excellence and merit in line with our results. New NCEA standards and lack of teacher support from NZQA at this level are likely to have had effect on grades.

	<p>Level 2=10% drop in Excellence; 3% drop in Merit. Mirrors National figures. Need to identify why students are not striving for excellence grades. Is attendance an issue?</p> <p>Level 3= 3% increase in Excellence; 2% drop in Merit.</p> <p>Nationally endorsement rates have been dropping since 2020</p> <div>       </div>
All students use the Graduate profile to track their progress and transition through school.	This is not yet embedded in the school. A grad profile exists but more work to be done this year with interviewing students and goal setting. Tracking progress will take a couple more years to see how students track. More work also needed this year in incorporating Grad profile in student whanau interviews.
100% students have completed a profile on Careers or pathways at their level.	All students discuss career aspirations and pathways as part of their whanau interviews, these are recorded on KAMAR. This is ongoing each year. Yr 9 students complete an introduction to CV's in social studies and yr 10 students complete a CV Unit Standard.

GOAL 2	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>
TARGETS Achieved/Not Achieved	What Happened and Why
Positive community feeling towards our school culture at St Matthew's	We held cohort meetings at the beginning of the year to ensure our parents were informed of what was happening at school. These were held in the first four weeks of the term. Interviews were held in Term One and Term Three. We did not hold a Matariki School event which is an ongoing goal in conjunction with our new Head of Cultures Prefect. This is the same for the Diwali Light Festival. We need to acknowledge the cultures of girls within our school
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.	This was not done well. The Whanau Interviews were interrupted by school events which took students out of class and so many did not have their interview. This year the plan would be to develop a survey for all students to complete at the whanau interview time. This is to be designed by the whole staff and then set up on a Microsoft form. This should give us the data we need to inform 2026.

A reduction in pastoral entries for Year 9 students by 50% (based on 2023) ·
Our roll at its maximum of 310 students.

Statistics for incidents from 31/01/2023 ... 8/12/2023.

Incident Type x Level

Incident Type	Total	N/A	8	9	10	11
Attendance	28	1	0	4	11	12
Classroom	374	2	21	25	161	134
Discipline	156	6	3	39	51	33
Guidance	62	2	1	3	22	13
Other	7	0	1	1	2	3
Uniform	22	0	0	1	11	9
Total	649	11	26	73	258	204

Statistics for incidents from 1/01/2024 ... 6/12/2024.

Incident Type x Level

Incident Type	Total	N/A	7	8	9	10	11
Attendance	36	13	0	9	9	5	0
Classroom	713	127	55	119	232	177	3
Discipline	92	19	8	14	30	14	7
Guidance	69	47	0	15	5	2	0
Other	15	0	0	2	4	9	0
Uniform	52	7	0	8	16	21	0
Total	977	213	63	167	296	228	10

This data tells us that our pastoral entries have risen significantly from 2023-2024, which means our goal was not achieved. Our focus of Year 9 has risen from 25 entries in 2023 to 232 entries. An explanation of this is a greater awareness of staff to record incidents to show patterns of behaviour to assist Deans in their management of their cohorts. It also does not separate the good entries from the poor ones. Overall, we are using this system as a way of recording information to use for the better understanding of our girls in different settings.

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 learners and their whanau</i>
TARGETS Achieved/Not Achieved	What Happened and Why
100% staff, including support staff, have professional development plan.	For teachers it is expected as part of their PGC that they put down PLD that they wish to pursue for personal growth. Where necessary staff have had PLD recommended if they have been assigned roles or if there is an opportunity to grow an aspect of their practice. Support staff have been getting PLD but this is an area of growth
10% of plan is focused on development of student and staff wellness.	We can do better here. We did spend staff time with PLD on antibullying and restorative practices in 2024
60% of staff contribute to life outside the classroom e.g.: Coaching, managing teams, drama productions, etc.	Still an area to grow. We have a small staff who do mostly try to give support in extracurricular spaces based on their level of expertise
50% leadership growth opportunities found for staff	Certainly, a number of staff have been given MMAs for opportunity to lead: <ul style="list-style-type: none"> - Literacy and Numeracy Champion - WSLs - Deaning - Outdoor Education - International Director

GOAL 4	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> .
TARGETS Achieved/Not Achieved	What Happened and Why
Investigate ways to market boarding nationwide.	Due to low numbers an effective survey did not occur. However evident that the low numbers has encouraged greater involvement of Internationals into domestic life Agents are encouraged to work with us and are seeking agreements Website still requires a major overhaul Qualifications of Internationals are very good
Increase daily reminders that we are a Christian character school.	Anecdotal evidence was gathered through interviews across the community T2 and T4. There was a greater understanding of how to demonstrate our daily reminders that we are a Christian Character School. There was a school walk through during a staff meeting where photos were gathered of where we were at then – Term 2. A second walk through was done by Chaplain Week 4, Term 1 2025. There was clear evidence of visible signs of Anglican Special Character in almost every space. These exist, as per conversations with staff, however we have not formally shared these in a staff meeting. This will be done 2025. In almost all weekly parent newsletters there was at least one entry showing evidence of our special character. We hope to increase these occurrences 2025.

	<p>2024 had:</p> <ul style="list-style-type: none"> • Easter Camp and Intermediate Camp attended. • Four House Chapels attended by students, staff and whanau. • Three Boarders' Chapels – did not quite manage Term 4. • One night prayer per week. • Three morning prayers per week attended only by the Chaplain – will discontinue for 2025. <p>Two regular Chapel Services per week with 90% attendance, including staff.</p>
Develop ākonga reporting that they are: safe emotionally and physically; free of discrimination; have a sense of belonging.	<p>We had 141 responses to our W@S Intermediate-Secondary Student Survey. This showed that this percentage of students agreed that we have a:</p> <p>Caring and collaborative school 56.0%</p> <p>Respect for culture 63.4%</p> <p>Safe school 70.5%</p> <p>Caring teaching 51.3%</p> <p>Caring learning 59.9%</p> <p>Home-school partnerships 67.6%</p> <p>Prosocial student culture 44.8%</p> <p>Students' social strategies 50.4%</p> <p>Aggressive student culture 17.8%</p>
	Anecdotally we have a large number of students turning up to programmes offered.
Acts of service: local, national, international	<p>In 2024 our school took up the following service opportunities:</p> <ol style="list-style-type: none"> 1. Relay for Life 2. Tree Planting

	3. Community Gardens 4. Helping out at St Matthew's Parish 5. Red Cross Refugee Support Duke of Edinburgh
	Relay for Life Red Cross Refugee Support 40 Hour Challenge
	This has not been done as it fell off the radar.
Ākonga offered Retreats etc with a Christian flavour.	Offered during 2024: Easter Camp Rise Up Camp Intermediate Camp The Abbey STARS
Embed Look up, in, out and Together as One	Anecdotally, this is well understood by staff. No evidence has been collected to ascertain understanding by students. This is a goal for 2025.
	A walk through was undertaken in Week 4, Term 1 and the sign in displayed in almost every classroom and other areas of the school.
	This has not been gathered as it became a mile too far. This can be a goal for 2025.
	This has not happened as our newsletter producer has not been resourced. This is a goal for 2025.
	Christian whakatauki and Karakia inoi are evident on the walls of classrooms. They are not yet being observed regularly or daily. It is not likely that they are being referenced as Looking Up. This is a continued goal for 2025.
	In 2024 there were two opportunities: The Chrism Service and the Trinity Service.

All Departments have visible, authentic, and genuine links to Christian Character in units and programmes.	This has not been gathered as it became a mile too far. This can be a goal for 2025
Student led Boarders' chapel services and Night Prayers	Boarders' chapels happened in Terms 2 and 3 in 2024. These were attended by all boarders and were well received. Some students were involved in leading these chapels. This can be improved upon for 2025. Night prayers happened once per week and were led by the Chaplain. It would not be appropriate for students to lead night prayers.
	Chaplain and Director of Boarding had regular meetings that did not include minutes to develop this initiative. In 2025 we will include minutes.
	Students have observably taken gradual ownership and responsibility, supported by the chaplain, for planning and running both boarders' chapel services; it has become apparent that this is not appropriate for night prayers.
Chapel services include Te Reo	This has been established and embedded over 2024. Templates have been created and will be use from now on.
	This has been established and embedded over 2024. 2025 is now the time to encourage student leaders to use both greetings rather than just the chaplain.
	This has been established and embedded over 2024 when the reading has been short enough. It is not practical timewise to have both languages each week. 2025 is now the time to encourage student leaders to read both texts rather than just the chaplain, when the text is short enough.

Junior and Senior Chapel teams established and maintained to be led by SC prefect to spearhead SC initiatives.	This has been established and embedded over 2024. 2025 is now the time to maintain this initiative.
	This has been established and embedded over 2024. The role was taken at every Chapel Team Meeting and those who did not attend 80% of the time or more did not receive their certificate, badge or star. 2025 is now the time to maintain this initiative, and in addition roles will be taken at chapel of the mini team responsible for leading with the same criteria as above. There will be Year 10 mini team leaders for Junior Chapel and Year 13 mini team leaders for Senior Chapel.
	This was not embedded during 2024 but was established as a concept. This will be established in 2025 with the Special Character Prefect leading Senior Chapel Team and meeting with the Year 10 mini team leaders of Junior Chapel Team.
	<p>This was not embedded during 2024 but was established as a concept. This will be established in 2025 with the Special Character Prefect. They will be expected to lead at:</p> <ul style="list-style-type: none"> • Pancake Races • Easter Service • Easter Camp • Chrism Service • Intermediate Camp • All service initiatives <p>Carol Service</p>
	Regular meetings between Special Character Prefect and Chaplain were irregular and not well executed during 2024. This will be improved in 2025 with minutes being taken.

	These teams were established in 2024 and trialled. Due to the busy schedule of both the Chaplain and the students, the large sizes of the groups and the nature of education and its constraints, these teams did not work. They will not be done in 2025.
GOAL 5	Senior College 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
TARGETS Achieved/Not Achieved	What Happened and Why
2-4 meetings of faculties through the year	Barely one. Work to be done. This needs to be more deliberate.
100% of SMCS and RC have ventured to each other's schools.	100% if one considers Trinity Day for SMCS staff. A true visit is yet to happen.
Every year group has experienced a Transition activity	100% achieved but this could still be better. The strongest is at y11

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
	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	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	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	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.	All of our senior students engage in a positive experience gaining the best results possible, while acknowledging Te Tiriti o Waitangi
ACTIONS	<p>Use development opportunities for teachers/kaiko 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</p> <p>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>Implement and prepare for new curricula, assessment and aromatawai changes for 2025</p>	<p>Engage in Manaakitanga to build and maintain strong relationships with our community:</p> <p>New parent social function before school begins.</p> <p>Year group meetings for parents to meet Deans within the first four weeks of the school year.</p> <p>Parents meet twice a year to discuss student progress.</p> <p>Celebrate cultures within our school and engage in activities to foster inclusiveness e.g. Matariki, Diwali, Teulia Festival.</p> <p>Students to engage in service to the community when the opportunity arises e.g. collections, river restoration etc.</p> <p>Engage in Whanaungatanga to understand the need to look after each other:</p> <p>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.</p> <p>Year 11 Peer Support to connect with Year 9</p> <p>Whanau interviews to be held at the end of Term Two to build relationships with teacher/student and to identify any needs going forward.</p> <p>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.</p> <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>Implement attendance action plan to lift and maintain student attendance</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 2025 as per the PGC</p> <p>Through Professional Development staff to strive to develop a deeper understanding of Tikanga.</p> <p>Develop teacher/kaiko confidence and competence to teach diverse learners/ākonga with varying needs, and to appropriately modify teaching approaches.</p> <p>Seek advice from local 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 Reo a stand alone subject</p>	<p>Increase daily reminders that we are a Christian character school.</p> <p>Continue to develop STAND in order to allow ākonga to report that they are: safe emotionally and physically; free of discrimination; have a sense of belonging.</p> <p>Continue to develop opportunities for acts of service: local, and plan for new national and international opportunities.</p> <p>Continue to offer ākonga retreats etc with a Christian flavour led by Chapel Leaders on site with Chaplain.</p> <p>Embed Look up, in, out through Trinity Services, House Services and Chapel Services.</p> <p>All Departments have visible, authentic, and genuine links to Christian Character in units and programmes.</p> <p>Continue to embed ākonga led Boarders' Chapel Services and Night Prayers.</p> <p>Chapel services include Te Reo Māori and are as bilingual as possible.</p> <p>Junior and Senior Chapel teams established and maintained, Senior Chapel led by Special Character prefect and trial two Year 11 Junior Chapel leaders, to spearhead SC initiatives throughout the school.</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. 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>Teachers actively incorporating the new curriculum changes into lesson plans and teaching practices.</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 of 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>Number of families engaged through regular communication about attendance expectations and strategies.</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>Dept Docs and Services visibly uphold SC and Te Tiriti</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>100% of teachers consistently using updated curricula and assessment methods by mid-2025.</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 (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> <p>At least 75% of families with students showing chronic absenteeism to have attended at least one meeting or received direct outreach.</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 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>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>

GOAL 6: Giving effect to Te Tiriti

Ensure that your school plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori, and to make instruction available in tikanga Māori and te reo Māori while achieving equitable outcomes for Māori students, consider these three strategies:

Sub Goals	Co-Design and Collaborative Partnership with Local Māori Communities and Iwi	Professional Development and Capacity Building for Educators in Tikanga Māori, Te Reo Māori, and Culturally Responsive Pedagogy	Curriculum Design Focused on Te Ao Māori and Integrating Māori Worldviews Across Subjects
Actions	Establish strong partnerships with local iwi, hapū, and Māori communities to co-design and shape the curriculum. This includes involving local Māori knowledge holders, kaumātua, and other Māori experts in the development and review of school plans, policies, and educational frameworks.	Provide ongoing professional development for teachers to deepen their understanding of tikanga Māori, te reo Māori, and culturally responsive teaching methods. This could include workshops, resources, and support from Māori educators and experts in the field.	Redesign and adapt the curriculum so that it meaningfully incorporates Māori worldviews (te ao Māori) across all subjects, not just in Māori language or social studies. This includes integrating Māori values such as whanaungatanga (relationships), Manaakitanga (hospitality), and Kaitiakitanga (guardianship) into the teaching of science, arts, mathematics, and other subjects.
Equitable Outcomes	By centering local Māori perspectives, students see themselves represented in the learning environment, fostering pride in their cultural heritage and increasing engagement in their education.	Teachers equipped with the knowledge and skills to teach in a culturally responsive way are better positioned to support Māori students' learning, ensuring they have equitable access to education that respects and nurtures their cultural identity.	It provides Māori students with a holistic educational experience that recognizes their culture as a valid and valuable knowledge system, promoting better academic outcomes and fostering a stronger cultural identity

Targets	This strategy ensures the inclusion of authentic and regionally relevant mātauranga Māori and tikanga Māori in the curriculum, enhancing the cultural relevance for Māori students. It also ensures that Māori perspectives are embedded in decision-making processes, leading to a stronger sense of identity and connection for students.	Educators become more capable and confident in incorporating te reo Māori, tikanga Māori, and mātauranga Māori into daily teaching practices, creating an inclusive and culturally safe learning environment. This builds teacher competence and ensures that Māori students' cultural needs are met effectively.	This approach ensures that Māori students see their cultural worldview reflected in every aspect of their learning. It moves beyond tokenism, embedding Māori knowledge and perspectives in all learning areas.
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Section 6-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 in being 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.	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 students 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	Te Tiriti and Mātauranga Māori underpin all aspects. 100% of students attain level 1,2, and 3 NCEA or equivalent. All students graduate in year 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. 100% of teachers consistently using updated curricula and assessment methods by mid-2025.

			<p>Greater involvement of Community provision</p> <p>Teachers actively incorporating the new curriculum changes into lesson plans and teaching practices.</p>	<p>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>Implement and prepare for new curricula, assessment and aromatawai changes for 2025</p>	
<p>School & Community Wellbeing</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 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 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</p> <p>Tau Mai te Reo</p> <p>The Action Plan for Pacific Education 2020-2030</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 of 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><u>Engage in Manaakitanga to build and maintain strong relationships with our community:</u></p> <p>New parent social function before school begins.</p> <p>Year group meetings for parents to meet Deans within the first four weeks of the school year.</p> <p>Parents meet twice a year to discuss student progress.</p> <p>Celebrate cultures within our school and engage in activities to foster inclusiveness e.g. Matariki, Diwali, Teulia Festival.</p> <p>Students to engage in service to the community when the opportunity arises e.g. collections, river restoration etc.</p> <p><u>Engage in Whanaungatanga to understand the need to look after each other:</u></p>	<p>Positive community feeling towards Positive community feeling towards our school culture at St Matthew's ·</p> <p>Survey written to discover how students feel about being at St Matthew's (positive data) ·</p> <p>100% of girls have had a whanau interview, which is recorded on KAMAR. ·</p> <p>A reduction in pastoral entries for Year 9 students by 50% (based on 2023) ·</p> <p>Our roll at its maximum of 310 students.</p> <p>At least 75% of families with students showing chronic absenteeism to have attended at least one meeting or received direct outreach.</p>

		NZSTA's guidance for giving effect to Te Tiriti o Waitangi	<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>Number of families engaged through regular communication about attendance expectations and strategies.</p>	<p>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.</p> <p>Year 11 Peer Support to connect with Year 9</p> <p>Whanau interviews to be held at the end of Term Two to build relationships with teacher/student and to identify any needs going forward.</p> <p>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.</p> <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><u>Implement attendance action plan to lift and maintain student attendance</u></p>	
Staff Development	All of section 127(1) applies	NELP Priorities: 1, 2, 3, 4, 5, 6	More access to PLD opportunities	HODs and HOFs across the two sites starting to further develop.	Te Tiriti and Mātauranga Māori underpin all aspects.

<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 <i>to achieve Quality teaching and leadership to make a difference to learners and their whanau</i></p>		<p>Te Mātaiaho and the Common Practice Model The New Zealand Curriculum</p> <p>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</p> <p>Ka Hikitia - Ka Hāpaitia Tau Mai te Reo</p> <p>The Action Plan for Pacific Education 2020-2030 NZSTA's guidance for giving effect to Te Tiriti o Waitangi</p>	<p>Greater use of PLD Wednesdays More time given to social time for ALL staff.</p> <p>Greater numbers of staff involved in extracurricular e.g. sport. Continued involvement of TSTB in school events</p> <p>Te Tiriti and Mātauranga Māori underpins all aspects.</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>100% of students attain level 1,2, and 3 NCEA or equivalent.</p> <p>All students graduate in year 10 with literacy and numeracy co-requisite achieved. 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>Special Character</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</p>	<p>All of section 127(1) applies</p>	<p>NELP Priorities: 1, 2, 3, 4, 5, 6 Te Mātaiaho and the Common Practice Model</p> <p>The Te Mātaiaho Implementation supports pack.</p>	<p>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</p>	<p>Increase daily reminders that we are a Christian character school.</p> <p>Continue to develop STAND in order to allow ākonga to report that they are: safe emotionally and physically; free of discrimination; have a sense of belonging.</p>	<p>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</p>

values and marks of mission, while acknowledging Te Tiriti o Waitangi so that all identities, cultures and languages are sustained.		<p>The Literacy and Communication and Maths Strategy Attendance and Engagement Strategy Wellbeing in Education Strategy 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 NZSTA's guidance for giving effect to Te Tiriti o Waitangi</p>	<p>school and community with special Anglican Character</p> <p>Akonga who feel safe, in an inclusive, compassionate, and respectful environment. Akonga whose identities, cultures and languages are acknowledged and supported. Dept Docs and Services visibly uphold SC and Te Tiriti</p> <p>A community that exemplifies the Five Marks of Mission in all areas of their school.</p>	<p>Continue to develop opportunities for acts of service: local, and plan for new national and international opportunities.</p> <p>Continue to offer ākonga retreats etc with a Christian flavour led by Chapel Leaders on site with Chaplain.</p> <p>Embed Look up, in, out through Trinity Services, House Services and Chapel Services.</p> <p>All Departments have visible, authentic, and genuine links to Christian Character in units and programmes.</p> <p>Continue to embed ākonga led Boarders' Chapel Services and Night Prayers.</p> <p>Chapel services include Te Reo Māori and are as bilingual as possible.</p> <p>Junior and Senior Chapel teams established and maintained, Senior Chapel led by Special Character prefect and trial two Year 11 Junior Chapel leaders, to spearhead SC initiatives throughout the school.</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 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>Senior College</p> <p>All of our senior students engage in a positive xperience</p>	All of section 127(1) applies	<p>NELP Priorities: 1, 2, 3, 4, 5, 6</p> <p>Te Mātaiaho and the Common Practice Model</p>	<p>Better student transitions</p> <p>Greater staff interactions across the schools</p>	<p>Enhance the Together as One Vision</p> <p>Continue alignment in Subject Planning and Options available</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>

gaining the best 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>	Every year group has experienced a Transition activity.
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Section 7
ANNUAL PLAN 2025

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	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.

Careers advisor to explore opportunities for developing careers programme	and Senior College Teachers	External providers/UCO L/Universities/Industry		Increased awareness by students of pathways and career opportunities Careers element included in PSE lessons and subject specific lessons
Implement and prepare for new curricula, assessment and aromatawai changes for 2025	SLT WSL Curriculum committee	Kahui Ako PLD opportunities Whanau/Iwi	T1-4	100% of teachers consistently using updated curricula and assessment methods by mid-2025.
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) Kotahitanga time and its content fits the what is on top for the students at St Matthew's.	AGL, NVE	Staff input and community resources	All Year	Students feel this time is worthwhile Survey to be carried out at the end of 2024.

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.
Implement attendance action plan to lift and maintain student attendance	Deans and SLT	Communication to parents and catering expenses	Weeks 1-5 of Term One	At least 75% of families with students showing chronic absenteeism to have attended at least one meeting or received direct outreach.
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. <p>AoV of current year shows marked improvement in 2025</p>
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 <p>Iwi relationship visible</p>
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 <p>Diversification in classes to increase engagement</p>
Seek advice from Māori on how best to include tikanga Māori in values, practices, and organisational culture.	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>
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>

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 <p>Te Tiriti and Mātauranga Māori underpins all aspects.</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	<p>Time given to team and culture building</p> <p>Financial budget</p> <p>PLD for all staff</p> <p>Signage</p>	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,</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>Pasifika and Māori – clergy</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>		A contact list compiled, shared and maintained.
Ākonga offered Retreats etc with a Christian flavour.	Chaplain	<p>Local, national and international Anglican – Tikanga Pākeha, Pasifika and Māori – clergy</p> <p>TSTB</p> <p>Teacher and Senior</p>	Term 1-4	Frequency of opportunities offered recorded and noted.

		Management support		
		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 ino 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	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>Time given to visiting other Anglican schools – exemplars</p> <p>Financial budget</p> <p>PLD for all staff via Chaplain and visiting speakers</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>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>

				Each chapel service will have a minimum of one hymn/himene in te Reo Māori.
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 BoT	Budget Planning	T1-4	<ul style="list-style-type: none"> • Greater opportunity for Trinity wide events • Shared Curriculum where possible • Using staff across schools • 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 Scheduling through TT	T1-4	<ul style="list-style-type: none"> • SMCS teaching staff au fait with NCEA L2 &3 • Shared understanding influence curriculum planning 7-13
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
GOAL 6: Giving Effect to Te Tiriti				
Actions	Who Is Responsible	Resources Required	Timeframe	How will you measure success
Establish strong partnerships with local iwi, hapū, and Māori communities to co-design and shape the curriculum. This includes involving local Māori knowledge holders, kaumātua, and other Māori experts in the development and review of school plans, policies, and	SLT BoT Staff Local Iwi	Hui time School Charter Te Tiriti Principles	T1-4	This strategy ensures the inclusion of authentic and regionally relevant mātauranga Māori and tikanga Māori in the curriculum, enhancing the cultural relevance for Māori students. It also ensures that Māori perspectives are embedded in decision-making processes, leading to a stronger sense of identity and connection for students.

educational frameworks.				
Provide ongoing professional development for teachers to deepen their understanding of tikanga Māori, te reo Māori, and culturally responsive teaching methods. This could include workshops, resources, and support from Māori educators and experts in the field	SLT BoT Staff Local Iwi Expert Partners	Hui time School Charter Te Tiriti Principles	T1-4	Educators become more capable and confident in incorporating te reo Māori, tikanga Māori, and mātauranga Māori into daily teaching practices, creating an inclusive and culturally safe learning environment. This builds teacher competence and ensures that Māori students' cultural needs are met effectively.
Redesign and adapt the curriculum so that it meaningfully incorporates Māori worldviews (te ao Māori) across all subjects, not just in Māori language or social studies. This includes integrating Māori values such as whanaungatanga (relationships), manaakitanga (hospitality), and kaitiakitanga	SLT BoT Staff Local Iwi Expert Partners Curriculum Committee Kahui Ako	Hui time School Charter Te Tiriti Principles	T1-4	This approach ensures that Māori students see their cultural worldview reflected in every aspect of their learning. It moves beyond tokenism, embedding Māori knowledge and perspectives in all learning areas.

(guardianship) into the teaching of science, arts, mathematics, and other subjects.				
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Section 8: Results Analysis 2024

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-2025

PR2 - Enrolment Based Cumulative Overall Results

Academic Year	St Matthew's Collegiate (Masterton)				National				Fewest Socioeconomic Barriers (School Equity Index Band)			
	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
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	92.6	61.7	73.2	67.7	49.7	64.9	82.0	81.8	74.2
2024	100.0	100.0	92.5	86.8	45.3	73.0	68.7	49.0	30.0	82.4	82.5	73.5

Participation based results.

2024

level 1 = 100%

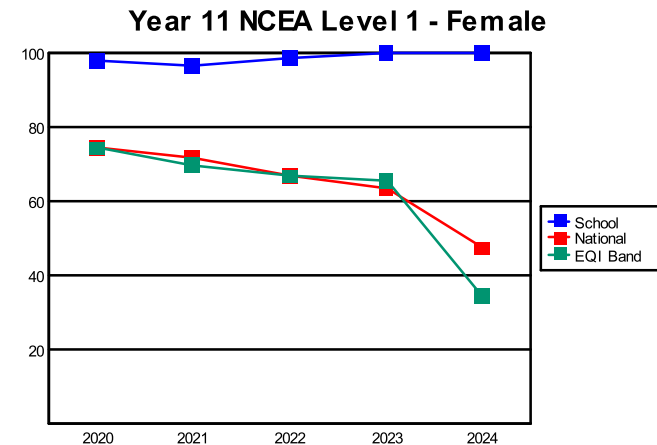
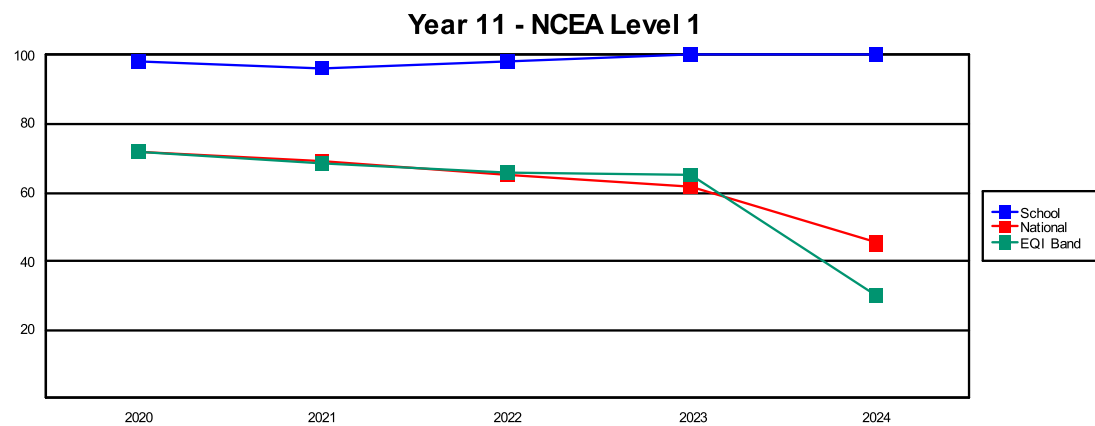
level 2= 100%

level 3 = 96% (2 students did not achieve level 3)

Note:

Level 3 enrolment data includes 4 students who left after the July date but before the end of the year.

LEVEL 1 NCEA 2024 RESULTS ANALYSIS



Analysis of Level 1

Overall pass rate static at 100%

Absences during exam period were down to zero

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 or would void the papers. Some teacher comments may have been mis-construed. Principal's nominee emphasized with students and gave information to parents about the expectation of sitting and attempting all papers for which entries had been made.

Going forward ensure same message is given by all staff and ensure that all students and teachers realise importance of due date for withdrawing students from entering externals.

St Matthew's Collegiate (Masterton) in Wellington													
	Total	Entries			Assessed Entries	Not Achieved		Achieved		Merit		Excellence	
		No Result	Absent	Void		Qty.	Rate	Qty.	Rate	Qty.	Rate	Qty.	Rate
<u>All Subjects</u>													
Level 1													
Achievement Standard													
Externally Assessed													
2020	592		4	93	495	43	8.7	177	35.8	180	36.4	95	19.2
2021	648		27	96	525	32	6.1	203	38.7	216	41.1	74	14.1
2022	707		20	114	573	56	9.8	195	34.0	216	37.7	106	18.5
2023	538		13	90	435	59	13.6	180	41.4	140	32.2	56	12.9
2024	354			26	328	39	11.9	112	34.1	116	35.4	61	18.6
Internally Assessed													
2020	1,038	2			1,036	35	3.4	267	25.8	320	30.9	414	40.0
2021	1,010	11			999	13	1.3	219	21.9	336	33.6	431	43.1
2022	1,077	3			1,074	19	1.8	225	20.9	308	28.7	522	48.6
2023	887	1			886	31	3.5	311	35.1	228	25.7	316	35.7
2024	454				454	17	3.7	149	32.8	136	30.0	152	33.5

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

Maths 5 void exams

Science 10 void exams

Music 8 void exam

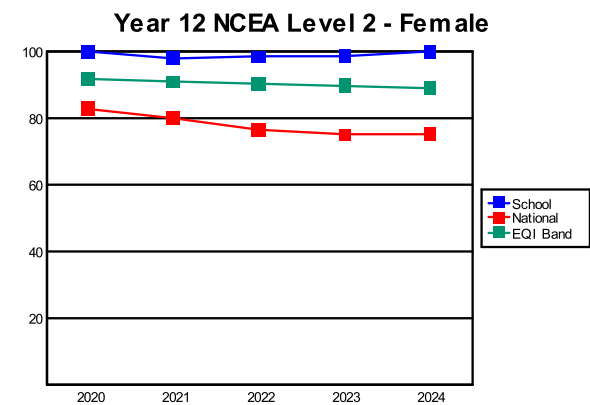
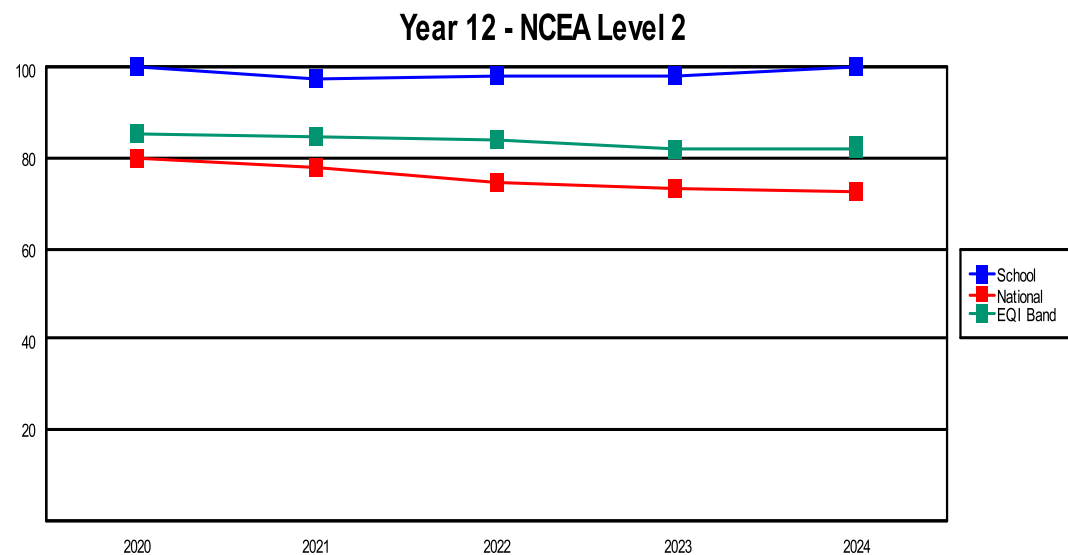
Drama 3 void exams

No students were absent from exams

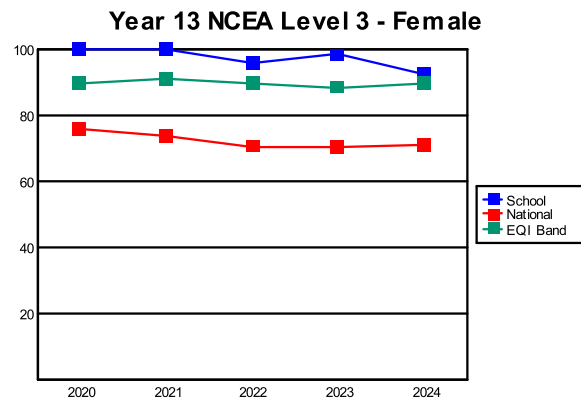
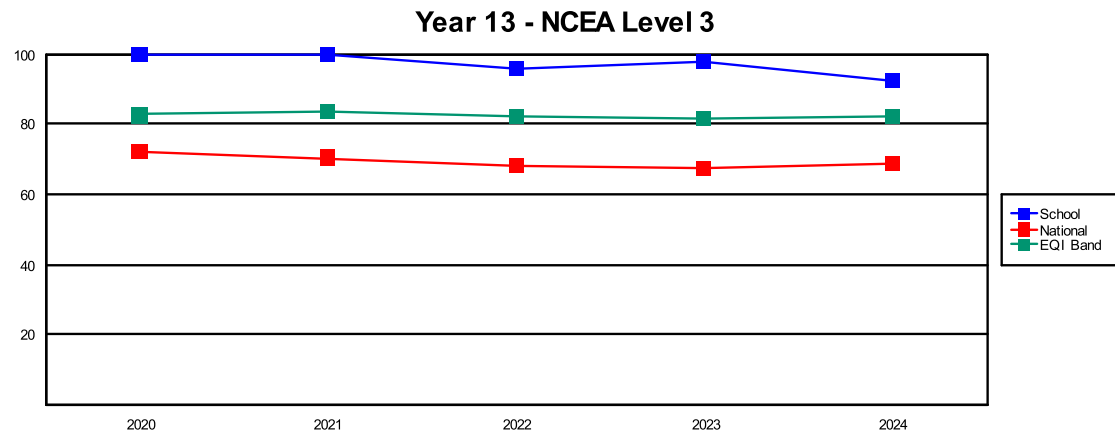
2 students requested derived grades due to injury/illness on exam date

Large reduction in number of void papers compared to all previous years

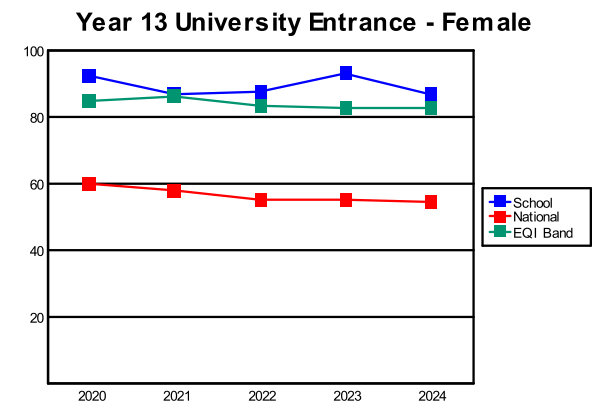
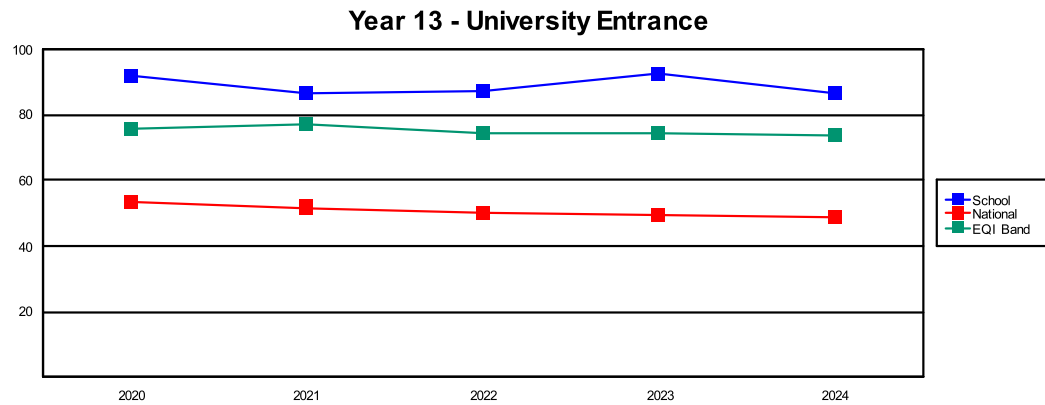
LEVEL 2 NCEA 2024 RESULTS



LEVEL 3 NCEA 2024 RESULTS



YEAR 13 UNIVERSITY ENTRANCE 2024 RESULTS



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

STEM: Science, Technology, Engineering, and Mathematics

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).

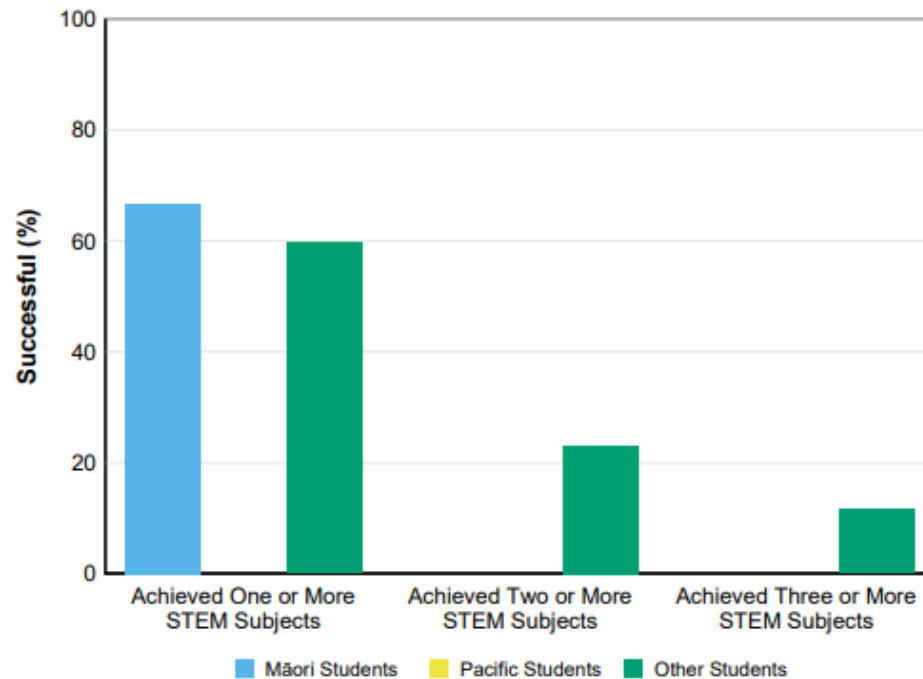
Composite subjects (Science/Pūtaiao, Mathematics/Pāngarau, and Technology) built from the UE Approved list of subjects, are also included.

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

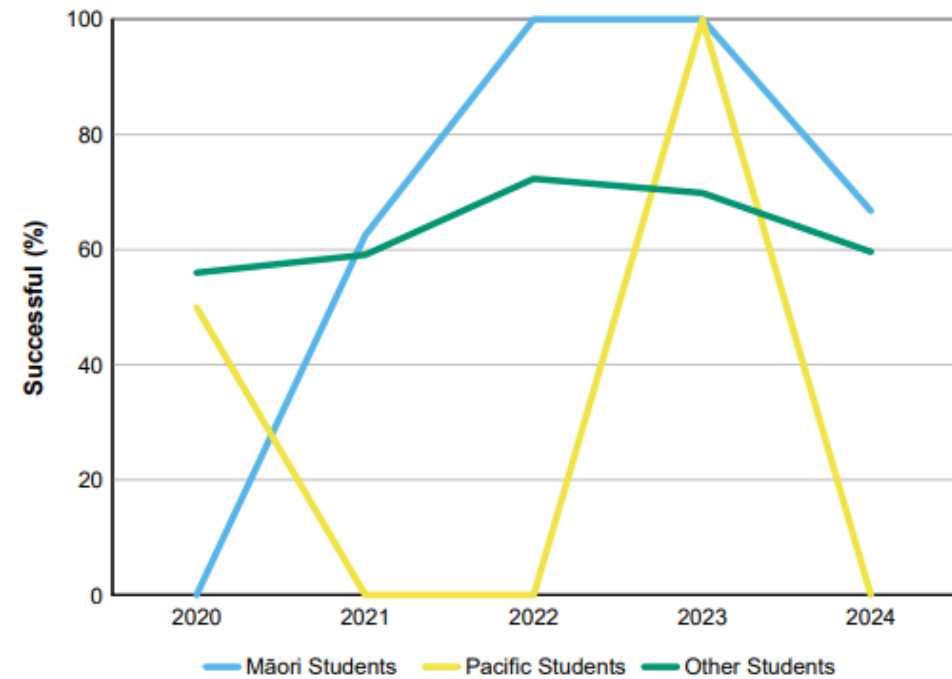
Year 13 Students		Māori Students			Pacific Students			Other Students		
		Total #	Successful #	Successful %	Total #	Successful #	Successful %	Total #	Successful #	Successful %
Achieved One or More STEM Subjects	2020	3	0	0.0%	2	1	50.0%	50	28	56.0%
	2021	8	5	62.5%	0			44	26	59.1%
	2022	1	1	100.0%	0			47	34	72.3%
	2023	2	2	100.0%	2	2	100.0%	53	37	69.8%
	2024	6	4	66.7%	1	0	0.0%	52	31	59.6%

		Māori Students			Pacific Students			Other Students		
		Total #	Successful #	Successful %	Total #	Successful #	Successful %	Total #	Successful #	Successful %
Achieved Two or More STEM Subjects	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	2	100.0%	2	1	50.0%	53	17	32.1%
	2024	6	0	0.0%	1	0	0.0%	52	12	23.1%
Achieved Three or More STEM Subjects	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%
	2024	6	0	0.0%	1	0	0.0%	52	6	11.5%

**Year 13 Equity in STEM Level 3 Subject Achievement for
St Matthew's Collegiate (Masterton)
(2024)**



**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.

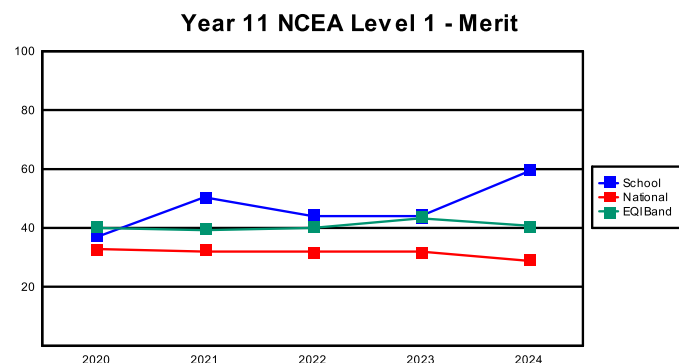
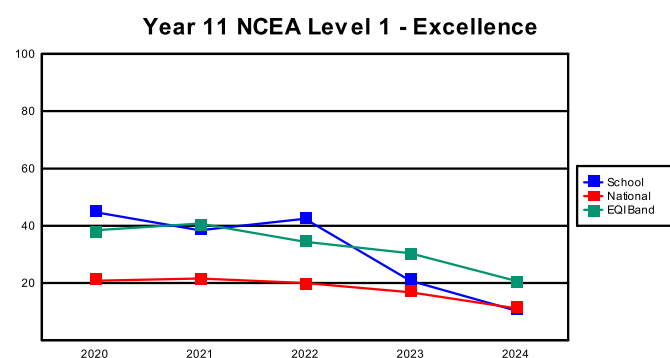
NCEA Certificate Endorsement: St Matthew's Collegiate (Masterton)

Generated 10-Feb-2025

PR4 - Cumulative Results by Percentage

Academic Year	St Matthew's Collegiate (Masterton)			National			Fewest Socioeconomic Barriers (School Equity Index Band)		
	Year 11	Year 12	Year 13	Year 11	Year 12	Year 13	Year 11	Year 12	Year 13
	NCEA Level 1	NCEA Level 2	NCEA Level 3	NCEA Level 1	NCEA Level 2	NCEA Level 3	NCEA Level 1	NCEA Level 2	NCEA Level 3
<u>Achieved with Excellence</u>									
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	29.3	17.0	16.7	15.0	13.6	29.8	25.7	20.9
2024	10.3	18.4	20.4	11.1	15.2	14.2	20.5	26.4	20.8
<u>Achieved with Merit</u>									
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	39.7	47.2	31.4	23.5	25.6	43.2	34.4	34.8
2024	59.0	36.7	44.9	28.6	24.9	25.9	40.4	36.4	35.7

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 however note that with our small numbers a large % can be a small actual number.

Note that approx. 25% of the students in this year group had Special Assessment Conditions

Next year is similar numbers

Next steps

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.

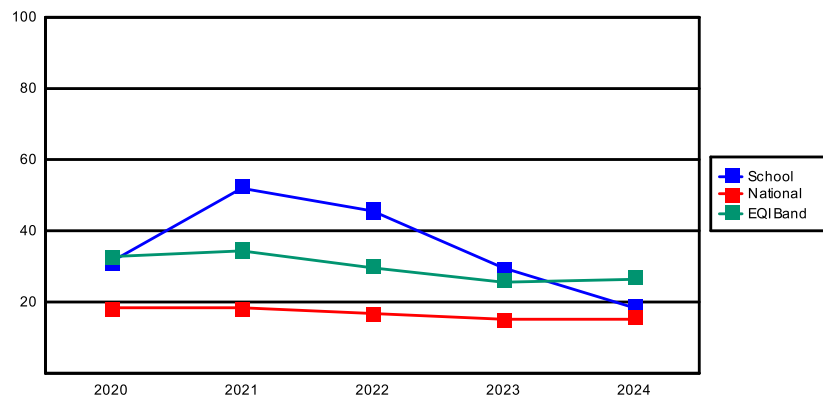
Look at school-wide activities which take students out of class.

To be aware:

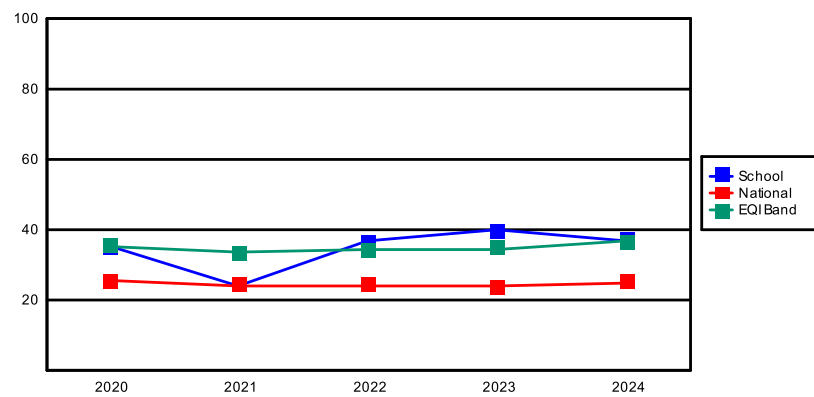
Two students this year who we have identified as at risk of not achieving level 1 in 2025 have individual learning plans. We need to continue developing our curriculum so we have pathways available which are suitable for a wider range of students.

LEVEL 2 and 3 ENDORSEMENTS

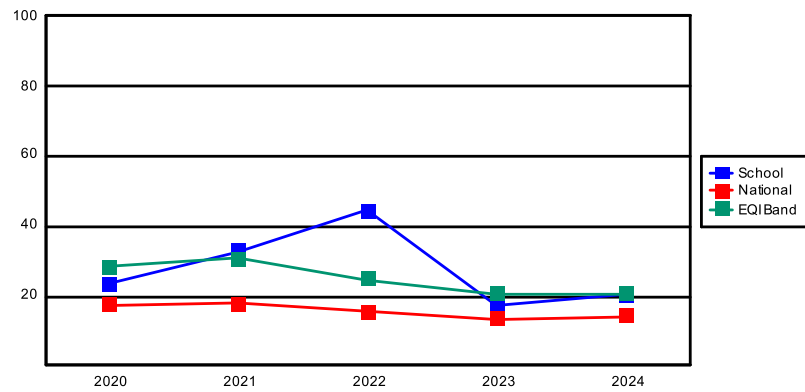
Year 12 NCEA Level 2 - Excellence



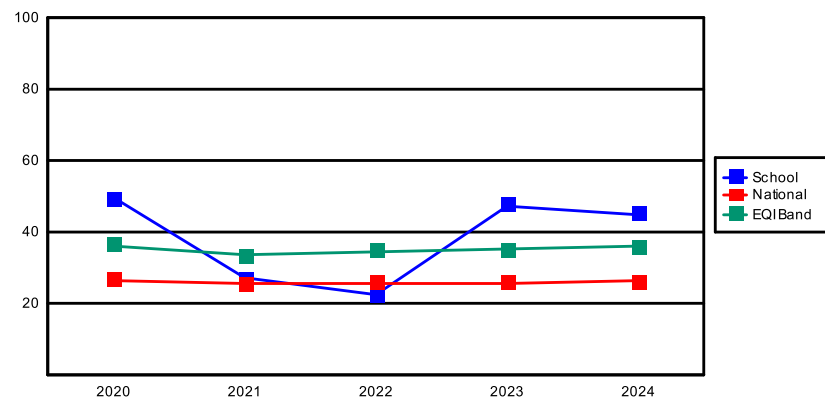
Year 12 NCEA Level 2 - Merit



Year 13 NCEA Level 3 - Excellence

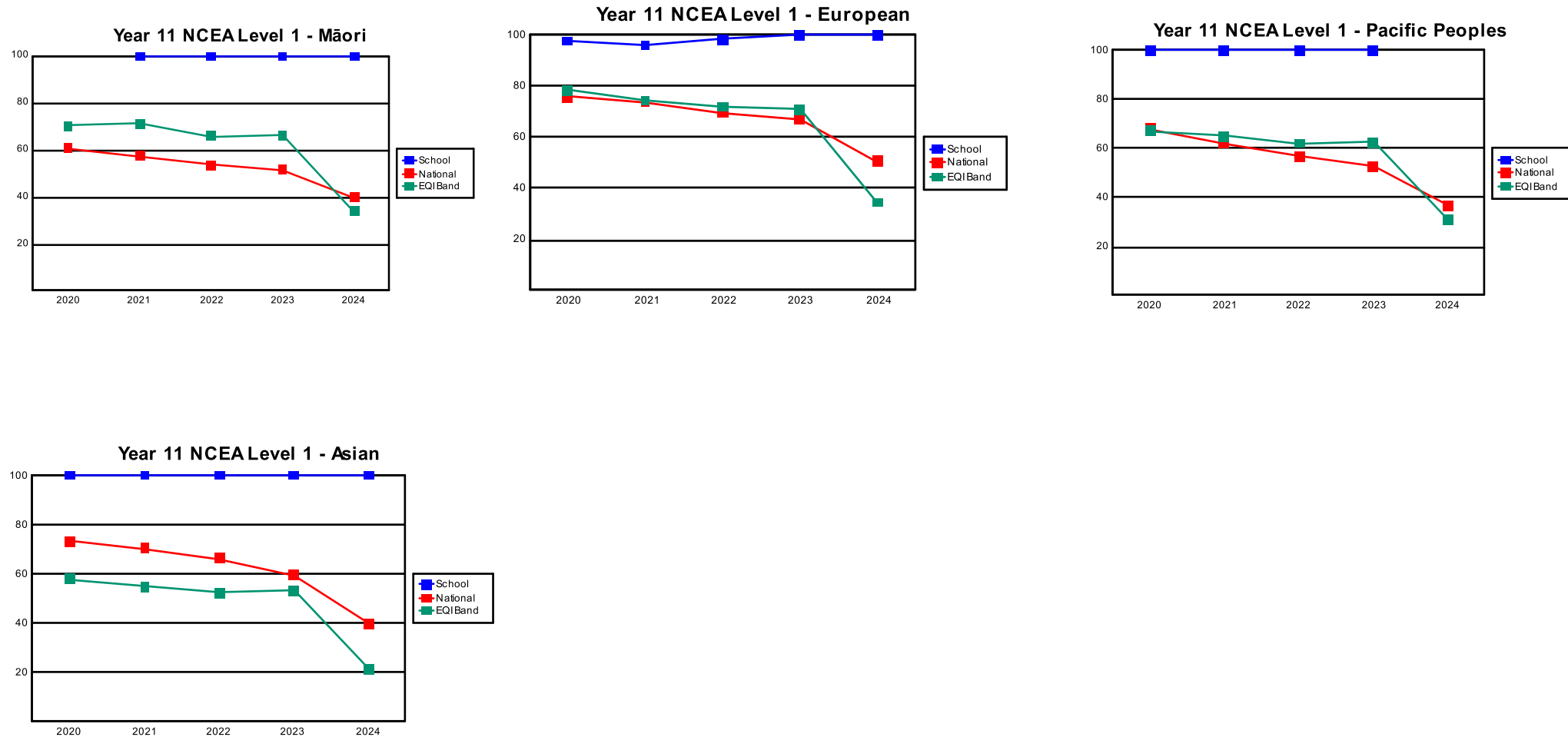


Year 13 NCEA Level 3 - Merit



ETHNICITY BREAKDOWN 2024

Level 1



Analysis

5 Māori students in this cohort, three (60%) Achieved and two (40%) achieved with Merit, there were no excellences in this ethnicity grouping.

2 Asian students; both achieved with Excellence

38 students identify as NZ European

12 (31.6%) Achieved

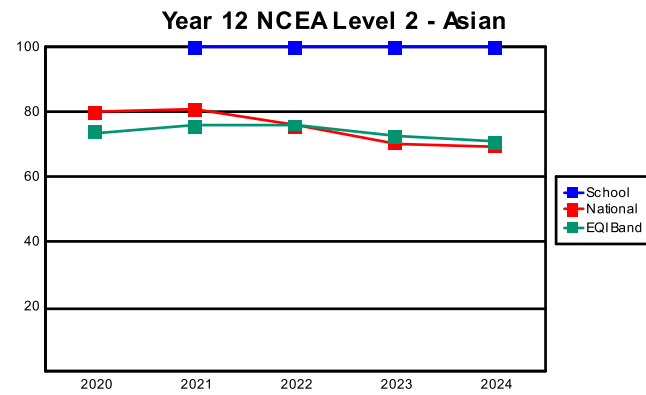
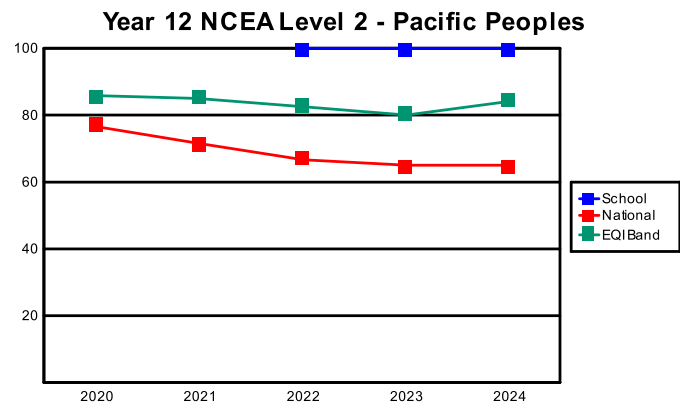
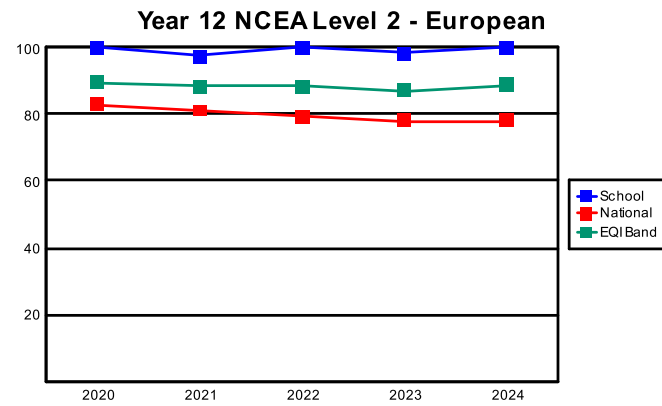
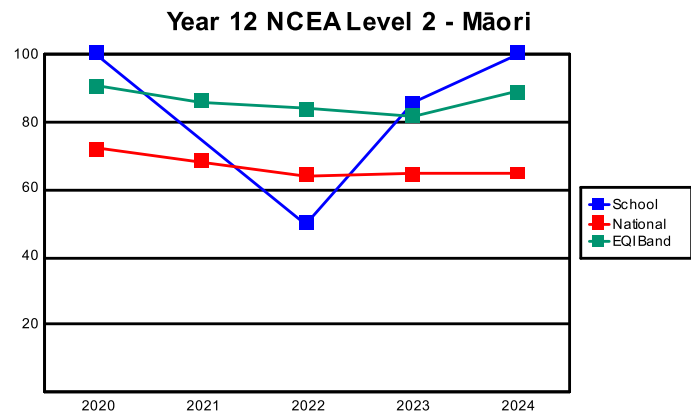
23 (60.5%) attained at Merit level

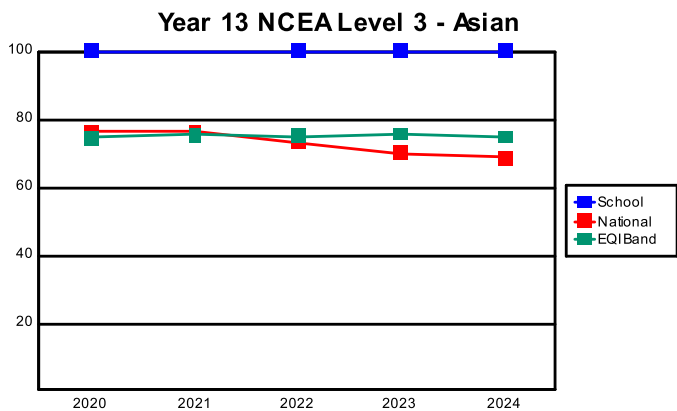
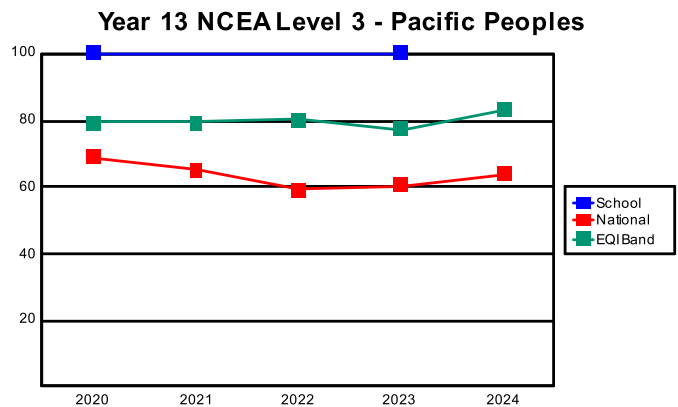
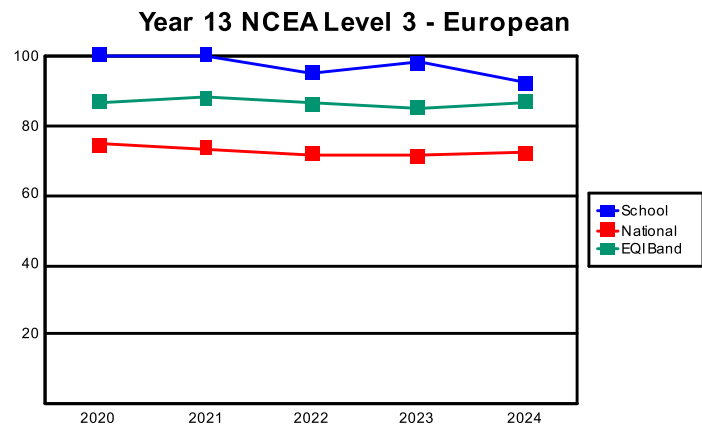
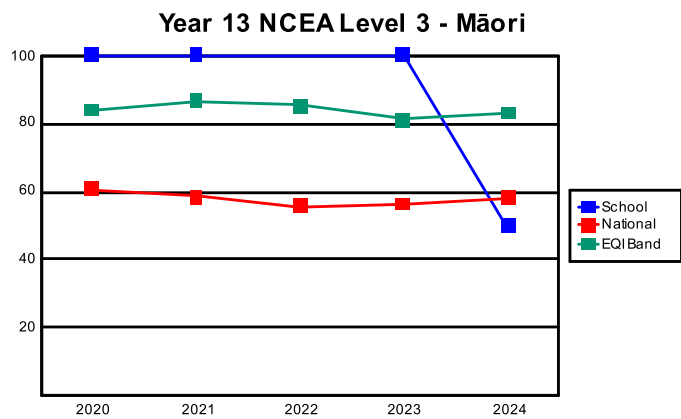
3 (7.9%) attained at Excellence level

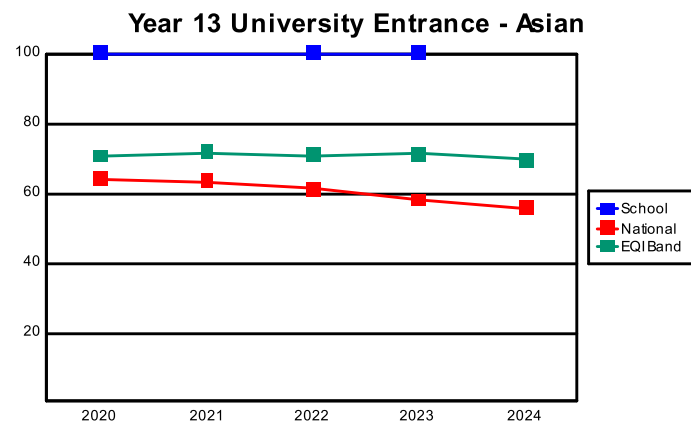
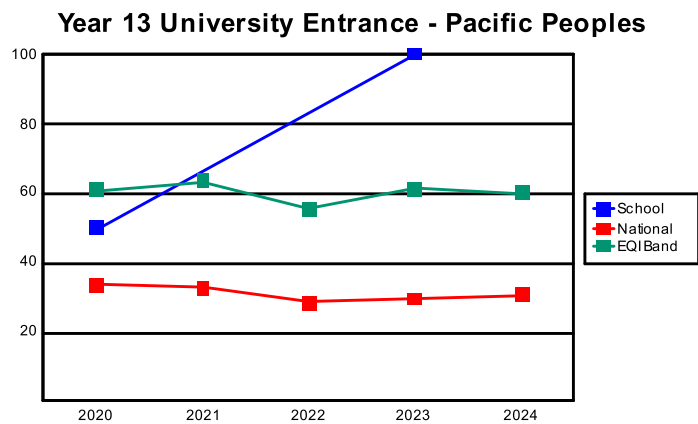
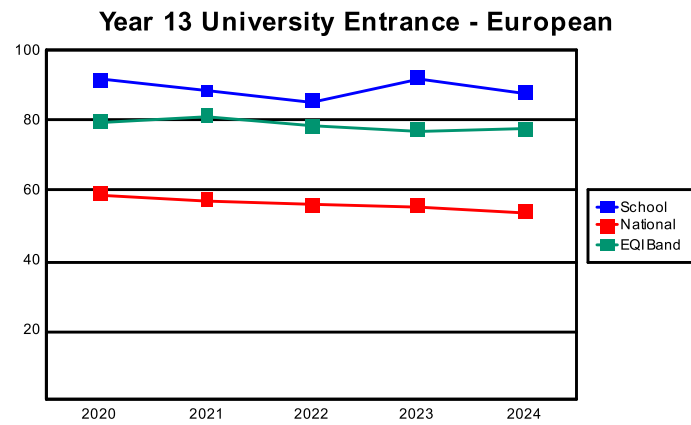
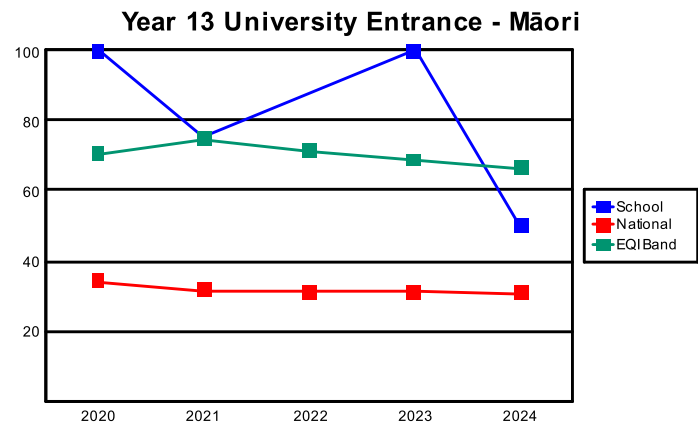
Next steps

Improve target setting with yr 10 and 11 students. This could be done in 10PSE and in student conferencing as part of graduate profile

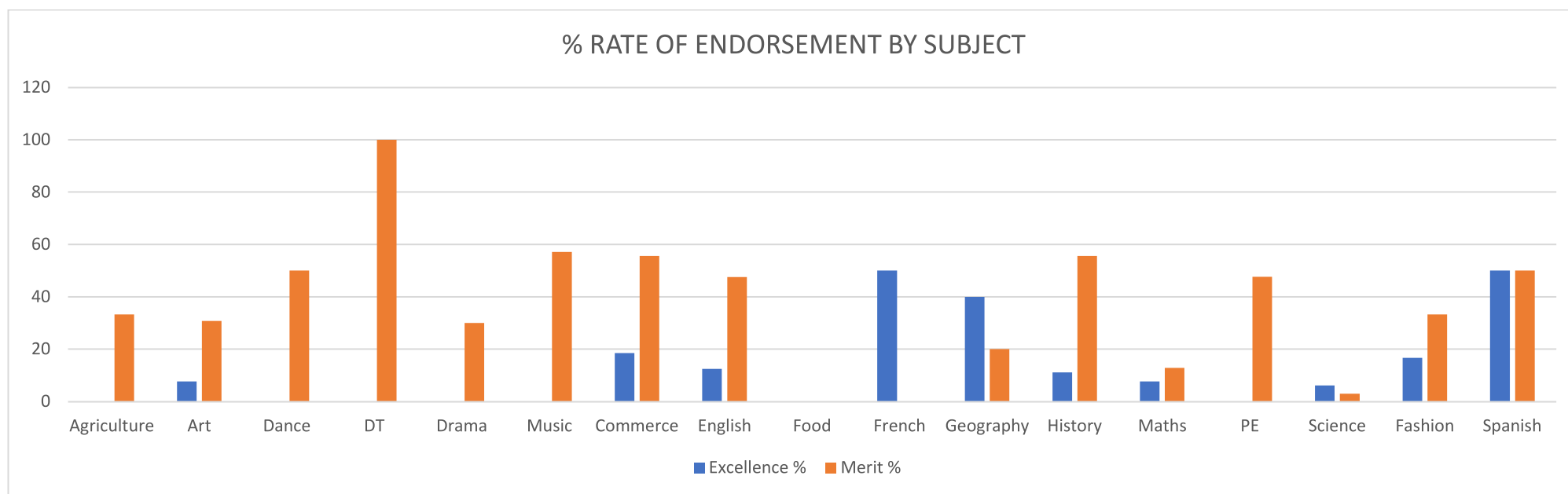
Look at mentoring for Māori students and also those other students who are in the 'at risk' category

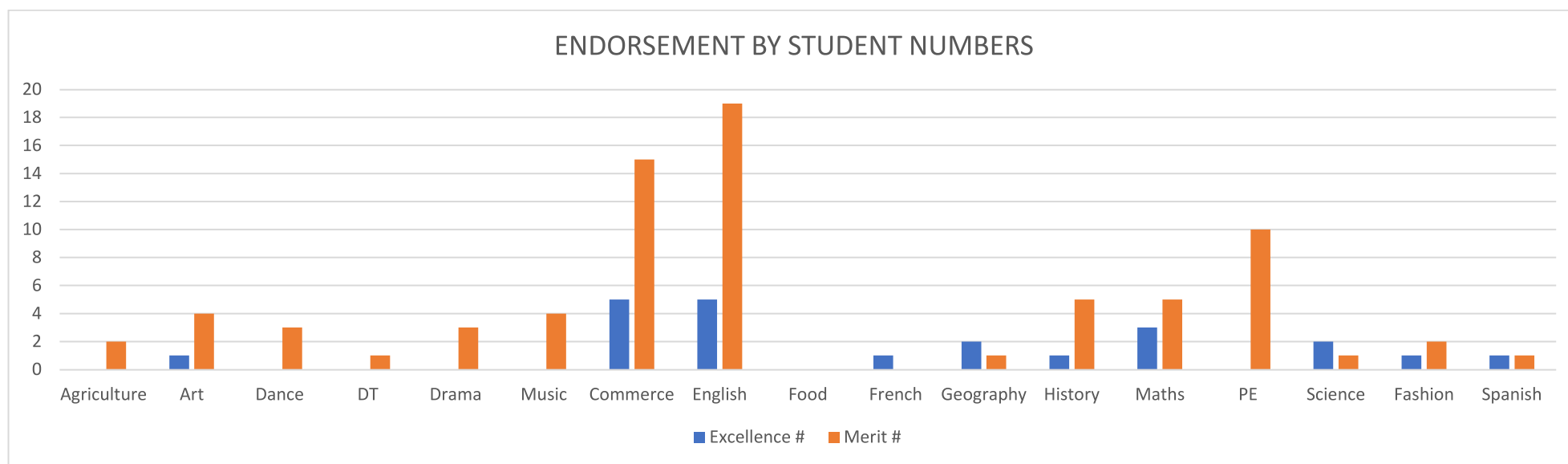


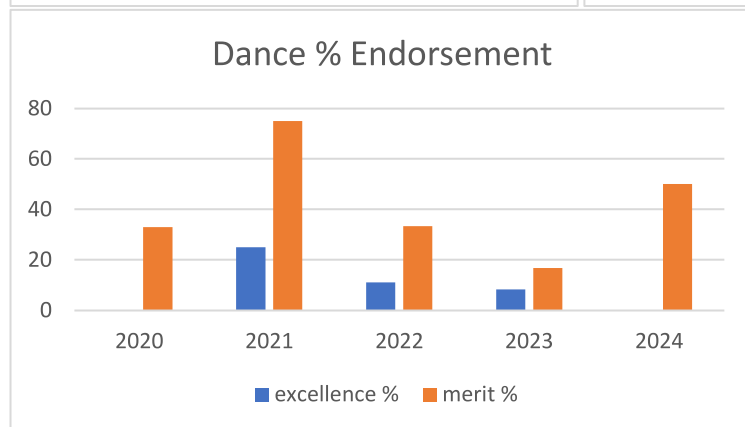
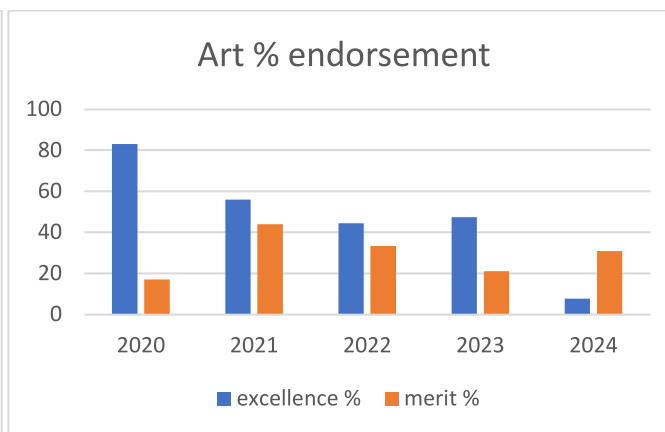
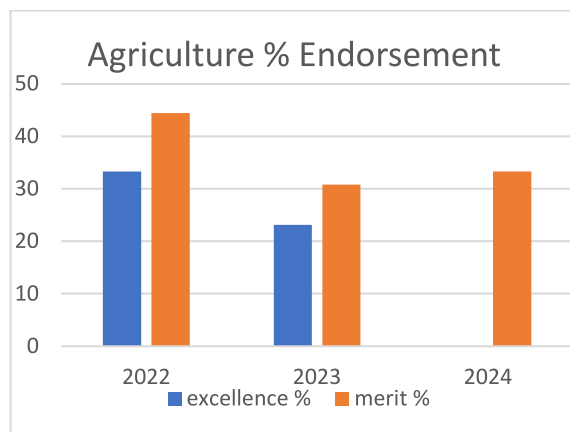


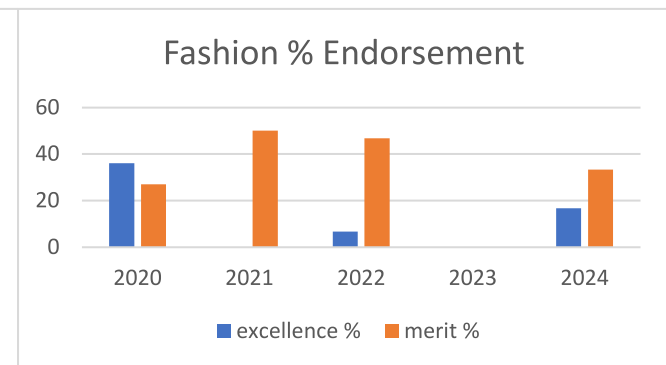
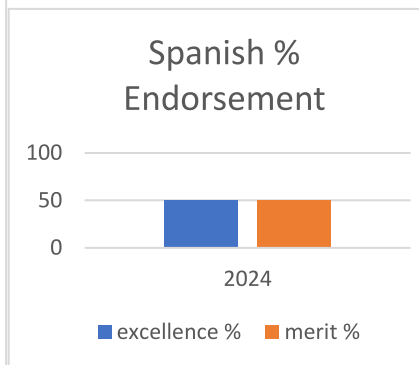
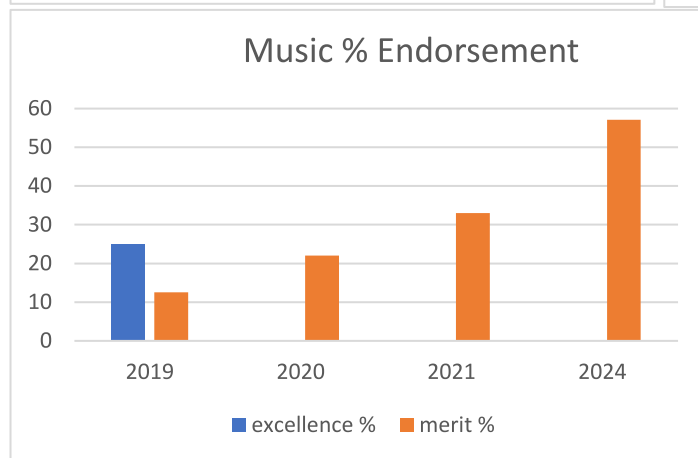
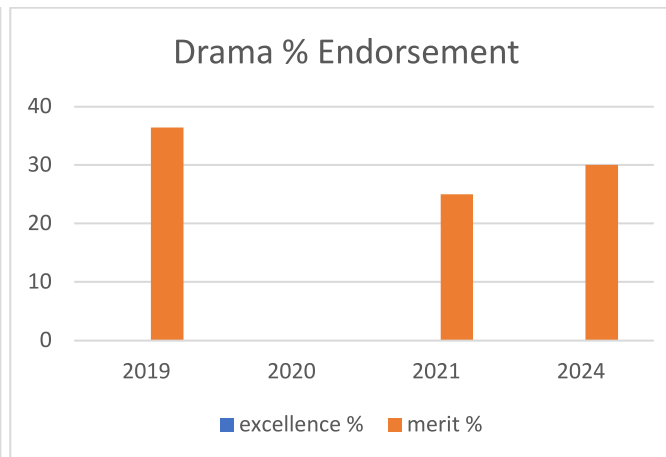
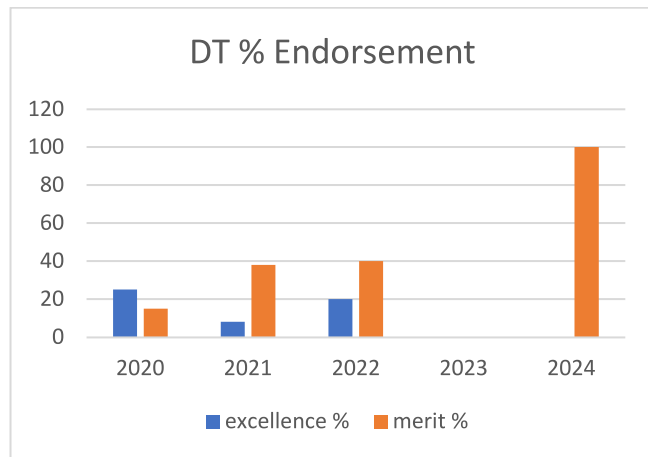


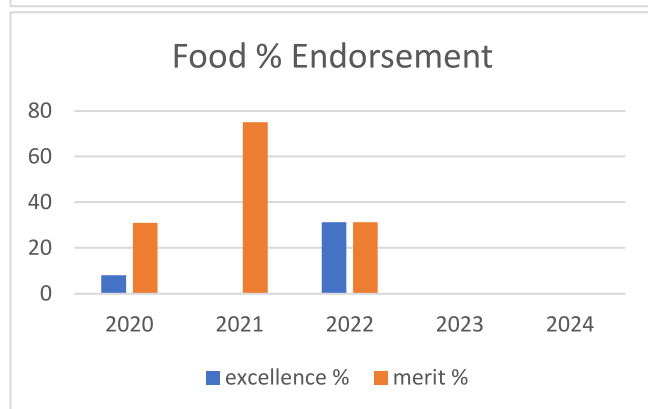
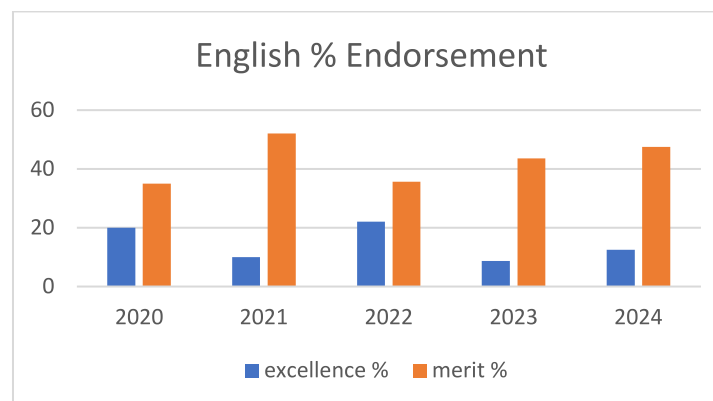
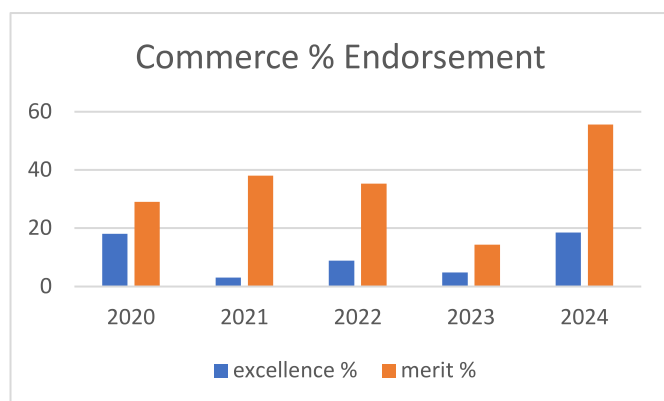
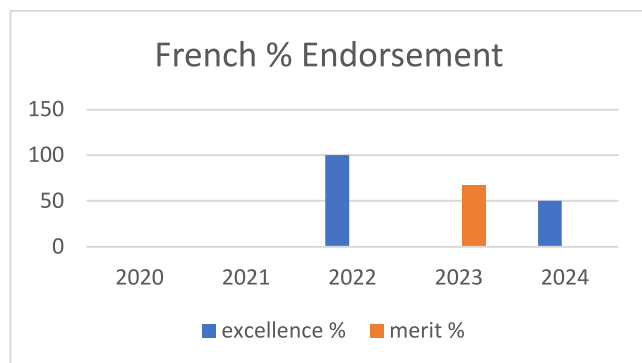
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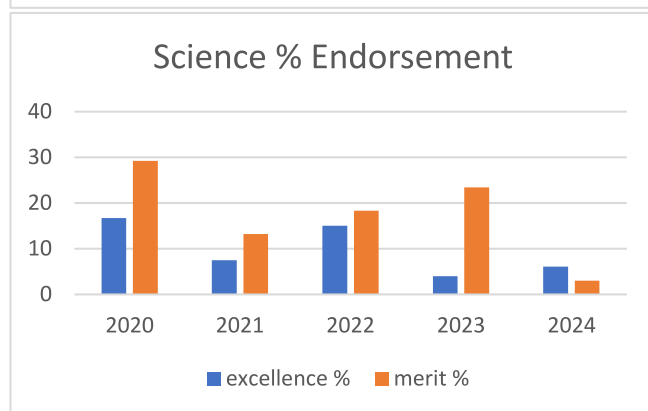
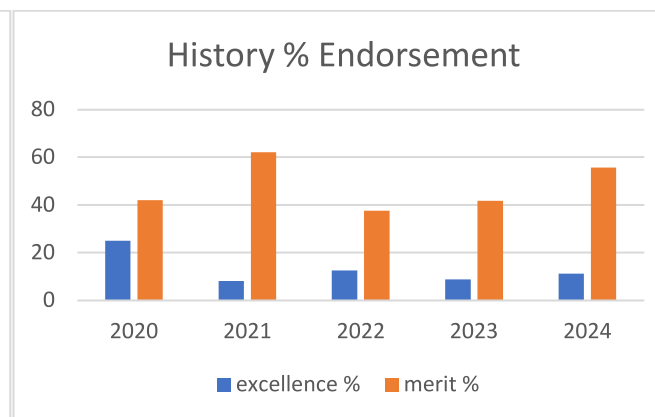
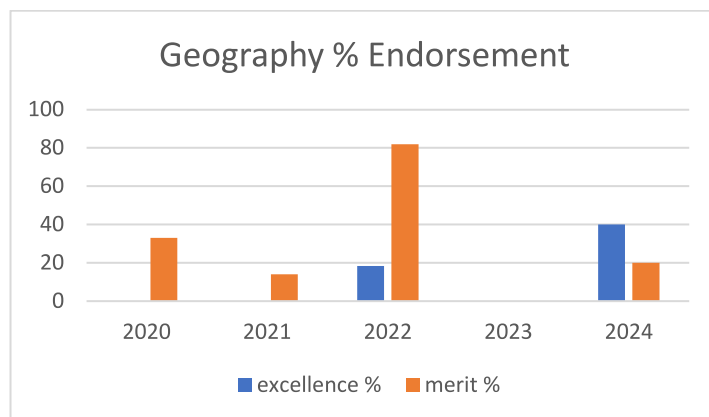


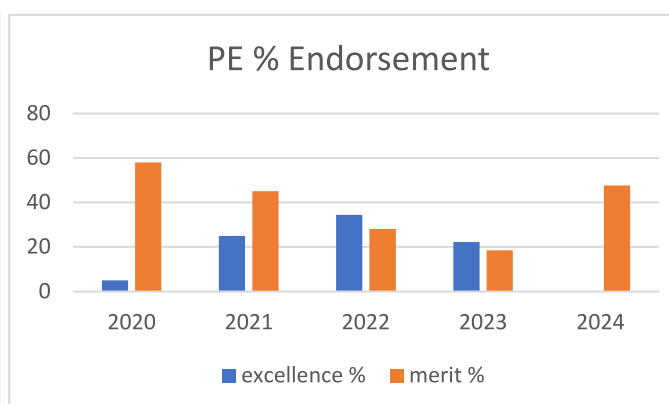
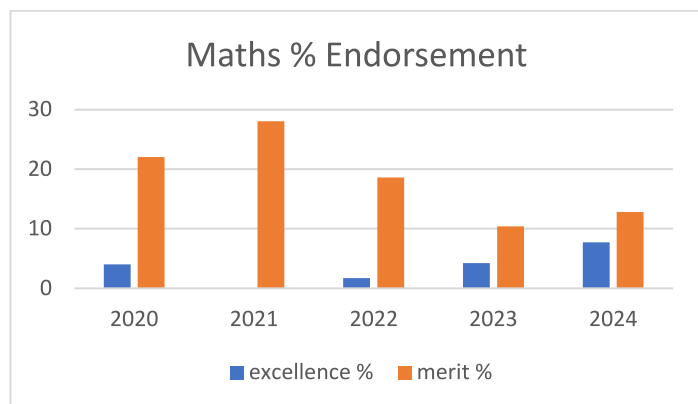












	# in class	# Excellence	% Excellence	# Merit	% Merit
AGRICULTURE 2022	10	3	33.3	4	44.4
AGRICULTURE 2023	13	3	23.1	4	30.8
AGRICULTURE 2024	6	0	0	2	33.3
ART 2020	18	15	83	3	17
ART 2021	16	9	56	7	44
ART 2022	18	8	44.4	6	33.3
ART 2023	19	9	47.4	4	21.1
ART 2024	13	1	7.7	4	30.8
DANCE 2020	6	0	0	2	33
DANCE 2021	4	1	25	3	75
DANCE 2022	9	1	11.1	3	33.3
DANCE 2023	12	1	8.3	2	16.7

DANCE 2024	7	0	0	3	50
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
DIGITAL TECH 2024	1	0	0	1	100
DRAMA 2019	11	0	0	4	36.4
DRAMA 2020	6	0	0	0	0
DRAMA 2021	8	0	0	2	25
DRAMA 2024	10	0	0	3	30
MUSIC 2019	8	2	25	1	12.5
MUSIC 2020	9	0	0	2	22
MUSIC 2021	6	0	0	2	33
MUSIC 2024	7	0	0	4	57.1
PERFORMING ARTS 2022	5	0	0	1	20
PERFORMING ARTS 2023	5	0	0	4	80
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
COMMERCE 2024	28	5	18.5	15	55.6
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
ENGLISH 2024	40	5	12.5	19	47.5
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
FOOD AND NUTRITION 2024	5	0	0	0	0
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
FRENCH 2024	2	1	50	0	0
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
GEOGRAPHY 2024	6	2	40	1	20
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
HISTORY 2024	9	1	11.1	5	55.6
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
MATHS 2024	40	3	7.7	5	12.8
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
PE 2024	22	0	0	10	47.6
RE 2019	52	0	0	0	0
RE 2020	48	0	0	0	0

Note

School excellence endorsement rate is approx. 10%

School merit endorsement rate is approx 60%

Small numbers in some subject areas can skew % statistics

Commentary

Students are receiving excellence and

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 APPLIED 2024					
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
SCIENCE 2024	40	2	6.1	1	3
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
FASHION 2024	6	1	16.7	2	33.3
SPANISH 2024	2	1	50	1	50

Literacy and numeracy

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

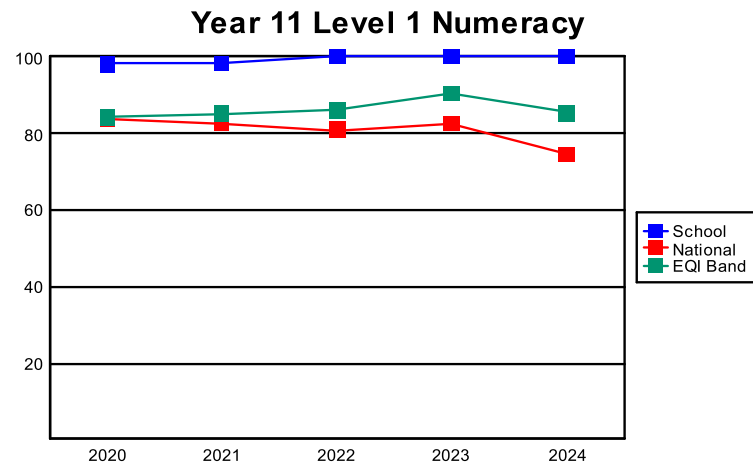
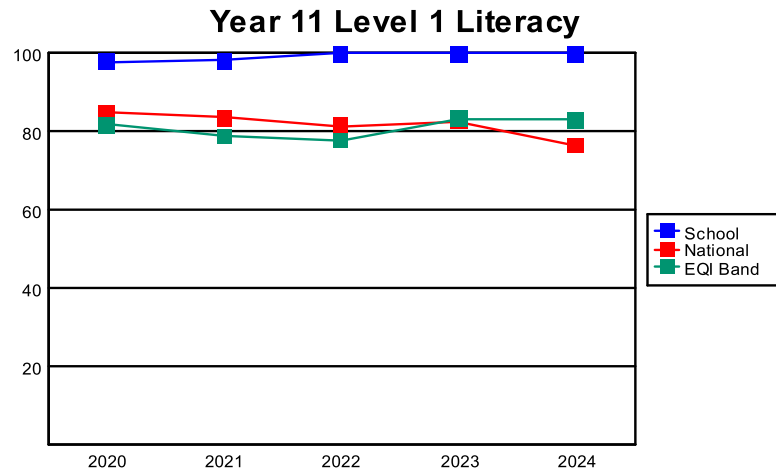
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PR 3 - Cumulative Results by Percentage

Academic Year	St Matthew's Collegiate (Masterton)				National		
	Achievement	Year 11	Year 12	Year 13	Year 11	Year 12	Year 13

Fewest Socioeconomic Barriers (School Equity Index Band)		
Year 11	Year 12	Year 13

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
2024	Literacy	100.00	100.0	100.0	76.6	89.1	92.2	83.0	90.1	92.6
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
2024	Numeracy	100.0	100.0	100.0	74.6	89.1	92.2	85.2	93.9	93.6



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

2023 95% achieved

2024 96% achieved National 74.9% Fewest socio economic barriers 81.9%

Literacy-writing

2023 98% achieved

2024 98% achieved National 71% Fewest socio economic barriers 76.7%

Numeracy

2023 88% achieved

2024 73% achieved National 61.9% Fewest socio economic barriers 74%

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

Continue with supported literacy

Targeted emphasis on literacy and numeracy should help raise numeracy results in year 10 and literacy results in first assessment opportunity

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 between intermediate dept and yr 9-11

Section 9: Speeches Principal and Presiding Member

Principal Kiri Gill Speech 2024

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.

Thanks Kia Ora

This moment—our Prizegiving—celebrates not just our students, but the incredible community that has nurtured them every step of the way. I want to take this opportunity to express my deepest appreciation to everyone who has contributed to making this day possible.

In her absence I thank Sandie and our Prizegiving organizers; your planning and attention to detail has set the stage for our students to shine, and we are all grateful for your efforts. I also acknowledge Alison for riding into that breach to ensure this day goes to plan.

My thanks to my PA Tracey who is my anchor. You keep me on track, and your efficiency inspires me daily.

To my senior managers, your leadership and partnership have been instrumental in guiding our school forward.

Board of Trustees and the Board of Proprietors, your guidance and unwavering support are the bedrock of our success to foster an environment where our students can thrive. Particular mention to Alistair who has given countless years to governance and will soon step down as Chair of our BoT- I want to thank you for challenging me daily- on decisions I make, but more I thank you for your loyalty to St Matthew's and for never compromising your values or expecting me to compromise mine. Being a Board member is demanding and sometimes thankless- but please know I am grateful. Even though Alistair - your regular failures to connect to the school's computer network has been astounding to witness- you have never failed in showing your loyal connection to this school.

To our incredible teaching staff, both at St Matthews and Senior College. It is neither by chance nor my whip that makes us the highest performing school academically -in the region. It is the countless hours you invest, the skills you share, and the lives you change every day.

Jo and our matrons, thank you for creating a warm and nurturing environment where our students feel safe and cared for.

Our administrative , sports and property staff, thank you for your diligence and hard work. Your efforts ensure that the power works, the heaters run, the lawns are mown...and the place looks amazing.

To our Friends of St Matthew's, your relentless efforts to enhance our programmes through fundraising initiatives are invaluable. Thank you for your passion and commitment to enriching our students' experiences.

To the St Matthew's Old Girls Association, thank you for your continued support and connection with our school. Your commitment inspires us all, reminding us of the lasting bonds and legacies that our school creates.

Our dedicated volunteers, your selflessness and generosity of spirit enrich our community in countless ways.

To Frankie and prefects, thank you for your leadership. Your commitment to your roles and your peers sets a powerful example for our younger students. You are the embodiment of our values and aspirations.

To our parents, thank you for choosing us. Your trust and support fuel our passion for education. We are honoured to partner with you in your children's journey, and we cherish the relationships we build with you.

To our incredible students, you are the reason we are all here. Your curiosity, resilience, and dreams inspire us every day. Thank you for bringing joy and purpose to our lives. Each of you has the potential to achieve greatness, and we are so proud of each milestone you reach.

My heartfelt gratitude to Lindsay for your unwavering support. Your encouragement and belief in me make a profound difference in all I endeavour to do.

To us all- we are daily working to create a community that empowers and uplifts, shaping not just individual lives, but the world around us as we together, continue to inspire and nurture the leaders of tomorrow.

We are a Special Character Anglican School

I never lose sight of the fact we are a Special Character Anglican school

Embracing our Anglican character means more than just attending chapel or participating in school traditions. It is about cultivating a spirit of kindness and support for one another. Each of you has the power to uplift your peers, creating an environment where everyone feels valued and heard.

The Anglican heritage should teach us the importance of service and social justice. It should remind us that we are part of something greater, encouraging us to reach out and make a difference in the world.

Farewell

Tutors Fizz and Robyn thanks for your service to Sport and Boarding. We have appreciated your time with us and hope that all you have gleaned will add to your future pathways.

Amanda Herrick- will be taking a sojourn from teaching as she and her husband cultivate their business venture. We wish you well for the future and hope that you take up teaching again soon. Thank you for mastering the timetable and for all you have given to us in such a brief time.

Katherine Cronin- has made the difficult decision to step away from the profession. Her journeys could take her offshore, but she is staying local. She will lend her skills to us in the culinary arts and teaching in the future. Thank you, Katherine, for your service and enjoy the days ahead

STAND

This next part of what I hope are inspirational messages utilises the themes of the school's Resilience, Restorative, and Bully Free programme- STAND, introduced this year

I have loved how we have all been ready to embrace STAND. But I am realistic enough to know that the success of any initiative rests on all of us making it happen

So much of what has happened this year, including STAND's introduction has created the message I want to now share.

I'm just a person standing in front of a salad asking it to be a donut"

I remind you of the immense power you hold as individuals. This screen expresses the struggle between wanting to make healthy choices (like eating a salad) and craving something indulgent (like a donut). It suggests that while we often feel pulled between our aspirations and our desires, it is important to embrace our true selves. It is about acknowledging who we are and what we want, even if it feels at odds with expectations. Shining means being authentic, even if that means occasionally wishing for something sweeter! Your perspectives and voices are vital to shaping the world we live in. Never underestimate the importance of standing out; it's in those moments of boldness that true change begins.

"Don't change so people will like you. Be yourself and the right people will like the real you."

Being an adolescent is fun at times - but it is not easy. We all might be older now but we were 11, 12, 13, 14, 15, 16, 17, 18 at one stage and can say out loud- You have to Stay True to Yourself; Peer pressure and a desire to fit in can make it tempting to change who you are or act differently to gain approval from others. I encourage you not to pretend to be someone you are not - just to be accepted. Do not try to mold yourself into someone else's expectations. Genuine relationships are based on who you truly are. When you are authentic, you will attract people who appreciate you for the right reasons, rather than for a version of yourself that you created to please others.

"Be careful with your words; they can be forgiven but not forgotten,"

Words carry weight. Even if something is said in the heat of the moment or as a joke, it can deeply affect someone. While people may forgive the words, they might still remember the hurt or impact those words caused. It is important to think before speaking, especially in sensitive situations. Being mindful of how words might make others feel can prevent misunderstandings and hurt feelings.

Forgiveness does not erase the memory. People may move on, but the emotional effects can stick with them for a long time, even after the apology. The way you speak about others—whether positive or negative—affects how you are viewed and how you build relationships. Words can shape the way people see you, so it is wise to choose them carefully so you are perceived positively.

"It doesn't matter how slow you go, just don't stop. Pause... but don't stop."

I encourage you to persevere and be resilient. Keep Going, No Matter the Pace: Life can be challenging, and sometimes it may feel like progress is slow or you are facing obstacles. It is okay to move at your own pace—what matters is that you keep moving forward, even if it is one step at a time. There is no need to compare your progress to others. It is ok to Take Breaks, But Stay Committed.

The gem cannot be polished without friction, nor woman perfected without trials

You stand on the shoulders of those who have weathered storms and cultivated success through determination and hard work. Embrace that legacy as you forge your own paths. When the going gets tough, do not shy away—lean into it. It is the essential truth that we all make mistakes. In a world where perfection often feels like the goal, it is crucial to remember that every stumble is a stepping stone toward growth.

Don't give them the privilege of knowing everything about you. Just because it is not posted on social media does not mean it is not happening. Quietly Progress

In this digital age, it is easy to get swept away in the constant stream of posts, likes, and shares, but remember social media is a tool, not a master. Stand aware of your choices and remember that how you engage online can shape not only your own narrative but also the community around you.

Your digital footprint matters—make it one you are proud of.

Stop taking things so personally. Learn how to accept constructive feedback *and* compliments.

Work to let things roll off your shoulders—most of the time, nobody cares nearly as much as you do. People do and say things that benefit *them*; usually it has nothing to do with you. If you receive constructive feedback, say “thank you,” listen and *use it*. And if you receive a compliment, say “thank you,” and give yourself credit.

Nobody is watching your every move because they are too busy watching their own. Not everyone gets a trophy, so celebrate your accomplishments when you do something worthy of one. But recognize that everything isn’t only about you. Do things for people before they ask you to. Little things add up— and make a big difference.

"Blessed are the young, for they shall inherit the national debt."

Your future is shaped by the choices you make today—so invest in your education, your skills, and your values. The best way to build a brighter future is by taking responsibility now and thinking long-term.

Rihanna had it sorted when she said “shine bright like a diamond”...

To year 13 the class of 2024 It is your time to take your Stand in the world

As we sit here today, it is impossible not to reflect on the journey you have taken to reach this moment. From the gossiping Year 10s who roamed our schools’ halls with uncertainty and whispers, you have blossomed into a class of empowered individuals, ready to embrace the future with receptive spirits, warm hearts, and thoughtful and eager minds.

Each of you has grown tremendously. Acknowledge the legacy of positive change you are leaving behind. You have planted seeds of change that will continue to grow long after you have walked across this stage.

You have mostly outgrown the chaos and uncertainty of earlier years. You have taken those wild, vibrant personalities and channelled them into something constructive and beautiful. Instead of getting lost in the noise, you have learned to focus on what truly matters—on being authentic, on embracing differences, and on standing up for what you believe in.

You have woven your own stories into the fabric of our school community, celebrating not just where you come from, but also where you are headed.

So, as you take this next step, know that you are not alone. You carry with you the love and support of your friends, family, and this incredible community. You are ready to soar, to face the world with the courage and grace you’ve cultivated here.

Congratulations, Class of 2024. Go forth and make your mark. The world is waiting for your brilliance.

As we farewell year 13 ...We will see the rest of you next year.. , Ka kite mātou i a koe a tērā tau

May you continue to be your best selves.

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

E nga mana

E nga reo

E nga iwi

Tena koutou, tena koutou, tena koutou katoa

Thank you

Presiding Member's Speech 2024

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.

I started writing this speech to you almost 6 months ago, the day after I, along with many parents, caregivers and friends witnessed a display of students' talents which gave real meaning to our motto Ad Astra Per Aspera: To the Stars Through Endeavour. The display by our senior college students in their performances of Mamma Mia certainly showed what hard work and determination can achieve. If our younger students are looking for inspiration and role models, they could do no better than our two leads Frankie Shaw and Ruby Matthews who led the performance, along with their other cast members, with maturity, hard work, enthusiasm and from my perspective looking on, a great deal of fun.

Speaking of our younger students, Mamma Mia was closely followed a few days later by our junior school production of Seussical Junior. Leading the cast was Ruby Bremner and Francesca Bond. While I was unable to see the production I have been told that it was a great show and that the future for our drama productions is looking very positive.

While mentioning Seussical it would be remiss of us not to acknowledge and thank local musical direction Mrs Sharon Stevens-Cottle. Sharon stepped in with her expertise and gave many, many volunteer hours when the show hit circumstances that could not have been planned for. We thank Sharon for her time and contribution she made to the Intermediate Department this year.

This obviously leads me onto thanking, on your behalf, parents and caregivers, the staff for the very hard work put in. The results achieved in all areas of the school, academic, cultural and sporting are a testament to your hard work. We are truly grateful.

From a governance perspective this year has seen the completion of an extensive review of sport across the trinity system resulting in our first truly Trinity Sports Strategy. Can I thank all of you, parents and students alike, who got involved in the working groups and provided your thoughts and aspirations. It was a significant piece of work and one that will set us up for a coordinated and consistent approach to sports across the three schools. We have immediately commenced the implementation of the strategy with the formation of the Trinity Schools Sports Governance Committee made

up of the heads of sports from the three schools, a board of trustee member from each school and a member of staff from each school. Our representatives on that committee are Amy Williams, Rachel Shearing and Alison Glass. More information about the implementation of the strategy will be circulated as it develops.

For me, one of the very interesting things to come out from the feedback of the working groups came from the students themselves. The top two reasons from them wanting sport to remain compulsory were firstly having fun and secondly being able to hang out with their friends. It was not about winning. That in fact was number five on the list. The desire to be with friends and have fun was consistent across all ages and genders. I hope that we as parents, while puffed from running up and down sidelines, encouraging and cheering our students onto victory, as we have all done over many years, pause occasionally to remember what sport means to our kids actually on the field of play.

I would also like to take this opportunity to thank my other board members, for their support and hard work over the last year. This triennium has thrown up a number of challenges to the board and, despite some challenging decisions your board has had to make, it has faced them with dedication and professionalism while always remembering that we are here for the sole purpose of providing the best educational outcomes for all of our students. There are many more significant challenges coming down the pipeline that will require difficult decisions to be made. With that in mind, I am aware that there are a number of your current board who will be stepping down and not seeking re-election at the end of this cycle, including me. As I have said every year for now 12 years, becoming a board member is not something to be entered into lightly as there is a real and ongoing commitment of time and work. Please give a thought to offering your services. If you are interested please give me a call.

Our Friends committee also deserves special mention. This year's Kitchen Tour fundraiser was based in the South Wairarapa and raised over \$8,000.00 with the proceeds going towards the purchase of a baby grand piano.

Other significant events supported by Friends included "Winter Pent", swimming and athletics days, and Kiri's welcome parents' afternoon to name a few. I am reliably informed that the Friends next endeavour is a collaborative raised garden project for the Science, Horticultural and Food departments.

I can only say a big thank you to the committee of volunteers and the generosity of parents and supporters.

Last year I singled out a couple of volunteers and thanked them for their years of selfless service. While I can never name everyone, there was one person I missed who really deserves special mention. Tony Lyford has been involved in the coaching of two of our codes at all levels in the school. He has been coach of the 1st XI cricket team since 2018, the successes of which we are all aware. Tony has also coached hockey starting in 2019 with Primary and at all levels up to his current coaching position of our 1st XI for the last 2 years. So, a belated but well deserved thank you to Tony.

Having started this address speaking about the achievements of our students, I would like to finish by addressing them.

As I said last year, the last few weeks of the school year are always a stressful time with the pressure of exams. That never changes. It was the same for your parents when some of us sat in the very seats you now occupy. And while not all of you will receive an award today, this in no way diminishes the efforts of each and every one of you. The achievements of St Matthews year on year are a testament to you all. Those singled out in academic, cultural pursuits or sports for awards cannot do it alone. A school is a team, made up from the most junior student to the most senior staff member. The team can only produce successful individuals if the whole team works and succeeds together. If there is one part not working, the whole team can stutter and fall.

In my six years on the Board, I can truly look back and say, this team succeeds. We only need to look back at the number of scholarships awarded to higher education, the string of national awards earned by our students over many years, the cultural performances here and at Senior College, the achievements on the sporting field, and the successes of our old girls that we read and hear about consistently. To all of you well done. Take pride in what you and your school team has achieved.

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. If you doubt me, my daughter Samantha, watching the live stream of house music from Dunedin University at the time with other old girls, rang me immediately after the announcement to say how proud she was watching Cooper win House Music this year. Well done Cooper! They were not alone in watching you all. Almost every year an old girl of my mother's generation comments on how much they enjoy watching the achievements of their old school. I truly hope that as you move on in your lives you pause occasionally to remember your old school.

In finishing I would again like to congratulate our prefects. As was spoken about at the Senior College prizegiving a few weeks ago, without you the daily demands on our teachers would greatly increase. Thank you Frankie 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.

To those of you appointed as our leaders for next year, I wish you all the best. You have been given some very good role models to emulate over the last few years. Take what you have learned from them, add your own personality into the mix and above all, enjoy the responsibility.

Thank you all and have a safe and Merry Christmas.

Alistair Plimmer

Chair

St Matthew's BOT