

ST JOHN'S GIRLS' SCHOOL

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2024

School Directory

Ministry Number:	4131
Principal:	Holly Bradshaw (acting)
School Address:	349 Dee Street, Invercargill 9810
School Postal Address:	349 Dee Street, Invercargill 9810
School Phone:	03 218 7759
School Email:	principal@stjohnsgirls.school.nz
Accountant / Service Provider:	BDO Invercargill

Members of the Board:

Name	Position	How Position Gained	Term Expired
Sandy Gilmete	Presiding Member	Re-elected August 2022	-
Nathan Hughes	Principal ex Officio	-	Resigned January 2025
Holly Bradshaw	Principal (acting)	Appointed January 2025	-
Kate Brady	Parent Representative	Elected August 2022	-
Tony Miles	Parent Representative	Elected August 2022	-
Anna Reilly	Parent Representative	Re-elected August 2022	-
Sarah Jagoutz	Staff Representative	Re-elected August 2022	-
Mark Billcliff	Board Member	Elected	Resigned December 2024

ST JOHN'S GIRLS' SCHOOL

Annual Financial Statements - For the year ended 31 December 2024

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St John's Girls' School

Statement of Responsibility

For the year ended 31 December 2024

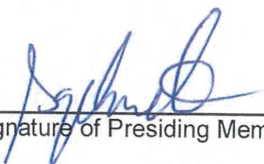
The Board accepts responsibility for the preparation of the annual financial statements and the judgements used in these financial statements.

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.

Sandy Gilmete


Signature of Presiding Member

18-06-2025

Date:

Holly Bradshaw (acting)


Signature of Principal

18-6-2025

Date:

St John's Girls' School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Revenue				
Government Grants	2	1,197,500	1,054,500	1,123,672
Locally Raised Funds	3	289,862	254,344	215,892
Use of Proprietor's Land and Buildings		248,500	219,000	248,500
Interest		3,545	3,000	4,271
Total Revenue		1,739,407	1,530,844	1,592,335
Expense				
Locally Raised Funds	3	76,178	90,100	71,841
Learning Resources	4	1,226,814	1,089,350	1,184,210
Administration	5	125,340	146,686	132,547
Interest		1,417	-	1,910
Property	6	309,658	288,000	307,515
Other Expense	7	-	-	12,432
Loss on Disposal of Property, Plant and Equipment		-	-	1,077
Total Expense		1,739,407	1,614,136	1,711,532
Net Surplus / (Deficit) for the year		0	(83,292)	(119,197)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		0	(83,292)	(119,197)

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 John's Girls' School

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		232,953	232,953	324,374
Total comprehensive revenue and expense for the year		0	(83,292)	(119,197)
Contribution - Furniture and Equipment Grant		21,445	-	27,776
Equity at 31 December		254,398	149,661	232,953
Accumulated comprehensive revenue and expense		254,398	149,661	232,953
Equity at 31 December		254,398	149,661	232,953

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 John's Girls' School

Statement of Financial Position

As at 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Current Assets				
Cash and Cash Equivalents	8	102,578	49,933	133,222
Accounts Receivable	9	168,162	90,556	90,556
Inventories	10	38,249	46,569	46,569
		308,989	187,058	270,347
Current Liabilities				
GST Payable		7,886	4,504	4,494
Accounts Payable	13	128,984	124,924	124,931
Revenue Received in Advance	14	2,164	5,767	5,767
Finance Lease Liability	15	6,194	6,440	6,440
		145,228	141,635	141,632
Working Capital Surplus/(Deficit)		163,761	45,423	128,715
Non-current Assets				
Property, Plant and Equipment	12	102,065	117,402	117,402
		102,065	117,402	117,402
Non-current Liabilities				
Finance Lease Liability	15	11,428	13,164	13,164
		11,428	13,164	13,164
Net Assets		254,398	149,661	232,953
Equity		254,398	149,661	232,953

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

St John's Girls' School

Statement of Cash Flows

For the year ended 31 December 2024

	Note	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Cash flows from Operating Activities				
Government Grants		355,635	297,500	299,149
Locally Raised Funds		219,373	254,344	219,532
Goods and Services Tax (net)		3,384	3	(1,965)
Payments to Employees		(375,702)	(293,450)	(342,255)
Payments to Suppliers		(240,481)	(304,686)	(233,407)
Interest Paid		(1,417)	-	(1,910)
Interest Received		3,545	3,000	4,271
Net cash from/(to) Operating Activities		(35,663)	(43,289)	(56,585)
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(16,426)	(40,000)	(25,494)
Net cash from/(to) Investing Activities		(16,426)	(40,000)	(25,494)
Cash flows from Financing Activities				
Furniture and Equipment Grant		21,445	-	27,776
Net cash from/(to) Financing Activities		21,445	-	27,776
Net increase/(decrease) in cash and cash equivalents		(30,644)	(83,289)	(54,303)
Cash and cash equivalents at the beginning of the year	8	133,222	133,222	187,525
Cash and cash equivalents at the end of the year	8	102,578	49,933	133,222

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 John's Girls' School

Notes to the Financial Statements

For the year ended 31 December 2024

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

The financial statements have been prepared for the period 1 January 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.

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment, as disclosed in the significant accounting policies, are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 12.

Critical Judgements in applying accounting policies

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

Classification of leases

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

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 15. Future operating lease commitments are disclosed in note 20.

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.

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

i) Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Furniture and Equipment	4-10 years
Information and Communication Technology	3-7 years
Leased Assets held under a Finance Lease	Term of Lease
Library Resources	12.5% Diminishing value

j) 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 the valuer's approach to determining market value.

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.

k) Accounts Payable

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

l) Employee Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

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

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

m) Revenue Received in Advance

Revenue received in advance relates to fees received from students 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.

n) Provision for Cyclical Maintenance

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

Cyclical maintenance, which involves painting the interior and exterior of the school, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. As the Proprietor does all the maintenance on behalf of the school, there is no provision for cyclical maintenance.

o) Financial Instruments

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

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

p) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

q) Budget Figures

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

r) Services received in-kind

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

2. Government Grants

Government Grants - Ministry of Education
Teachers' Salaries Grants

2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
349,505	297,500	307,830
847,995	757,000	815,842
1,197,500	1,054,500	1,123,672

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
Trading
Fundraising and Community Grants

2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
244,569	206,244	174,809
21,773	21,500	17,561
23,520	25,600	23,522
-	1,000	-
289,862	254,344	215,892

Expense

Extra Curricular Activities Costs
Trading
Fundraising and Community Grant Costs

2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
59,365	66,300	54,668
16,813	22,800	17,173
-	1,000	-
76,178	90,100	71,841

Surplus/ (Deficit) for the year Locally Raised Funds

213,684	164,244	144,051
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4. Learning Resources

Curricular
Information and Communication Technology
Employee Benefits - Salaries
Staff Development
Depreciation
Other Learning Resources

2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
26,847	36,300	29,697
8,717	12,600	9,563
1,145,637	978,450	1,094,117
8,247	17,000	9,625
29,781	40,000	37,682
7,585	5,000	3,526
1,226,814	1,089,350	1,184,210

5. Administration

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Audit Fees	5,693	6,300	5,874
Board Fees and Expenses	9,991	13,000	17,793
Operating Leases	8,091	14,000	6,857
Other Administration Expenses	15,650	31,103	21,905
Employee Benefits - Salaries	67,211	62,000	62,915
Insurance	877	440	614
Service Providers, Contractors and Consultancy	17,827	19,843	16,589
	<u>125,340</u>	<u>146,686</u>	<u>132,547</u>

6. Property

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Consultancy and Contract Services	32,030	36,000	29,286
Heat, Light and Water	15,530	15,000	14,652
Repairs and Maintenance	657	3,000	1,507
Use of Land and Buildings	248,500	219,000	248,500
Employee Benefits - Salaries	7,982	10,000	8,463
Other Property Expenses	4,959	5,000	5,107
	<u>309,658</u>	<u>288,000</u>	<u>307,515</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. Other Expense

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
Loss on Uncollectable Accounts Receivable	-	-	12,432
	<u>-</u>	<u>-</u>	<u>12,432</u>

8. Cash and Cash Equivalents

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Bank Accounts	102,578	49,933	133,222
Cash and cash equivalents for Statement of Cash Flows	<u>102,578</u>	<u>49,933</u>	<u>133,222</u>

9. Accounts Receivable

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Receivables	80,609	13,715	13,715
Receivables from the Ministry of Education	-	4,313	4,313
Teacher Salaries Grant Receivable	87,553	72,528	72,528
	<u>168,162</u>	<u>90,556</u>	<u>90,556</u>
Receivables from Exchange Transactions	80,609	13,715	13,715
Receivables from Non-Exchange Transactions	87,553	76,841	76,841
	<u>168,162</u>	<u>90,556</u>	<u>90,556</u>

10. Inventories

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
School Uniforms	38,249	46,569	46,569
	<u>38,249</u>	<u>46,569</u>	<u>46,569</u>

12. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2024						
Furniture and Equipment	43,945	-	-	-	(7,300)	36,645
Information and Communication Technology	52,523	8,077	-	-	(14,324)	46,276
Leased Assets	14,548	4,953	-	-	(7,348)	12,153
Library Resources	6,386	1,413	-	-	(809)	6,990
	<u>117,402</u>	<u>14,443</u>	<u>-</u>	<u>-</u>	<u>(29,781)</u>	<u>102,065</u>

The net carrying value of information and communication technology held under a finance lease is \$12,153 (2023: \$14,548).

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	277,184	(240,539)	36,645	277,184	(233,239)	43,945
Information and Communication Technology	182,954	(136,676)	46,278	176,310	(123,787)	52,523
Leased Assets	68,902	(56,749)	12,153	81,600	(67,052)	14,548
Library Resources	36,852	(29,863)	6,989	35,440	(29,054)	6,386
	<u>565,892</u>	<u>(463,827)</u>	<u>102,065</u>	<u>570,534</u>	<u>(453,132)</u>	<u>117,402</u>

13. Accounts Payable

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Creditors	12,510	18,238	18,238
Accruals	4,893	9,087	9,087
Banking Staffing Overuse	1,817	-	-
Employee Entitlements - Salaries	109,539	97,380	97,380
Employee Entitlements - Leave Accrual	225	226	226
	<u>128,984</u>	<u>124,931</u>	<u>124,931</u>

Payables for Exchange Transactions	128,984	124,931	124,931
	<u>128,984</u>	<u>124,931</u>	<u>124,931</u>

The carrying value of payables approximates their fair value.

14. Revenue Received in Advance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Other revenue in Advance	2,172	5,767	5,767
	<u>2,172</u>	<u>5,767</u>	<u>5,767</u>

15. Finance Lease Liability

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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
No Later than One Year	6,194	6,440	6,440
Later than One Year and no Later than Five Years	11,428	13,164	13,164
	<u>17,622</u>	<u>19,604</u>	<u>19,604</u>
Represented by			
Finance lease liability - Current	6,194	6,440	6,440
Finance lease liability - Non current	11,428	13,164	13,164
	<u>17,622</u>	<u>19,604</u>	<u>19,604</u>

16. Related Party Transactions

The School is a controlled entity of the Crown, and the Crown provides the major source of revenue to the School. The School enters into transactions with other entities also controlled by the Crown, such as government departments, state-owned enterprises and other Crown entities. Transactions with these entities are not disclosed as they occur on terms and conditions no more or less favourable than those that it is reasonable to expect the school would have adopted if dealing with that entity at arm's length.

Related party disclosures have not been made for transactions with related parties that are within a normal supplier or client/recipient relationship on terms and condition no more or less favourable than those that it is reasonable to expect the School would have adopted in dealing with the party at arm's length in the same circumstances. Further, transactions with other government agencies (for example, Government departments and Crown entities) are not disclosed as related party transactions when they are consistent with the normal operating arrangements between government agencies and undertaken on the normal terms and conditions for such transactions.

The Proprietor of the School (St John's Girls' School Inc. (Board of Proprietors)) 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'.

In addition, during the year ended 31 December 2024, the Proprietor made donations of \$28,816 and \$18,647 to the School Board to assist in covering the School's operating deficit. Although the donations related to the 2024 financial year, they were not received until April 2025 and June 2025, respectively. The amount were recognised as receivables at balance date and are included under "Donations and Bequests" in the Statement of Comprehensive Revenue and Expense.

17. 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 \$
Board Members Remuneration	2,670	2,650
Leadership Team Remuneration	331,087	303,568
Full-time equivalent members	3	3
Total key management personnel remuneration	333,757	306,218

There are 6 members of the Board excluding the Principal. The Board has held 7 full meetings of the Board in the year. 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	120-130	120-130
Benefits and Other Emoluments	0-10	0-10
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	2	1
	2.00	1.00

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

18. Compensation and Other Benefits Upon Leaving

The total value of compensation or other benefits paid or payable to persons who ceased to be 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	-	-
Number of People	-	-

19. 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 a liability regarding this funding wash-up, which is expected to be settled in July 2025.

20. Commitments

(a) Capital Commitments

At 31 December 2024, the Board has not entered into contract agreements for capital works.

(b) Operating Commitments

(a) operating lease of computer equipment;

	2024 Actual \$	2023 Actual \$
No later than One Year	6,194	6,440
Later than One Year and No Later than Five Years	11,428	13,164
	17,622	19,604

21. Financial Instruments

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

Financial assets measured at amortised cost

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Cash and Cash Equivalents	102,578	49,933	133,222
Receivables	168,162	90,556	90,556
Total financial assets measured at amortised cost	270,740	140,489	223,778

Financial liabilities measured at amortised cost

Payables	128,984	124,931	124,931
Finance Leases	17,622	19,604	19,604
Total financial liabilities measured at amortised cost	146,606	144,535	144,535

22. Events After Balance Date

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

23. 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 John's Girls' School's financial statements for the year ended 31 December 2024**

The Auditor-General is the auditor of St John's Girls' School (the School). The Auditor-General has appointed me, Anna Campbell, using the staff and resources of Crowe New Zealand Audit Partnership, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 17, that comprise the statement of financial position as at 31 December 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:

- a) 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
- b) 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 18 June 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.

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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 required to prepare an annual report which includes the annual financial statements and the audit report, as well as a Statement of Variance, a Report on how the school has given effect to Te Tiriti o Waitangi, an Evaluation of the School's Students' Progress and Achievement, a Statement of Compliance with Employment Policy, and a Statement of KiwiSport funding. The Board is responsible for the other information that it presents alongside its financial statements.

The other information obtained at the date of our audit report includes copies of the Statement of Variance, Report on how the school has given effect to Te Tiriti o Waitangi, Evaluation of the School's Students' Progress and Achievement, Statement of Compliance with Employment Policy, and Statement of KiwiSport funding.

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.

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

A handwritten signature in black ink, appearing to be "Anna Campbell".

Anna Campbell
Crowe New Zealand Audit Partnership
On behalf of the Auditor-General
Invercargill, New Zealand

St John's Girls' School Strategic Aims and Analysis of Variance 2024



St John's Girls' School - Vision

- To educate each girl in a safe, supportive Christian environment to become a confident life-long learner.

St John's Girls' Strategic Goals 2024 - 2025

Strategic Goal 1: That all ākonga will be given the opportunity to achieve their highest potential through high-quality teaching and student engagement in literacy and numeracy.

Strategic Goal 2: Nurture the academic, social and emotional needs of every girl.

As a result of community consultation, the analysis of school-wide achievement data and information, the analysis of variance and the self-review process the board has identified the following priorities and targets for the year in accordance with our two-year strategy.

End of Year Assessment Data 2024

95% of all ākonga are achieving at or above expectations in reading, 92% of Māori ākonga are doing the same.

81% of all ākonga are achieving at or above in writing, 88% of Māori ākonga are doing the same.

84% of all ākonga are achieving at or above in mathematics, 92% of Māori ākonga students are doing the same.

Strategic Goals - Achievement Data

Strategic Goal 1: That all ākonga will be given the opportunity to achieve their highest potential through high-quality teaching and student engagement in literacy and numeracy.	Strategic Goal 2: Nurture the academic, social and emotional needs of every girl.
Achievement Target: To have the 20% of girls achieving below or well-below year level expectation make accelerated progress in the surface features of their writing.	Achievement Target: For 100% of girls in Years 4-8 to identify that they have a safe adult to speak to about problems, should they have any. For 100% of girls in Years 4-8 to trust that their conversations will be treated with discretion.

End of Year Data: Using the iDeaL data from Term 1 to Term 4, focusing on surface features, particularly spelling. A total of 77 ākonga were in our target group [working in the tier system]. 36% of ākonga in this target group made accelerated progress and moved off the tier intervention system. 9% of ākonga in this target group moved down a tier with the intervention system. 30% of Māori ākonga in this tier target group made accelerated progress.	End of Year Data: 74.2% of ākonga in Years 4-8 identified they had a safe adult to speak to about problems, should they have any. 19.7% of Year 4-8 ākonga used the ChatBus in 2024. 10% of Year 4-8 ākonga who have used the ChatBus found the service helpful.
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STRATEGIC GOAL 1: That all ākonga will be given the opportunity to achieve their highest potential through high quality teaching and student engagement in the literacy and mathematics		
2024		
Embed a range of structured literacy practices across all classrooms.	Build upon the quality of teaching, and student achievement, in writing.	Continue to refine mathematics programmes and delivery to best meet the needs of the girls.

National Education and Learning Priority Links
QUALITY TEACHING AND LEADERSHIP - Quality teaching and leadership make the difference for learners and their whānau 4. Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy - <i>Ensure all learners/ākonga have ongoing opportunities to develop key capabilities, including communication, problem solving, critical thinking and interpersonal skills</i> 6. Develop staff to strengthen teaching, leadership and learner support capability across the education workforce - <i>Identify gaps in teaching capability and invest in opportunities for teachers/ kaiako and staff to strengthen teaching, leadership and learning support</i>

Monitoring: Reporting by the principal each term to the Board, to the school community at meetings and through the newsletter and to the MOE in the Analysis of Variance at the end of the year. Staff evaluation as part of general ongoing discussions.

Annual Plan

Achieved **In progress**

Strategy -Embed a range of structured literacy practices across all classrooms		Strategy - Build upon the quality of teaching, and student achievement, in writing		Strategy - Continue to refine mathematics programmes and delivery to best meet the needs of the girls	
Ākonga will:	Kaiako will:	Ākonga will:	Kaiako will:	Ākonga will:	Kaiako will:
•Sound out words using the Ideal model •Learn the spelling rules •Increase their knowledge of encoding and decoding strategies •Read with fluency and understanding	•Implement Ideal spelling as per the platform times a week •Assess student twice yearly in both spelling and reading •Explicitly teach comprehension strategies •Reflect on their own teaching •Analyse data patterns at a class/school wide level	•Write with enthusiasm and creativity •Use taught writing sentence structures •Use spelling rules and sound knowledge in writing	•Observe peers to gain knowledge and skills for teaching writing •Be observed by peers to gain knowledge and skills for teaching writing •Undertake PLD in the teaching of writing •Teach approaches from The Writing Revolution	•Work in mixed-ability groups working with low floor high ceiling rich tasks •Use mathematics knowledge when solving problems	•Contribute to developing a best-practice model of mathematics teaching •Plan programmes based on the best-practice model
Actions • Use of school documentation • Ākonga surveying • Teacher meeting content prioritised • Sharing of practice					

- Feedback on practice
- Data analysis
- Ongoing tracking of progress
- Action plans developed and implemented
- Teacher professional development
- Timetabling for priorities in classrooms

How will we measure our success? Assessment data and student voice surveying.

How did we go in achieving what we set out to achieve?

Structured Literacy

- Through our Kahui Ako cluster, we have implemented the iDeaL programme across all year levels within the school.
- Professional development was led by our Kahui Ako school teachers and our across schools Kahui Ako teacher.
- Teaching staff attended professional development, led by the across schools Kahui Ako teacher, to learn about the programme and how to best implement it in their classroom.
- Classroom teachers were observed in their classrooms on the programme delivery and feedback was provided.
- The programme was refined to ensure consistency of language and approach across the school.

Writing

- Teaching methods from The Writing Revolution were implemented in classrooms.
- Explicit teaching of surface features was completed through the iDeaL programme.

Mathematics

- The Mindset Mathematics programme is being used throughout the school as a teaching tool, alongside other open-ended rich learning tasks for mathematics.
- The school has developed and written a maths teaching philosophy. It will be used in 2025 to further refine our mathematics curriculum to align with the refreshed New Zealand Curriculum.
- Working in mixed-ability groups has made a considerable difference to self-esteem of girls, particularly in the senior school..
- Our end of year data shows our approach in mathematics is working well for our Māori ākonga, with 92% achieving at or above the required standard for their year level.
- We continue to look standardised assessments, weighing up their effectiveness in providing us with the data that we are looking for. We maintain our philosophy that speed is not the focus. We adapted some assessments to ensure that they align with our mathematics philosophy.
- We continue in our approach of building capacity for mathematics reasoning and number sense, as opposed to a set of rules.

- We had some professional development in staff meetings around problem talks and problem strings to assist with an explicit teaching approach.
- Our work continues to be looked up to by other schools, and we are proud of the standard of quality teaching.

STRATEGIC GOAL 2: Nurture the academic, social and emotional needs of every girl

2024

Begin to implement Te Mataiaho (New Zealand Curriculum)	Introduction of the Chat Bus counselling service to support student wellbeing	Deliver the first year of Year 7 and 8 Learning Packages
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National Education and Learning Priority Links

QUALITY TEACHING AND LEADERSHIP - Quality teaching and leadership make the difference for learners and their whānau

1. Learners at the centre.

- Learners with their whānau are at the centre of education.
- *Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures.*

2. Barrier free access

- Great education opportunities and outcomes are within reach for every learner
- *Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs*

Annual Plan

Achieved

In progress

Strategy -Begin to implement Te Mātaiaho (New Zealand Curriculum)		Strategy - Introduction of the Chat Bus counselling service to support student wellbeing		Strategy - Deliver the first year of Year 7 and 8 Learning Packages	
Ākonga will:	Kura/Kaiako will:	Ākonga will:	Kaiako will:	Ākonga will:	Kaiako will:
- Engage in prepared lessons - Make connections across the curriculum - Articulate what they are learning, and why	- Work together as a team to develop planning templates - Develop and teach engaging lessons - Evaluate effectiveness of planning and teaching	- Learn skills and strategies to support self care - See the Chat Bus as a safe place to be vulnerable, share problems and seek advice	- Support the Chat Bus counsellor to implement the support required - Encourage tamariki to use the skills and strategies taught in class sessions - Gather and analyse data on student wellbeing at a schoolwide level	- Have agency in selecting the learning that best suits their passions - Learn skills and knowledge in chosen fields - Experience concentrated teaching in small groups	- Plan and deliver engaging focused programmes - Immerse the girls in rich experiences that ignites their passions and curiosities further - Work alongside colleagues to form the best learning packages model
Actions - Ākonga surveying - Whanau surveying - Teacher meeting content prioritised - Sharing of practice across Kahui Ako - Ongoing tracking of engagement and wellbeing - Regular meeting between Principal and Counsellor - Timetabling of counsellor in classrooms where social issues need addressed					

Monitoring: Reporting by the principal each term to the Board, to the school community at meetings and through the newsletter and to the MOE in the Analysis of Variance at the end of the year. Staff evaluation as part of general ongoing discussions.

How will we measure our success? Student voice survey

How did we go in achieving what we set out to achieve?

Implementation of Te Mātaiaho

- The staff have continued their work with implementing Te Mātaiaho, with additional changes from the current government.
- We are successfully implementing a structured literacy programme to complement our already successful literacy curriculum.
- We have set out to navigate the changes in a carefully considered manner, ensuring that what we do meets the needs of the ākonga and also aligns with the philosophy of our school.
- Implementation of Te Mātaiaho will continue in 2025, as changes are confirmed with the Ministry of Education.

ChatBus Counselling Service

- The ChatBus counselling service was implemented this year across all year levels in 2024. This will continue for the foreseeable future.

Learning Packages

- Year 7 & 8 learning packages were implemented successfully across two terms on a Friday afternoon.
- Choices included performance, hard materials technology, science, sport, art, enterprise and technology.
- Student survey results show that 100% of ākonga appreciated the chance to choose their own learning journey.
- 100% of ākonga surveyed indicated that they had chosen subjects of interest to them.
- 100% of ākonga survey responses indicate that learning packages should continue for 2025.
- There were some suggestions within the survey of keeping some of the specialist subjects within the school timetable [e.g dance]. This will be considered for 2025.

A. Treaty of Waitangi Procedures

1. Consultation and participation

- a. The Board will involve the local Maori community to gain an insight into particular needs and values by consultation, encouraging parent involvement and inviting Maori board membership and leadership.
- b. The school will provide a welcoming atmosphere for all parents and children by reflecting all cultures.

2. Student achievement

- a. Through assessment, information and analysis, the Board will gain a realistic perspective of the achievement of Maori within the school and therefore will be able to implement programmes as required to allow the Maori students to realise their potential and talents.
- b. The Board will provide opportunities for students to learn in and about te reo and Tikanga. If a Whanau requests a high level of Tikanga and/or te reo than is at present evident in our school's Maori programme, the staff and the family will discuss and explore the following options:
 - i) Further explain the existing programmes
 - ii) Further extend the existing programmes if and as appropriate
 - iii) Explore other schools who may offer programmes closer to their expectations.
 - iv) Other negotiated actions
- c. School programmes will incorporate the values and knowledge of the Maori and in particular local Maori knowledge.
- d. The school will provide cultural experiences and recognise Maori needs with Marae visits, consultation, parental involvement, and use of Maori resources in the community.
- e. Staff development will include te reo Maori, Tikanga Maori and cultural sensitivity.

Compliance with Education and Training Act 2020 requirements to be a good employer for the year ending 31 December 2024

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

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	<i>Providing a safe, supportive environment for all staff that abides by the Collective agreements and IEAs.</i>
What is in your equal employment opportunities programme? How have you been fulfilling this programme?	<i>Whilst we don't have an official stand alone EEO, there is no discrimination toward gender, race, religion, disability, sexuality or appearance. This is explicitly stated within our employment policy.</i>
How do you practise impartial selection of suitably qualified persons for appointment?	<i>Having a panel of 3 when interviewing. Include a BOT representative when employing in management positions [e.g. deputy principal, syndicate leader]</i>
How are you recognising, - The aims and aspirations of Maori, - The employment requirements of Maori, and - Greater involvement of Maori in the Education service?	<i>Providing a culturally responsive workplace that acknowledges and celebrates tikanga and Te Ao Maori. Employing a Cultural Leader as per the Primary Teachers' Collective Agreement.</i>
How have you enhanced the abilities of individual employees?	<i>Through professional growth cycles and regular feedback and feed forward.</i>
How are you recognising the employment requirements of women?	<i>Equal opportunities and strong advocating for the growth of women and girls.</i>
How are you recognising the employment requirements of persons with disabilities?	<i>Providing assistance when required, and advocating for those with disabilities.</i>

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

Reporting on Equal Employment Opportunities (EEO) Programme/Policy	YES	NO
Do you operate an EEO programme/policy?		X

Has this policy or programme been made available to staff?		X
Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?		X
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?		X
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?		X
Does your EEO programme/policy set priorities and objectives?		X

**ST JOHNS GIRLS SCHOOL
BOARD OF TRUSTEES**

St John's Girls' School

KIWISPORT 2024

In 2024 the school received Kiwisport funding of \$2099.24 . The funding was spent on extra sports equipment and sports subscriptions to enable more girls to play sport. Most of the girls play at least one/two sports per week.