ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2023

School Directory

Ministry Number:	6975
Principal:	John Maguire
School Address:	35 Champion Road, Richmond, Nelson, 7020
School Phone:	03 543 9488
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GARIN COLLEGE

Annual Financial Statements - For the year ended 31 December 2023

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Garin College

Statement of Responsibility

For the year ended 31 December 2023

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

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

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

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

Ros Aiken-Hall
Full Name of Presiding Member

Signature of Presiding Member

30/05/2024.
Date:

JEREMY MARCUS MARSHALL
Full Name of Principal

Signature of Principal

30/05/2024
Date:

Garin College
Members of the Board
For the year ended 31 December 2023

Name	Position	How Position Gained	Term Expired/ Expires
Ros Allen-Hall	Presiding Member	Elected	Feb 2025
John Maguire	Principal	ex Officio	
Matthew McTague	Proprietor's Representative	Elected	Feb 2025
Nich Campbell	Proprietor's Representative	Appointed	Aug 2026
Nadia Hay	Proprietor's Representative	Elected	Oct 2026
Ngaia Richardson	Parent Representative	Elected	Aug 2026
Natalie Ogden-Bell	Parent Representative	Elected	Aug 2025
Angela Osborne	Parent Representative	Elected	Aug 2025
Craig Maxell	Parent Representative	Elected	Aug 2025
Sarah Rankin	Staff Representative	Elected	Sep 2025
Rosa Capstick	Student Representative	Elected	Dec 2024

Garin College
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2023

	Notes	2023 Actual $	2023 Budget (Unaudited) $	2022 Actual $
Revenue				
Government Grants	2	6,584,290	5,416,484	5,901,827
Locally Raised Funds	3	683,944	641,671	695,806
Use of Proprietor's Land and Buildings		1,173,355	1,495,078	1,173,355
Interest		60,596	36,000	17,261
Total Revenue		8,502,185	7,589,233	7,788,249
Expenses				
Locally Raised Funds	3	265,034	289,802	369,434
Learning Resources	4	5,997,969	4,836,623	5,402,222
Administration	5	513,062	510,174	506,708
Interest		1,991	1,750	2,083
Property	6	1,651,870	1,965,652	1,626,523
Loss on Disposal of Property, Plant and Equipment		7,313	-	3,161
Total Expense		8,437,239	7,604,001	7,910,131
Net Surplus/(Deficit) for the year		64,946	(14,768)	(121,882)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		64,946	(14,768)	(121,882)

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

Garin College
Statement of Changes in Net Assets/Equity
For the year ended 31 December 2023

	Notes	2023 Actual $	2023 Budget (Unaudited) $	2022 Actual $
Equity at 1 January		730,753	730,753	827,370
Total comprehensive revenue and expense for the year		64,946	(14,768)	(121,882)
Contribution - Furniture and Equipment Grant		125,329	-	25,265
Contribution - Te Mana Tuhono		37,501	-	-
Equity at 31 December		958,529	715,985	730,753
Accumulated comprehensive revenue and expense		958,529	715,985	730,753
Equity at 31 December		958,529	715,985	730,753

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.

Garin College
Statement of Financial Position
As at 31 December 2023

	Notes	2023 Actual $	2023 Budget (Unaudited) $	2022 Actual $
Current Assets				
Cash and Cash Equivalents	7	148,831	302,946	211,348
Accounts Receivable	8	469,966	472,877	472,877
GST Receivable		27,652	8,395	8,395
Prepayments		32,299	34,018	34,018
Inventories	9	11,259	17,894	17,894
Investments	10	1,317,393	705,210	705,210
		2,007,400	1,541,340	1,449,742
Current Liabilities				
Accounts Payable	12	638,128	487,564	487,564
Revenue Received in Advance	13	513,812	343,070	343,070
Provision for Cyclical Maintenance	14	93,816	116,759	48,072
Finance Lease Liability	15	19,542	17,308	17,308
Funds held in Trust	16	195,506	128,208	128,208
		1,460,804	1,092,909	1,024,222
Working Capital Surplus		546,596	448,431	425,520
Non-current Assets				
Property, Plant and Equipment	11	577,312	426,450	492,947
		577,312	426,450	492,947
Non-current Liabilities				
Provision for Cyclical Maintenance	14	132,723	128,611	157,429
Finance Lease Liability	15	32,656	30,285	30,285
		165,379	158,896	187,714
Net Assets		958,529	715,985	730,753
Equity		958,529	715,985	730,753

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

Garin College
Statement of Cash Flows
For the year ended 31 December 2023

	Note	2023 Actual $	2023 Budget (Unaudited) $	2022 Actual $
Cash flows from Operating Activities				
Government Grants		1,815,139	1,820,099	1,848,739
Locally Raised Funds		508,523	456,276	510,893
International Students		456,785	185,395	175,686
Goods and Services Tax (net)		(19,257)	-	9,498
Payments to Employees		(1,264,710)	(1,243,655)	(1,234,398)
Payments to Suppliers		(1,061,638)	(1,117,389)	(1,211,411)
Interest Paid		(1,991)	(1,750)	-
Interest Received		55,743	36,000	16,665
Net cash from Operating Activities		488,594	134,976	115,672
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(120,356)	(43,378)	(56,977)
Purchase of Investments		(612,183)	-	(4,206)
Net cash (to) Investing Activities		(732,539)	(43,378)	(61,183)
Cash flows from Financing Activities				
Furniture and Equipment Grant		125,329	-	25,265
Finance Lease Payments		(11,199)	-	(32,524)
Funds Administered on Behalf of Other Parties		67,298	-	87,487
Net cash from/(to) Financing Activities		181,428	-	80,228
Net (decrease)/increase in cash and cash equivalents		(62,517)	91,598	134,717
Cash and cash equivalents at the beginning of the year	7	211,348	211,348	76,631
Cash and cash equivalents at the end of the year	7	148,831	302,946	211,348

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.

Garin College
Notes to the Financial Statements
For the year ended 31 December 2023

1. Statement of Accounting Policies

1.1. Reporting Entity
Garin College (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.

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

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

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

PBE Accounting Standards Reduced Disclosure Regime
The School qualifies for Tier 2 as the School is not publicly accountable and is not considered large as it falls below the expenditure threshold of $30 million per year. All relevant reduced disclosure concessions have been taken.

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

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

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

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

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

Cyclical Maintenance
A School recognises its obligation to maintain the 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 14.

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 11.

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 21b.

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.

1.3. 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 to which they relate. 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 programmes are recorded as revenue when the School has the rights to the funding in the period to which 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 also not received in cash by the School however 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 recognised as 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.

1.4. 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.

1.5. 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.

1.6. 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.

1.7. 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.

1.8. Inventories
Inventories are consumable items held for sale and comprised of stationery, canteen 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.

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

1.10. 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:

Building improvements	40 years
Furniture and equipment	10–20 years
Information and communication technology	4–5 years
Leased assets held under a Finance Lease	Term of Lease
Motor vehicles	5 years
Library resources	12.5% Diminishing value

1.11. Impairment of property, plant and equipment and intangible assets
The School does not hold any cash generating assets. Assets are considered cash generating where their primary objective is to generate a commercial return.

Non cash generating assets
Property, plant, and equipment and intangible assets held at cost that have a finite useful life are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable. If such indication exists, the School estimates the asset's recoverable service amount. An impairment loss is recognised as 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.

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

The reversal of an impairment loss is recognised in the the 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.

1.12. 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.

1.13. 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, 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 the surplus or deficit in the period in which they arise.

1.14. 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 international students, should the School be unable to provide the services to which they relate.

1.15. 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.

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

The School carries out painting maintenance of the whole School over a variety of periods in accordance with the conditional assessment of each area of the School. 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.

1.17. Financial Instruments
The School's financial assets comprise cash and cash equivalents, accounts receivable, and investments. All of these financial assets, except for investments that are shares, are categorised as 'financial assets measured at amortised cost' for accounting purposes in accordance with financial reporting standards.

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

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

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

Commitments and contingencies are disclosed exclusive of GST.

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

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

2. Government Grants

	2023 Actual $	2023 Budget (Unaudited) $	2022 Actual $
Government Grants - Ministry of Education	1,769,572	1,756,322	1,699,610
Teachers' Salaries Grants	4,699,267	3,604,135	4,132,317
Other Government Grants	115,451	56,027	69,900
	6,584,290	5,416,484	5,901,827

3. Locally Raised Funds

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

	2023 Actual $	2023 Budget (Unaudited) $	2022 Actual $
Revenue			
Donations & Bequests	333,287	323,714	279,802
Fees for Extra Curricular Activities	7,147	9,300	4,856
Trading	41,819	20,370	231,621
Fundraising & Community Grants	45,576	64,387	32,209
Other Revenue	49,636	38,505	56,550
International Student Fees	206,479	185,395	90,768
	683,944	641,671	695,806
Expenses			
Extra Curricular Activities Costs	13,313	15,600	5,944
Trading	30,942	24,173	226,073
Fundraising & Community Grant Costs	51,700	85,590	60,544
International Student - Employee Benefit - Salaries	107,339	95,297	61,896
International Student - Other Expenses	61,740	69,142	14,977
	265,034	289,802	369,434
Surplus for the year Locally raised funds	418,910	351,869	326,372

During the year the School hosted 10 International students (2022:3)

4. Learning Resources

	2023 Actual $	2023 Budget (Unaudited) $	2022 Actual $
Curricular	397,477	363,270	331,876
Information and Communication Technology	285	950	500
Library Resources	8,512	5,050	2,762
Employee Benefits - Salaries	5,475,082	4,335,478	4,910,682
Staff Development	24,860	22,000	43,201
Depreciation	91,753	109,875	113,201
	5,997,969	4,836,623	5,402,222

5. Administration

	2023 Actual $	2023 Budget (Unaudited) $	2022 Actual $
Audit Fee	9,698	9,548	9,270
Board Fees	4,175	8,085	4,285
Board Expenses	7,278	2,600	13,956
Communication	5,967	6,590	4,845
Consumables	34,953	33,066	27,578
Other	56,702	71,450	65,856
Employee Benefits - Salaries	375,796	358,825	363,247
Insurance	14,768	16,040	14,159
Service Providers, Contractors and Consultancy	3,725	3,970	3,512
	513,062	510,174	506,708

6. Property

	2023 Actual $	2023 Budget (Unaudited) $	2022 Actual $
Caretaking and Cleaning Consumables	29,843	29,013	27,258
Consultancy and Contract Services	163,087	156,750	141,066
Cyclical Maintenance	45,024	39,869	33,999
Adjustment to the Provision	(403)	-	-
Grounds	32,838	27,850	33,355
Heat, Light and Water	103,303	98,400	101,207
Repairs and Maintenance	53,140	68,252	73,667
Use of Land and Buildings	1,173,355	1,495,078	1,173,355
Employee Benefits - Salaries	51,683	50,440	42,616
	1,651,870	1,965,652	1,626,523

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

	2023 Actual $	2023 Budget (Unaudited) $	2022 Actual $
Bank Accounts	148,831	302,946	211,348
Cash and Cash Equivalents for Statement of Cash Flows	148,831	302,946	211,348

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

Of the $148,831 Cash and Cash Equivalents, $6,128 of unspent grant funding is held by the School. This funding is subject to conditions which specify how the grant is required to be spent. If these conditions are not met, the funds will need to be returned.

8. Accounts Receivable

	2023 Actual $	2023 Budget (Unaudited) $	2022 Actual $
Receivables	31,862	108,275	108,275
Receivables from the Ministry of Education	28,105	234	234
Interest Receivable	5,768	915	915
Banking Staffing Underuse	-	7,750	7,750
Teacher Salaries Grant Receivable	404,231	355,703	355,703
	469,966	472,877	472,877
Receivables from Exchange Transactions	37,630	109,190	109,190
Receivables from Non-Exchange Transactions	432,336	363,687	363,687
	469,966	472,877	472,877

9. Inventories

	2023 Actual $	2023 Budget (Unaudited) $	2022 Actual $
School Uniforms	11,259	17,894	17,894
	11,259	17,894	17,894

10. Investments

The School's investment activities are classified as follows:

	2023 Actual $	2023 Budget (Unaudited) $	2022 Actual $
Current Asset			
Short-term Bank Deposits	1,317,393	705,210	705,210
Total Investments	1,317,393	705,210	705,210

11. Property, Plant and Equipment

2023	Opening Balance (NBV) $	Additions $	Disposals $	Impairment $	Depreciation $	Total (NBV) $
Building Improvements	17,744	26,484	-	-	(955)	**43,273**
Furniture and Equipment	348,045	50,030	(2,078)	-	(43,713)	**352,284**
Information and Communication Technology	41,067	69,960	(904)	-	(20,695)	**89,428**
Motor Vehicles	-	5,282	-	-	(880)	**4,402**
Leased Assets	47,694	25,574	-	-	(20,489)	**52,779**
Library Resources	38,397	6,102	(4,332)	-	(5,021)	**35,146**
Balance at 31 December 2023	492,947	183,432	(7,314)	-	(91,753)	**577,312**

The net carrying value of equipment held under a finance lease is $52,779 (2022: $47,694)

Restrictions

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

	2023 Cost or Valuation $	2023 Accumulated Depreciation $	2023 Net Book Value $	2022 Cost or Valuation $	2022 Accumulated Depreciation $	2022 Net Book Value $
Building Improvements	51,642	(8,369)	**43,273**	25,158	(7,414)	**17,744**
Furniture and Equipment	1,152,930	(800,646)	**352,284**	1,106,927	(758,882)	**348,045**
Information and Communication Technology	619,944	(530,516)	**89,428**	551,114	(510,047)	**41,067**
Motor Vehicles	18,616	(14,214)	**4,402**	13,333	(13,333)	**-**
Leased Assets	77,340	(24,561)	**52,779**	68,057	(20,363)	**47,694**
Library Resources	92,202	(57,056)	**35,146**	97,049	(58,652)	**38,397**
Balance at 31 December	2,012,674	(1,435,362)	**577,312**	1,861,638	(1,368,691)	**492,947**

12. Accounts Payable

	2023 Actual $	2023 Budget (Unaudited) $	2022 Actual $
Creditors	107,124	56,048	56,048
Accruals	18,687	9,270	9,270
Employee Entitlements - Salaries	458,835	376,425	376,425
Employee Entitlements - Leave Accrual	53,482	45,821	45,821
	638,128	487,564	487,564
Payables for Exchange Transactions	638,128	487,564	487,564
	638,128	487,564	487,564

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2023 Actual $	2023 Budget (Unaudited) $	2022 Actual $
Grants in Advance - Ministry of Education	6,128	40,337	40,337
International Student Fees in Advance	433,471	183,165	183,165
Other Revenue in Advance	74,213	119,568	119,568
	513,812	343,070	343,070

14. Provision for Cyclical Maintenance

	2023 Actual $	2023 Budget (Unaudited) $	2022 Actual $
Provision at the Start of the Year	205,501	205,501	203,502
Increase to the Provision During the Year	45,024	39,869	39,869
Use of the Provision During the Year	(23,583)	-	(32,000)
Other Adjustments	(403)	-	(5,870)
Provision at the End of the Year	226,539	245,370	205,501
Cyclical Maintenance - Current	93,816	116,759	48,072
Cyclical Maintenance - Non current	132,723	128,611	157,429
	226,539	245,370	205,501

The School's cyclical maintenance schedule details annual painting & other significant cyclical maintenance work to be undertaken. The costs associated with this annual work will vary depending on the requirements during the year. This plan is based on the School's most recent 10 Year Property plan, adjusted as identified and confirmed appropriate by the Board, to other reliable sources of evidence.

15. Finance Lease Liability

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

	2023 Actual $	2023 Budget (Unaudited) $	2022 Actual $
No Later than One Year	21,417	18,326	18,326
Later than One Year and no Later than Five Years	33,766	30,574	30,574
Future Finance Charges	(2,985)	(1,307)	(1,307)
	52,198	47,593	47,593
Represented by:			
Finance lease liability - Current	19,542	17,308	17,308
Finance lease liability - Non current	32,656	30,285	30,285
	52,198	47,593	47,593

16. Funds Held in Trust

	2023 Actual $	2023 Budget (Unaudited) $	2022 Actual $
Funds Held in Trust on Behalf of Third Parties - Current	195,506	128,208	128,208
	195,506	128,208	128,208

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

17. 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 (Roman Catholic Archbishop of the Archdiocese of Wellington) 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 1.3. 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".

18. Remuneration

Key management personnel compensation

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

	2023 Actual $	2022 Actual $
Board Members		
Remuneration	4,175	4,285
Leadership Team		
Remuneration	569,252	505,966
Full-time equivalent members	4.00	4.00
Total key management personnel remuneration	573,427	510,251

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

Principal

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

	2023 Actual $000	2022 Actual $000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	170 - 180	160-170
Benefits and Other Emoluments	4 - 5	4 - 5
Termination Benefits	0 - 0	0 - 0

Other Employees

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

Remuneration $000	2023 FTE Number	2022 FTE Number
100 -110	7.00	10.00
110 -120	7.00	3.00
120 - 130	5.00	1.00
120 - 130	1.00	-
	20.00	14.00

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

19. Compensation and Other Benefits Upon Leaving

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

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

20. Contingencies

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

Holidays Act Compliance – schools payroll

The Ministry of Education performs payroll processing and payments on behalf of boards, through payroll service 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 Settlement Wash Up amounts

In 2023 the Ministry of Education provided additional funding for non-teaching collective and pay equity agreements. The School is yet to receive a final wash up that adjusts the estimated quarterly instalments for the actual eligible staff members employed in 2023. The Ministry is in the process of determining wash up payments or receipts for the year ended 31 December 2023 however as at the reporting date this amount had not been calculated and therefore is not recorded in these financial statements.

21. Commitments

(a) Capital Commitments

As at 31 December 2023 the Board has not entered into any capital commitments.

(b) Operating Commitments

As at 31 December 2023 the Board has not entered into any operating contracts.

(Operating commitments at 31 December 2022: nil)

22. Financial Instruments

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

Financial assets measured at amortised cost

	2023 Actual $	2023 Budget (Unaudited) $	2022 Actual $
Cash and Cash Equivalents	148,831	302,946	211,348
Receivables	469,966	472,877	472,877
Investments - Term Deposits	1,317,393	705,210	705,210
Total Financial assets measured at amortised cost	1,936,190	1,481,033	1,389,435

Financial liabilities measured at amortised cost

	2023 Actual $	2023 Budget (Unaudited) $	2022 Actual $
Payables	638,128	487,564	487,564
Finance Leases	52,198	47,593	47,593
Funds Held in Trust	195,506	128,208	128,208
Total Financial liabilities measured at amortised Cost	885,832	663,365	663,365

23. Events After Balance Date

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

24. Comparatives

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

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INDEPENDENT AUDITOR'S REPORT

To the readers of Garin College's financial statements for the year ended 31 December 2023

The Auditor-General is the auditor of Garin College (the School). The Auditor-General has appointed me, Philip Sinclair, 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 3 to 17, that comprise the statement of financial position as at 31 December 2023, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

a) present fairly, in all material respects:

- its financial position as at 31 December 2023; and
- its financial performance and cash flows for the year then ended; and

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 30 May 2024. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

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

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

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

The Board's responsibilities 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 comprises the information included list of all school board members, statement of variance, evaluation of the school's students' progress and achievement, report on how the school has given effect to Te Tiriti o Waitangi, statement of compliance with good employer policy, and statement of kiwisport funding, 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.

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

Philip Sinclair
Crowe New Zealand Audit Partnership
On behalf of the Auditor-General
Nelson, New Zealand

GARIN COLLEGE
Annual Report
Analysis of Variance 2023/24 Cycle

School Number	6975
Principal	John Maguire
Garin College Board Presiding Member	Ros Allen-Hall
Garin College 35 Champion Road Richmond Nelson 7072 Contact 03 543 9480	Date 31 March 2024

Strategic Objective Wairua ora - Wellbeing			
Aim - Garin Community are committed to schoolwide spiritual formation and strength-based wellbeing, living meaningful relationships for success.			
Annual Objective - Strengthen Wā Whānau			
1. Wā whanau is recognised as a key vehicle for the promotion of agency in our students' learning, wellbeing and community outreach as per Vision "Our graduate students will be Christ-centered people of faith who action this through love and wisdom within their community".			
Actions (what did we do?)	Outcome (what happened)	Reason for the variance (why did it happen?)	Evaluation (where to next?)
1.1 .Central Funded PLD **-** Impact Ed - Curriculum Review. 100 hours, Feb 2023 - July 2023 Focus is on reviewing our current programmes and how they incorporate the graduate profile, special character, our school wellbeing model and how Te Aho reporting is used, prioritising whānau. Heads of Faculty lead for deeper engagement, review and development within faculty learning areas.	ImpactED Central Funded PLD / 2 years 2023/24 support within school curriculum review/inquiry, 3 x HOF and facilitator workshops enable collaborative inquiry into the meaning and significance of the Graduate profile informing curriculum design in Garin College, review of Te Aho reporting. Review of Te Aho Reporting - ● Learner wellbeing focus, recognising the interconnection between the three dimensions within the College Strategic Plan - Learning, Wellbeing and Whānau ● Maintain the 3 weekly learner engagement reporting cycle, ● Establish consistent compliance with the reporting cycle for subject teachers to ensure a minimum 80% - 90% complete data set for each learner each three week cycle. ● Establish a school wide reporting Format - 'Te Aho Lesson Engagement Rubric' consistency focus on Lesson Engagement = Classroom focus, Communication, Punctuality and Contribution to Class and in Groups (1. Mindset for learning, 2. Self management, 3. Participation and Contribution, 4. On time and ready for learning)	**Met - no variance noted**	Promote to Teachers, Learners and Whānau the importance of timely and responsive Te Aho reporting - assessment for learning practice. Implement the 2024 Te Aho Lesson Engagement Rubric. Track and monitor learner engagement on classroom, and evaluate overall school engagement via Te Aho
2. Coherence is emerging and building as the Garin Graduate Profile is brought to life through iterative processes for improved student learning outcomes.			
Actions (what did we do?)	Outcome (what happened)	Reason for the variance (why did it happen?)	Evaluation (where to next?)

2.1. The Graduate Profile is refined in practice and embedded through consultation with HOF and faculty within the curriculum review process	Outcome of review identifies the significance and relevance of the Graduate Profile for Garin Learners that is aligned to the Mission, Vision and Values of the College. Through the review faculty awareness of the graduate Profile has lifted and is further embedded in guiding curriculum design and implementation.	**Met - no variance noted**	Maintain emphasis and visibility of Graduate Profile in schoolwide design for learning and evaluation of learner outcomes.
3. Embedding within school wide practice the Garin strengths based wellbeing model, and enhanced learning opportunity through agency are fundamental for student success within the scope of the Graduate Learner Profile.			
Actions (what did we do)	Outcome (what happened)	Reason for the variance (why did it happen?)	Evaluation (where to next?)
3.1 **The wellbeing model** is refined in practice and embedded through consultation with HOF and faculty within the curriculum review process	Year Level Deans, teachers applied and embedded the application of restorative practice and strengths based wellbeing into practice and within the management of student pastoral care and wellbeing. Garin College Wellbeing Model is defined - capturing Te Whāre Tapa wha - Strengths based well being - Catholic Special Character - Garin Values, Graduate Profile. All were developed through consultation and embedded within the Garin Wellbeing model poster Links to the Te Whare Tapa Wha Model, restorative practice, behaviour management plan and values were taught and promoted with staff and students. Consistent messaging about strength based well-being to be used and restorative practices in our conversations with all learners. Wellbeing Model elements - wellbeing strategies are promoted within assemblies, whānau and classroom by teachers.	**Met - no variance noted**	Continue to Strengthen school wide *(learner, teacher, staff, parents and whānau)* capability to connect and engage in upholding the dignity and the mana of all our learners through deepening knowledge, understanding and application of the Garin Values and Garin Wellbeing Model in the daily life of the College ● Make conscious and deliberate the application of Strengths Based Practices - school wide application of Character strengths in all engagements with learners and Whānau and amongst Colleagues.
4. Promote learner engagement and success in schooling through improved attendance.			
4.1 Review learner attendance data to identify trends, patterns to address concerns relating to significantly low evidence for regular attendance data. Assess our attendance record for alignment to MOE requirements. Gain parent and learner voice on attendance,Explore enhanced actions, interventions to promote attendance, Implement	Term 1 2023 Attendance management Business as Usual and emphasis on data monitoring and follow up on attendance netted a regular attendance result of 60.1 % well above the regular attendance rates attained in the 'Every Day Matters' Data from 2022- of 34.23% - Term 2 - Significant increase on community transmission of Covid and general winter ills and the PPTA strikes / rostering home saw a decline in attendance continuity.	**Not Met - significant negative variance.** Due to competing factors in schooling throughout 2023 leadership focus and understanding of the significant shifts in absenteeism from term 1 were not identified and captured as review and analysis of schoolwide data aligned to the MOE attendance Strategy 2022 was not fully understood or applied	Promote attendance ' Attendance Matters' theme, raise Student and parent awareness of the impact of absenteeism on learning and schooling (ERO research national data findings) Appoint RRF Attendance Coordinator Assistant - establish responsive data accessibility and availability, align data

actions, apply MOE funding, engage improved attendance services.	Attendance management systems remained in place and applied in terms 2,3,4. Review of data holidays in term time while appearing significant was not identified as a significant impact less than 2% on school overall attendance data. Term 3 RRF - MOE Regional Resource Funding - Via Kāhui Ako applied to Internal appointment Attendance Support Coordinator - Goals set for this role is to lift the level of student attendance in the target group Moderately Absent - attending more than 70% up to 80% - which was made up of approx 45 students, representing = 7.5% of roll. This intervention provided some positive movement in attendance from moderate attendance to irregular attendance with no significant shift in Regular attendance	in practice. Reliance on 'Every Day Matters' end of term respective data did not allow for timely intervention with students and Whānau to capture and turn absenteeism around. Refer to Attendance Target Attendance below.	capture fortnightly to the 'Every Day Matters Data' to provide SLT and Deans with timely and accurate data. Connect with Nelson Regional Attendance Service Tāpitomata and engage more actively in the service. Engage a leadership inquiry into student absenteeism from school explore in our Garin context factors influencing learner absenteeism, reference the impacts of absenteeism on the learners and factors within the control of Garin, learners and community to influence and lead change for enhanced learner attendance, engagement, wellbeing, achievement and success. Aspire to Annual Attendance Target 2024 ● Regular Attendance 70% ● Irregular Attendance 19% ● Moderate Attendance 6% ● Chronic Absence 5%
5. Te Wahi Hauora student health and counselling service is providing comprehensive and culturally responsive service for our rangatahi.			
5.1 Proactively resource the counselling service through appointed leadership role, counselling hours available to meet demand, active termly self review of student needs and responsive service, engage in second year Y9 Travellers programme, Y12 student mentor programme for learner transition, Y13 student leader additional YCL programme, active student Health and Wellbeing leaders and committee integrated wellbeing focus across the year	In 2023 - Te Wahi Hauora received an increase in teacher salaried counselling to 1.5 FTTE in line with resourcing to support a comprehensive service ; ➢ Counsellor / Teacher Full Time Permanent 1.0FTTE ➢ Counsellor / Teacher Part Time Permanent .233FTTE ➢ Counsellor / Contractor 2022 - 6.75 Hours / Week (.27 FTTE) ➢ Counsellor PLD and PGC opportunities engaged and Supervision ➢ NMIT 3 Year counselling student(Male) 1 Day /Week (.2 FTTE) ➢ Appointed Counselling Leadership MU - following evaluation ov 2 year counselling project ➢ Maintain Termly reporting and data analysis to inform internal review and developments within the Counselling. ➢ Year 9 Learner Induction enhanced through Year	**Met - no variance noted**	● The development of the **mana enhancing model** Key staff collaborating to develop and refine the mana enhancement model for learners and the mechanisms for identifying the learners who will best succeed within this specialised and targeted intervention. ● Targeted staff developed in the implementation of the mana enhancement programme for learners ● Student leadership and collaborative planning between staff, parents and community providing a broad and diverse range of opportunities for learners to engage in events, activities, culture. sport, and arts.

	12 Mentoring / Leadership support - learners very responsive to this and mana enhancing for the year 12 Mentors. ➢ Leaders x 12 attended December YCL leadership training, March 23 a further 23 Year 13 student leadership Captains (including Hauora Health and Wellbeing) engaged in the YCL youth leadership development day - this was the second year and review identifies success outcomes and support to embed this in 2024 as comprehensive programme supporting student lead leadership in the college.		● Develop KAMAR data to include records of incidents of Racism, discrimination and bullying. ● Robust attendance management systems and processes are developing to ensure attendance intervention is timely support and intervention for learners for enhanced school engagement and learner outcomes.

Strategic Objective Ako - Learning
Aim - Garin Learners maximise Learning opportunity and outcome through learner agency, high quality teaching and faith-based learning
Annual Objective - Ako
6. Embed the accelerated Y9 literacy and numeracy programme enabling learners to access the broader curriculum. Improved literacy attainment for learners through development within subject specific literacy and schoolwide literacy strategies aligned with NCEA Review co-requisite assessment and Curriculum Refresh.

Actions (what did we do?)	Outcome (what happened)	Reason for the variance (why did it happen?)	Evaluation (where to next?)
6. **Build on the 2022 literacy numeracy review of 2022/2023** literacy/numeracy project, develop WST role to ensure coverage and acceleration of learners in Y9 to appropriate asTTle levels for success accessing curriculum and NCEA Co-requisite Y10 and Y11 2024.	The **2022/2023** Literacy and Numeracy Project was completed at the end of the 2023 College year, having been running for two years following the 2021 review of the Year 9 and 10 Accelerated Literacy and Numeracy programme. Transition data for year 9 new entrant learners was showing over time an increasing number of students entering Year 9 at literacy and Numeracy levels at or below NZC level 4. ● **Review of the Curriculum Project -** identifies that significant focus be applied to raising Literacy and Numeracy levels for year 9 learners,. ● Resourcing applied effectively through targeted intervention at year 9 by reducing the impacts on learner engagement in core subject learning ● Intentional Parent and student communication and hui to destigmatize learning for learners through active promotion of the value of acquiring and developing Literacy and Numeracy strategies in learners by year 9. ● Supporting learners below asTTle 3b in year 9 through targeted Teacher Aide within core classes. ● Evaluation Associates - Learner Agency. 90 hours. Beginning Feb 2023 - Dec 2023. Focus is on continuing to develop learner agency through the assessment for learning archway. ● Teacher PLD to engage school wide development in subject specific literacy,	**Met - no variance noted**	**S**chool Wide Literacy and Numeracy strategies collaboratively developed within learning area Faculties developed to be applied across learning areas within the college. ● Appointed Permanent position Within School Teacher - Literacy and Numeracy Coordinator. ● Appointment of Permanent Teaching roles in Literacy and Numeracy. ● Embedding Year 9 Literacy and Numeracy classes in the learning programme. ● Re-appoint the Co-requisite Numeracy and Literacy curriculum leads in Maths and English to ensure co-requisite content coverage of content for all learners. ● Embedding of the Year 9 Accelerated Literacy and Numeracy learning programme ● Teachers engage in evidence research and practice with teaching colleagues within faculty and across faculty to explore and develop learning strategies and pedagogy to engage learners in application of literacy and Numeracy Strategies within their learning across all their subject areas.
7. The Graduate profile provides a touchstone for the design of Garin junior and senior curriculum where learner agency is stimulated through learner independence in learner capability review, self reporting and student led conferences. Staff are developed as coaches to support the design of learning enabling the graduate learner profile to flourish in our learners			
Actions (what did we do?)	Outcome (what happened)	Reason for the variance (why did it happen?)	Evaluation (where to next?)
7.1 The Graduate Profile is refined in practice and embedded through consultation with HOF and faculty within the curriculum review process.	ImpactED Central Funded PLD / 2 years 2023/24 support within school curriculum review/inquiry, 3 x HOF and facilitator workshops enable collaborative inquiry into the meaning and significance of the Graduate profile informing curriculum design in Garin College. The inquiry led to the development and presentation of possible scenarios for Garin timetable that would promote the key elements for effective learner aspirations within the Graduate Profile.	**Met - no variance noted**	To ensure the visual representation and cultural language within the Graduate Profile accurately reflect cultural needs and meanings for Māori - Formalise the final Design for the presentation of the Graduate Profile, Promote and implement in 2024.

	(The findings and models for timetabling to meet strategic needs.) Outcome of review identifies the significance and relevance of the Graduate Profile for Garin Learners that is aligned to the Mission, Vision and Values of the College. Through the review faculty awareness of the graduate Profile has lifted and is further embedded in guiding curriculum design and implementation.		
8. Teacher Professional Growth Cycle promotes active teacher engagement in professional growth			
Actions (what did we do)	Outcome (what happened)	Reason for the variance (why did it happen?)	Evaluation (where to next?)
8. Staff engage in development of skills and capacity for coaching colleagues through effective **Trust Based Conversations - promoting Professional Growth and improved Learner outcomes** as informed by the Graduate profile. Evaluation Associates - Learner Agency.	Evaluation Associates - Learner Agency. 90 hours Central Funded project in final year of 3 year project. Continue the development of learner agency through the assessment for learning archway, specifically developing teacher reflection using trust based conversations. All teaching staff through teacher only day and a smaller focus group of 15 teachers throughout the year in smaller group PD established a nest for increased application of TBC. Relief resourcing was increased in 2023 to facilitate the availability of teachers to engage in the learning and growth cycle. Teachers within each of the 9 Curriculum learning areas engaged in the 2 X NCEA Curriculum and Assessment TOD days 2023, Within school Teachers (WST) Literacy Coordinator and appointed Co - Requisite leads in Literacy and Numeracy engaged in Literacy, communication and Maths Strategy regional PLD focus to support implementation of Literacy and Numeracy co-requisite 2023/24 and schoolwide literacy and numeracy growth in 2024	**Met - no variance noted** - Ongoing project Evaluation Associates to complete final closing of the 3 year project in term 1 2024, approx 10 Hrs Funding remaining if accessible.	The Teacher Professional Growth Cycle (PGC) embeds Trust Based Conversations for an increase in teachers engaging the tool for growth - promoting Professional Growth and improved Learner outcomes • Appointment of two key staff to lead growth in teacher confidence to utilise TBC as a tool for growth • Calendar Planning allows teacher time to engage in PGC with Professional Growth Colleague (tuakana/facilitator) • Subject Specific PLD budget allows faculty/ individual teacher to access learning / growth • Collaborative across curriculum resource bank and synergy is developed and evidenced. • NCEA - Curriculum and Assessment 2 x TOD 2024 - Teachers engage with National and Regional teams to support effective learning /development / implementation of NCEA

Strategic Objective Whāuanngatanga- Community
Aim - Garin community are immersed in effective wider-community relationships through service and mission, inspired by Christ
Annual Objective - Catholic Outreach

9. Meaningful relationships with mana whenua are established promoting college community enhancement of tikanga and te ao Māori for all learners			
Actions (what did we do?)	Outcome (what happened)	Reason for the variance (why did it happen?)	Evaluation (where to next?)
9.1 Through active resourcing and collaborative actions - Teacher PGC in Te reo, tikanga, Mātaurunga Māori, Mana ōrite, Māori Whānau model, Māori Dean Model, WST Kaupapa Māori, Kaitiaki Kaiako Mātauranga Māori, - actively seek Growth.	Parent and learner voice in college life are well received to help inform and shape college culture and the lived experience of all learners. Vision and resourcing. **Re affirm- established roles** - Rangatira of Māori by Māori - Māori Dean, Māori Protocols Kaiarataki, Within School Teacher Kaupapa Māori, Kaiako Whānau Māori **Appointment & Establishment** - Kapa Haka Kaiarataki, Kaiako Whānau Māori, Mātauranga Māori Kaiarataki, **Ngā Amorangi Rōpū** established to ensure student māori leadership was grounded in kaupapa, growth and sustainable. **Appointment** of Māori Parent Representation to the Board. **Teacher and Staff PLD** - Engage in localised curriculum learning moments Kahui Ako connect week and through curriculum refresh TOD's, Teacher only day Matauranga Māori Whakatau Marae T3, Teacher engagement in PGC Tereo / Tikanga Māori learning. Refresh Aotearoa NZ History Curriculum implementation Year 9 & 10 via Social studies **Enhanced consultation procedures** and opportunities to connect with the community are developed and implemented - Throughout 2023 WST Kaupapa Māori regularly connected with Māori Whānau, Iwi through regular Hui-a-Whānau gaining significant voice and connection from Whānau in the life of the College - the inaugural Matariki Hangi lead by Whānau - Taonga to the College was celebrated, Kapa Haka was established in the College through positive resourcing and engagement of Whānau. **Garin History** - review of archives to surface founding of the college to support knowledge of and learning in lour story (localised curriculum) - Our journey as a faith community in Aotearoa - combined learning underpins Te Wharemari o Garin Whakaaro and narrative, including Te Kōhatu Mauri and property development.	**Met - no variance noted**	Meaningful relationships between Garin, mana whenua and Pasifika communities is promoted and established with an enhance the presence of te ao māori and Pasifika expressions throughout the College • Kapa Haka is resourced to support Whānau and Ākonga aspirations for embedded learning through Kapa Haka. To increase learner participation in Kapa Haka to advance Kapa Haka to a confident level to promote participation in Kapa Haka celebration and competition • Mātauranga Māori Kaiarataki resourced with MU and time to promote access and learning for kaiako in cultural competencies and embedded curriculum • Board Cultural Sub Committee established to promote voice and growth on the board toward The Aspirations and Expectations of Te Tauihu. Ka Hikitia – Ka Hāpaitia I The Māori Education Strategy and key documents • Principal, AP and 1 representative from each faculty engage in Tapasa PLD collaboration with Tatai Aho Rau, an education provider aimed at utilising the Tapasa framework to provide a Pasifika lens to support Pacific Island students.

10. The development of the College physical resources is keeping pace with the growing school roll maintaining a top class learning and work environment.			
Actions (what did we do?)	Outcome (what happened)	Reason for the variance (why did it happen?)	Evaluation (where to next?)
10.Commissioning of Te Wharemaru -Shelter and Protection and Development of Native Garden and landscaping. Building school wide awareness and connection with localised curriculum.	Te Wharemaru o Garin was commissioned 30 October on 30 October 2023, "Te waahi tapu o te ako i te Papa Garin - The sacred learning grounds of Father Garin. Attended by Learners, Māori Ākonga, Whānau, Mana whenua, Parish Priest & Chaplan, Parish and Community, Teachers and Support Staff. 6am - Kawanga Whare - Karakia and Blessing, 8.40am Official Opening, catholic blessing and liturgy, "Te Wharemaru O Garin is an incredibly significant property development at Garin College, the many design elements embedded within "Te Wharemaru O Garin embrace Garin's local curriculum of faith and culture informing life, learning and wairua within Garin College. Te Wharemaru is placed central at the entrance, welcoming all into the community and wairua of Garin. Stage 1 2023 landscaping included the placement of the 5 Values rocks about the surrounds of Te Wharemaru Te Wharemaru is now well used by learners, staff, and community as a place to gather, to learn, to celebrate, meet, the space is used extensively before school, at breaks during the day and end of day - including for shelter and protection, used bt teachers and classes randomly each day. House group meetings and year level assemblies.	**Met - no variance noted** Throughout the Design, Development, construction of Te Whare close attention was paid to construction costs and funding streams, the bulk of the costs were absorbed by the EPMP funding with additional funding provided by ADW, GCET (parent donations). Te Wharemaru is complete with no residual. Code of Compliance was issues by NCC February 2023	Te Wharemaru is becoming well established in the college as the functional place to gather/meet both formally and informally, the localised curriculum narrative embedded within the whare is being spoke and learnt - this has been key in the orientation of our year 9 learners 2024 - ● Continue to value the space for both functional and for the wairua of Garin and our learners. ● Development of Native Garden 2024/5 and landscaping/each Whānau Class placing their plant to be nurtured. ● Invite each of the 8 Te Tau Ihu Iwi to share in the space and contribute to the visibility and presence of each Iwi within the land that surrounds Te Whare. ● Develop and include additional seating with the support of Club Garin in the vicinity of Te Whare
11. A sustainable International Student Business Model is embedded focussing recruitment of international students post Covid border restrictions to embrace excellence in learning opportunities and international experience for International students.			
11.Implement the Garin College International Education Strategy 2023 - 2028 maintain 10 EFTS in 2023 and growth in 2024 & 2025 to Max 25 Internationals	International Strategy Enrolment Targets 2023 - 2028 - In 2023 the international Full Time Student Equivalent (FTE) Target was 10 FTE - the end result for the year was 11.1 FTE . This result was generated from a International student headcount of 14 students enrolled in the College during the 2023 school year with a number of these being short term stay students 1 - 3 Terms. To achieve target consideration is given to the variability in the needs of the students for length of stay. The balance is managed to ensure demands on resourcing (rooming and class numbers) and the quality of learning and schooling experience is not compromised for the international and regular students. A good balance was struck in 2023. Recruitment of International Students continued throughout	**Met - + Variance noted** Target 10 FTE, Actual 11.1FTE - with net variation of + 1.1FTE above Target	The international strategy 2023 - 2028 is being applied in a committed and diligent fashion with annual targets being maintained accurately within the international strategy intentions. Fluctuation in head count throughout the year is indicative of recruitment to meet strategy. ● *Maintain 2024 International Roll Target - growing school with restricted resource and classroom space.* ● *In 2024 international student target number is 15 FTE with current international roll indicating a positive variation in 2024 at 15.25FTE. - the gender balance at 50% - seven*

<table>
<tr><td></td><td>2023 and the 2024 international student roll was established with the target if 15 FTE aligned with the International Strategy 2023 - 2028</td><td></td><td>nationalities - 11 in homestay, 5 in Garin hostel.
Ensuring Quality learning and schooling and hostel / homestay experience. ESOL excellence in practice, Teacher Aide mentoring focus.
Enhanced cultural connections and inclusion of all cultures celebration day 2024</td></tr>
</table>

<table>
<tr><th>Measure</th><th colspan="3">Targets for 2023</th></tr>
<tr><td>TARGETS</td><td>TREND</td><td>OUTCOME</td><td>TARGET REACHED</td></tr>
<tr>
<td>Percentage of ākonga attending school regularly (attending more than 90%, an average of 9 days a fortnight)

2023 Target 60%</td>
<td>2019 Attendance Average = 87.8%
2020 Attendance Average = 90.3%
2021 Attendance Average = 86.9%
2022 Attendance Average = 81.175
2023 Attendance Average = 83.62%

2023 Term Data
Attendance Avg Term 1 88.5%
Attendance Avg Term 2 82.4%
Attendance Avg Term 3 80.6%
Attendance Avg Term 4 83.0%

Overall Student attendance 2023 year is recorded as 83.62%</td>
<td>Regular Attendance - attending more than 90% on average in 2022 average for the year across terms 1 -4 42.25%

Table ‘Every Day Matters Data’ EOY 2023 Data Terms 1,2,3,4
<table>
<tr><th>Year</th><th>Term</th><th colspan="4">% of students attending (% of days)</th></tr>
<tr><td></td><td></td><td>90-100</td><td>80-90</td><td>70-80</td><td>0-70</td></tr>
<tr><td>2022</td><td>4</td><td>6.8</td><td>48.0</td><td>25.8</td><td>19.4</td></tr>
<tr><td>2023</td><td>1</td><td>60.1</td><td>26.3</td><td>7.5</td><td>6.1</td></tr>
<tr><td></td><td>2</td><td>34.6</td><td>32.4</td><td>19.9</td><td>13.2</td></tr>
<tr><td></td><td>3</td><td>39.0</td><td>26.5</td><td>13.8</td><td>20.7</td></tr>
<tr><td></td><td>4</td><td>35.3</td><td>34.8</td><td>15.9</td><td>14.0</td></tr>
</table></td>
<td>60 % Target not met

17.25% below the target of 60%. While in term 1 2023 ‘Every Day Matters Data’ indicates Garin Regular attendance to be 60.1 % with Moderate and Chronic close to MOE attendance targets, we recognised a disproportionate number of students in the Irregular 80-90% category. Despite resourcing through the RFF and focus of the attendance officer on identifying and improving this category of attendance, term 2, 3 and 4 Data spiralled to deeply concerning statistical results resulting in the overall poor regular attendance rate of 42.25% with significant increases in Moderate and Chronic absenteeism overall.

In 2024 (RE FOCUS) - To increase attendance and engagement we will engage with the MOE attendance Strategy and Garin leadership Inquiry into attendance as per the 2024 Annual Plan

Aspire to Annual Attendance Target 2024
Regular Attendance 70%
Irregular Attendance 19%
Moderate Attendance 6%
Chronic Absence 5%</td>
</tr>
<tr>
<td>Learners within year 9 Accelerated Literacy will accelerate in Writing toward level 5 by the end of year 10 (Accelerated Progress = 3 asTTle sub levels)

Target 90% of Learners</td>
<td colspan="3">Achievement Yr 9 2022 - Yr 10 2023 Cohort ACL Writing Students
Percentage (%) Changes</td>
</tr>
</table>

ACN	Negative Progress	Increased 1 -2 asTTle sub-levels	Increased 3+ Sub levels	Reached level 5 by end of year 10
Total		13%	87%	52%
Male			100%	
Female		60%	40%	20%
Māori			50%	50%
Pasifika			100%	

Variance - 90%Target Not Met (- 3% Variation)

- 87% of Writing learners made accelerated gains of 3+ asTTle sub levels in years 9 and 10. The range of improvement in sub levels was between 2 to 11 sublevels across this group in their yr 9 and 10 period.
- 52% of these learners achieved Level 5B or above over two years 9 and 10 Reading.
- Only 13% of the cohort did not reach 3+ asTTle steps
- The programme was successful for Maori Ākonga and Pasifika learner achievement. Of these students expected sublevels were gained for one and accelerated to 3+ for the others.
- Given the incoming data, (only one student working in level 4 and the rest below) a target of 90% was very high, but we have made significant progress as 91% are at Level 4 or above and 52% of the group are working above level 5.

Learners within theYear 9 Accelerated Literacy (Reading) classes will make accelerated progress towards Level 5 by the end of Year 10.

Target - 90% of learner progress a minimum of 3 asTTle steps / 1 Level NZC

Achievement Yr 9 2022 - Yr 10 2023 Cohort ACL Reading Students Percentage (%) Acceleration 3 asTTle sub Levels / 2 Years				
ACL	Negative Progress	Increased 1-2 asTTle sub-levels	Increased 3+ Sub levels	Reached level 5 by end of year 10
Total	13%	35%	52%	35%
Male	6%	39%	55%	33%
Female	40%	20%	40%	40%
Māori			100%	100%
Pasifika		50%	50%	0

Variance - 90%Target Not Met (- 38% Variation)

- 52 % of Reading learners made accelerated gains of 3+asTTle sub levels in years 9 and 10.
- 35% of these learners achieved Level 5B or above over two years 9 and 10 Reading. 26% of learners reached level 4A so hopefully in the beginning of their yr 11 year they will reach level 5 and attain the Level 1 NCEA Corequisite
- 48% of the cohort did not reach 3+ asTTle steps
- The programme was successful for Maori and Pasifika students' achievement. Of these students expected sublevels were gained for one and accelerated to 3+ for the others.
- Given the incoming data, (39% of students were working in level 4 and the rest below) a target of 90% was very high, but we have made significant progress as 91% are at Level 4 or above and 52% of the group are working above level 5.

Learners within theYear 9 Accelerated Numeracy classes will make accelerated progress towards Level 5 by the end of Year 10.

Target - 90% of learner progress a minimum of 3 asTTle steps / 1 Level NZC

Achievement Yr 9 2022 - Yr 10 2023
Cohort ACN Students
Percentage (%) Acceleration 3 asTTle sub Levels / 2 Years

ACN (Accelerated Numeracy Cohort)	Negative Progress	Increased 1 -2 asTTle sub-levels	Increased 3+ Sub levels	Reached level 5 by end of year 10	Achieved Co-requisite in 2023 yr 10
Total	5%	14%	24%	57%	38%
Male	-	10%	30%	60%	40%
Female	9%	18%	18%	55%	36%
Māori	100%	100%	-	-	-
Pacifika	-	-	-	-	-

Variance - 90%Target Not Met (- 9 % Variation)

- 81% of Numeracy learners gained an increase of 3 asTTle Sublevels or more toward NCEA asTTle Level 5B or above over years 9 and 10 Numeracy
- 19 % of the cohort did accelerate to 3+ asTTle sub levels -
- It is significant that 38% of this supported Cohort achieved their NCEA Numeracy Corequisite during their Year 10 school year on their first attempt.

Maintain Level 1 NCEA Excellence Endorsement Rate to exceed Decile 8 data

Note - Target Amended - due to first time reporting in 2023 to Equity Index comparative long

Garin Data	*Decile 8 Data*
2018 - 31.5%	***2018 - 23.1%***
2019 - 23.9%	***2019 - 22.6%***
2020 - 18.7%	***2020 -23.6***
2021 - 15.7%	***2021 -23.4%***
2022 - 25%	***2022 - 22.8%***

L1 Excellence	School Equity Index Band (EIBand) Few socioeconomic Barriers
2023 - 18.75%	***2023 - 21.4% %***
	National ***- 16.7%***

Target Not Met (- 2.65% variance)

With a Garin Excellence Endorsement Rate 18.75% the EIBand Target of 21.4% has not been met with a variation of 2.65%. Note Garin Excellent Endorsement Rate exceeded National data by 1.1% - We note the Excellent Endorsement Rates for Girls sat at 33.9% whereas for boys in this Cohort excellent Endorsement

term trend data is against Decile.			rate at 5.7%. **2024 - Target** to lift boys Excellent Endorsement rate by 10% to a Target minimum of 15% boys achieving and Excellent Endorsement in Level 1 NCEA
Maintain Level 2 NCEA Excellence Endorsement to exceed Decile 8 Data **Note - Target Amended - due to first time reporting in 2023 to Equity Index comparative long term trend data is against Decile.**	**Garin Data** **2018 - 38.9%** **2019 - 23.0%** **2020 - 30.1%** **2021 - 15.7%** ***2022 - 19.8%*** ***Decile 8 Data*** ***2018 - 21.0 %*** ***2019 - 20.2%*** ***2020 - 21.7%*** ***2021 - 19.4%*** ***2022 - 19.6%***	L2 Excellence ***2023 - 22.9 %*** School Equity Index Band (EIBand) Few socioeconomic Barriers ***2023 - 19.6%*** National ***- 15%***	**Target - 19.6% Exceeded -** The target has been exceeded by 3.3% and is 7.9% above the national EIBand data.
Improve Level 3 NCEA Excellence Endorsement to exceed Decile 8 Data **Note - Target Amended - due to first time reporting in 2023 to Equity Index comparative long term trend data is against Decile.**	**Garin Data** **2018 - 21.7%** **2019 - 28.8%** **2020 - 22.2%** **2021 - 15.2%** ***2022 - 20.20%*** ***Decile 8 Data*** ***2018 - 15.1%*** ***2019 - 15.9%*** ***2020 - 19.7%*** ***2021 - 17.9%*** ***2022 - 16.6%***	L2 Excellence ***2023 - 9.2%*** School Equity Index Band (EIBand) Few socioeconomic Barriers ***2023 - 15%*** National ***- 13.6%***	**Target Not Met (- 5.8% Variance)** With a Garin Excellence Endorsement Rate 9.2% the EIBand Target of 15% has not been met with a variation of 5.8%. Garin Excellent Endorsement also fell below the National Rate of 13.6% - We note the Excellent Endorsement Rates for Girls sat at 26.4% whereas for boys in this Cohort excellent Endorsement rate at 11.5%. **Level 3 NCEA Targets 2024** Maintain Achievement at 2023 EIB Lift Male Achievement to 2023 EIB + 7.5% on 2023 Lift Excellent Endorsement to 15% 2023 EBI

NCEA L1, L2, L3, UE

Achievement

Garin Overall	School Equity Index Band (EIBand) Few socioeconomic Barriers	Māori	Māori EIBand	European	European EIBand
Level 1 - 74.6%	**72.5%**	**87%**	**67.8%**	**75%**	**74.3%**
Level 2 - 84.7%	**85.6%**	**85.7%**	**80.6%**	**87.4%**	**88.1%**
Level 3 - 81.5%	**80.0%**	**50%**	**75.2%**	**82.9%**	**84.2%**
UE - 61.7%	**65.2%**	**50%**	**58.4%**	**69.7%**	**73.2%**

- Māori Ākonga achievement in L1 &L2 NCEA sits well above Māori EIBand
- Māori Ākonga achievement in L1 exceeds Garin achievement and European Equity Band

NCEA L1, L2, L3 Excellence Endorsement

Garin Overall	School Equity Index Band (EIBand) Few socioeconomic Barriers	Māori Ākonga
Level 1 - 18.7%	**21.4%**	**25%**
Level 2 - 22.9%	**19.6%**	**0%**
Level 3 - 9.2 %	**15%**	**0%**

- Māori Ākonga Excellent Endorsement in L1 NCEA sits well above Garin Overall and EIBand

NCEA L1, L2, L3 Excellence Endorsement

Improve Māori Achievement with Excellence to 2024 Target

Whilst

Maintaining consistency in Māori Achievement with Merit

NCEA Endorsement Year 11 - 13	5 Year Cumulative Achievement with Excellence						
Level 1	Ethnicity	2019	2020	2021	2022	2023	Target 2024
	Māori Excellence	16.7%	7.1%	-	-	25%	+ 20% Consistency
	Māori Merit	16.7%	50%	36.4%	83.3%	25%	+ 35% Consistency
	European Excellence	23.5%	18.6%	17.5%	26%	16.7	+20%
	European Merit	45.9%	48.8%	35.0%	48.1%	36.9%	+35%
Level 2	Ethnicity	2019	2020	2021	2022	2023	Target 2024
	Māori Excellence	11.8%	16.7%	6.3%	8.3%	-	+ 20% Consistency
	Māori Merit	17.6%	33.3%	37.5%	25.0%	71.4%	+ 30% Consistency
	European Excellence	32.5%	22.2%	18.5%	17.6%	24.4%	+20%
	European Merit	32.5%	62.9%	42.4%	33.8%	44.2%	+30%
Level 3	Ethnicity	2019	2020	2021	2022	2023	Target 2024
	Māori Excellence	16.7%	9.1%	20%	8.3%	-	+ 15% Consistency
	Māori Merit	33.3%	27.3%	20%	50%	50%	+ 30% Consistency
	European Excellence	45.8%	35.8%	23.3%	24.3%	22.7%	+15%
	European Merit	36.1%	34.3%	53.4%	45.7%	37.3%	+30%

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

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

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	*Any necessary equipment or working condition requirements identified by the employee are addressed and implemented on a timely basis.*
What is in your equal employment opportunities programme? How have you been fulfilling this programme?	*All EEO criteria are identified at point of employment (or in historical cases via the EEO survey sent out in 2022).* All new employees to Garin College appointed in 2023 provided the Garin EEO Data Collection survey – option to complete the survey or sign they do not wish to complete the survey *As noted above, any work condition requirements are actioned as soon as practicable.*
How do you practise impartial selection of suitably qualified persons for appointment?	*Criteria such as age, gender, ethnicity are not factors in employment.* *Appointment panel members are reinforced with knowledge that appointment is based on most suited person.*
How are you recognising, - The aims and aspirations of Maori, - The employment requirements of Maori, and - Greater involvement of Maori in the Education service?	*Māori representation on appointment panel for key positions.* *Board policies support the development of plans and targets for improving the progress and achievement of Māori students. Nga Kawatau me nga Tumanakotanga o te Te Tauihu (embedded aspirations for Māori with Garin Strategic Plan)* *Māori Staff identified as Māori and supported as Māori* *Māori – Tangata whenua representation on the Garin Board*

How have you enhanced the abilities of individual employees?	*PLD and further training opportunities are identified at point of appointment and also as part of each employees annual review.* Responding to the needs of individual staff as needed when in challenging situations – e.g. health / wellbeing recovery, ensuring entitlements are met, engaging with outside agencies e.g ACC Occupational Therapy as necessary to support employee back into work e.g. reduced hours, FWA, Purchase and implementation of specific equipment to support individual in their work.
How are you recognising the employment requirements of women?	*Considerations for female specific requirements such as, private spaces for nursing mothers, etc. are considered and actioned when and where applicable.* Applying the equity pay agreement mechanisms to ensure pay equity is accessible for all support staff workers.
How are you recognising the employment requirements of persons with disabilities?	*Any equipment or modifications required are addressed in a timely manner. Requirements are identified through the EEO Data Collection or as part of annual review.*

EEO DATA 2023

This report summarises the Equal Employment Opportunities (EEO) statistics for Garin new position applications during the 2023 school year, 28 January 2023 - 27 January 2024. This list is compiled by Garin's EEO officer, John Maguire.

Age

	No of people applied
Under 24 years	2
25-34 years	11
35-44 years	12
45-54 years	12
55-64 years	2
65 and over	1

Ethnicity

	No of people applied
Māori	4
NZ European	29
Pasifika **Nation:**	4 Tonga, Niuea, Fijian
Asian	1
Australian	
MELAA - Latin American/ Middle Eastern/African	3

Not stated	18

Other European	6
Not stated	18

Gender

	No of people applied
M	10
F	36
Non-Binary	
Not stated	18

Disabilities

	No of people applied
Y	2
N	43
Not stated	18

Position data not recorded due to system not set up to record all applicant info:

Counsellor - part time

International TA/ESOL

Maths Teacher

Disabilities

1. Overseas applicant - possible misunderstanding of form
2. Applicant needs a standing desk - supplies own

Position data recorded above:

Attendance Support Co-ordinator - June 2023

HOF Soc Sc 2024

Science Teacher 2024

Lab Mgr + Technician

English .4 fixed term

English .4 permanent

Maths .6 permanent

R E full time permanent

Te Reo teacher

Food Tech

Learning Support Teacher

ELL

Numeracy

Literacy

Lab Mgr + Tech

Social Sc - Commerce

Business Manager

Teacher Aide/s

GARIN COLLEGE
Principal: John Maguire MEdEL, DipTech,NZ Nat Dip Specialist Subjects
35 Champion Road, Richmond, Nelson 7020 New Zealand
Email:achieve@garincollege.ac.nz
Website: www.garincollege.ac.nz
Phone: 64 3 543 9488

Kiwisport Funding

The Kiwisport funding that Garin College received in 2023 was used to support the school's sports programme, which is administered by the Director of Sport.

Students were offered the opportunity to participate in a range of summer and winter sports codes that ran throughout the year, as well as regional secondary school tournaments and various NZSS summer and winter tournament week championship events.

After three pandemic affected years, it was wonderful for our students to have the opportunity to compete in a full calendar year of local, regional, national, and in some cases, international, sports events.

John Maguire
Principal