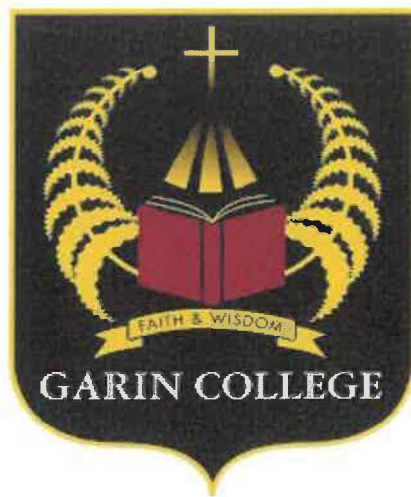




ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2024

School Directory

Ministry Number:	6975
Principal:	John Maguire
School Address:	35 Champion Road, Richmond, Nelson, 7020
School Phone:	03 543 9488
School Email:	achieve@garincollege.ac.nz

Accountant / Service Provider:

Solutions & Services
Collaborative School Administration

GARIN COLLEGE

Annual Financial Statements - For the year ended 31 December 2024

Index

Page	Statement
<u>1</u>	Statement of Responsibility
<u>2</u>	Members of the Board
<u>3</u>	Statement of Comprehensive Revenue and Expense
<u>4</u>	Statement of Changes in Net Assets/Equity
<u>5</u>	Statement of Financial Position
<u>6</u>	Statement of Cash Flows
<u>7 - 18</u>	Notes to the Financial Statements
	Independent Auditor's Report

Garin College

Statement of Responsibility

For the year ended 31 December 2024

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

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

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

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

Roslyn Allen-Hall

Full Name of Presiding Member

[Signature]

Signature of Presiding Member

30/05/2025

Date:

JOHN TERENCE MAGUIRE

Full Name of Principal

[Signature]

Signature of Principal

30/05/2025

Date:

Garin College

Members of the Board

For the year ended 31 December 2024

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	Appointed	Feb 2025
Nich Campbell	Proprietor's Representative	Appointed	Aug 2026
Nadia Hay	Parent Representative	Elected	Oct 2026
Ngaia Richardson	Parent Representative	Selected	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	Nov 2024
Ben Gray	Student Representative	Elected	Nov 2025

Garin College

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2024

		2024	2024	2023
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Revenue				
Government Grants	2	6,837,593	5,495,460	6,584,290
Locally Raised Funds	3	833,169	816,828	683,944
Use of Proprietor's Land and Buildings		1,184,266	1,495,078	1,173,355
Interest		88,571	68,750	60,596
Total Revenue		8,943,599	7,876,116	8,502,185
Expense				
Locally Raised Funds	3	342,325	356,429	265,034
Learning Resources	4	6,320,324	4,989,438	5,997,969
Administration	5	577,021	555,999	513,062
Interest		2,397	2,500	1,991
Property	6	1,643,620	1,982,746	1,651,870
Loss on Disposal of Property, Plant and Equipment		4,442	-	7,313
Total Expense		8,890,129	7,887,112	8,437,239
Net Surplus/(Deficit) for the year		53,470	(10,996)	64,946
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		53,470	(10,996)	64,946

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 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Equity at 1 January		958,529	958,529	730,753
Total comprehensive revenue and expense for the year		53,470	(10,996)	64,946
Contribution - Furniture and Equipment Grant		170,335	75,000	125,329
Contribution - Te Mana Tūhono		-	-	37,501
Equity at 31 December		1,182,334	1,022,533	958,529
Accumulated comprehensive revenue and expense		1,182,334	1,022,533	958,529
Equity at 31 December		1,182,334	1,022,533	958,529

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 2024

		2024	2024	2023
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Current Assets				
Cash and Cash Equivalents	7	113,096	223,093	148,831
Accounts Receivable	8	498,760	469,966	469,966
GST Receivable		31,922	27,652	27,652
Prepayments		93,688	32,299	32,299
Inventories	9	7,815	11,259	11,259
Investments	10	1,521,367	1,317,393	1,317,393
		<u>2,266,648</u>	<u>2,081,662</u>	<u>2,007,400</u>
Current Liabilities				
Accounts Payable	12	695,672	638,128	638,128
Revenue Received in Advance	13	448,351	411,643	411,643
Provision for Cyclical Maintenance	14	25,389	113,053	93,816
Finance Lease Liability	15	19,259	19,542	19,542
Funds held in Trust	16	309,333	297,675	297,675
		<u>1,498,004</u>	<u>1,480,041</u>	<u>1,460,804</u>
Working Capital Surplus		768,644	601,621	546,596
Non-current Assets				
Property, Plant and Equipment	11	600,848	543,590	577,312
		<u>600,848</u>	<u>543,590</u>	<u>577,312</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	14	165,897	90,022	132,723
Finance Lease Liability	15	21,261	32,656	32,656
		<u>187,158</u>	<u>122,678</u>	<u>165,379</u>
Net Assets		<u>1,182,334</u>	<u>1,022,533</u>	<u>958,529</u>
Equity		<u>1,182,334</u>	<u>1,022,533</u>	<u>958,529</u>

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 2024

		2024	2024	2023
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		2,033,031	1,891,325	1,815,139
Locally Raised Funds		499,371	477,866	508,523
International Students		388,220	338,962	456,785
Goods and Services Tax (net)		(4,270)	-	(19,257)
Payments to Employees		(1,544,699)	(1,400,906)	(1,264,710)
Payments to Suppliers		(1,331,839)	(1,277,957)	(1,061,638)
Interest Paid		(2,397)	(2,500)	(1,991)
Interest Received		84,474	68,750	55,743
Net cash from Operating Activities		121,891	95,540	488,594
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(124,030)	(96,278)	(120,356)
Purchase of Investments		(203,974)	-	(612,183)
Net cash (to) Investing Activities		(328,004)	(96,278)	(732,539)
Cash flows from Financing Activities				
Furniture and Equipment Grant		170,335	75,000	125,329
Finance Lease Payments		(11,615)	-	(11,199)
Funds Administered on Behalf of Other Parties		11,658	-	67,298
Net cash from Financing Activities		170,378	75,000	181,428
Net (decrease)/increase in cash and cash equivalents		(35,735)	74,262	(62,517)
Cash and cash equivalents at the beginning of the year	7	148,831	148,831	211,348
Cash and cash equivalents at the end of the year	7	113,096	223,093	148,831

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 2024

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 2024 to 31 December 2024 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

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

Financial Reporting Standards Applied

The Education and Training Act 2020 requires the School, as a Crown entity, to prepare financial statements 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 \$33 million per year. All relevant reduced disclosure concessions have been taken.

Measurement Base

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

Presentation Currency

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

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 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 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 initially recognised at fair value and subsequently measured at amortised cost, using the effective interest method.

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

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

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

2024	2024	2023
Actual	Budget	Actual
\$	(Unaudited)	\$
1,913,142	1,824,711	1,769,572
4,786,402	3,604,135	4,699,267
138,049	66,614	115,451
6,837,593	5,495,460	6,584,290

3. Locally Raised Funds

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

Revenue

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

2024	2024	2023
Actual	Budget	Actual
\$	(Unaudited)	\$
373,388	350,395	333,287
27,376	6,950	7,147
16,632	28,500	41,819
34,898	53,848	45,576
35,850	38,173	49,636
345,025	338,962	206,479
833,169	816,828	683,944

Expenses

Extra Curricular Activities Costs
Trading
Fundraising and Community Grant Costs
International Student - Employee Benefit - Salaries
International Student - Other Expenses

32,814	13,700	13,313
28,185	19,868	30,942
64,660	58,650	51,700
144,070	149,402	107,339
72,596	114,809	61,740
342,325	356,429	265,034

Surplus for the year Locally raised funds

490,844	460,399	418,910
---------	---------	---------

4. Learning Resources

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

2024	2024	2023
Actual	Budget	Actual
\$	(Unaudited)	\$
447,558	407,343	397,477
25,251	500	285
5,699,042	4,413,595	5,475,082
6,410	5,500	8,512
30,396	32,500	24,860
111,667	130,000	91,753
6,320,324	4,989,438	5,997,969

5. Administration

Audit Fees
Board Fees and Expenses
Other Administration Expenses
Employee Benefits - Salaries
Insurance
Service Providers, Contractors and Consultancy

2024	2024	2023
Actual	Budget	Actual
\$	(Unaudited)	\$
16,996	10,000	9,698
5,957	10,485	11,453
95,555	121,059	97,622
395,200	392,605	375,796
17,260	16,450	14,768
46,053	5,400	3,725
577,021	555,999	513,062

6. Property

	2024	2024 Budget (Unaudited)	2023
	Actual \$	\$	Actual \$
Consultancy and Contract Services	163,572	163,700	163,087
Cyclical Maintenance	54,505	45,138	45,024
Adjustment to the Provision	(12,154)	-	(403)
Heat, Light and Water	99,544	106,161	103,303
Repairs and Maintenance	34,511	62,500	53,140
Use of Land and Buildings	1,184,266	1,495,078	1,173,355
Other Property Expenses	60,485	60,730	62,681
Employee Benefits - Salaries	58,891	49,439	51,683
	<u>1,643,620</u>	<u>1,982,746</u>	<u>1,651,870</u>

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

7. Cash and Cash Equivalents

	2024	2024 Budget (Unaudited)	2023
	Actual \$	\$	Actual \$
Bank Accounts	113,096	223,093	148,831
Cash and Cash Equivalents for Statement of Cash Flows	<u>113,096</u>	<u>223,093</u>	<u>148,831</u>

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

Of the \$113,096 Cash and Cash Equivalents, \$14,580 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.

Of the \$113,096 Cash and Cash Equivalents and Investments \$1,521,367, \$309,333 of Funds Held in Trust is held by the School, as disclosed in note 16.

8. Accounts Receivable

	2024	2024 Budget (Unaudited)	2023
	Actual \$	\$	Actual \$
Receivables	5,696	31,862	31,862
Receivables from the Ministry of Education	12,634	28,105	28,105
Interest Receivable	9,865	5,768	5,768
Teacher Salaries Grant Receivable	470,565	404,231	404,231
	<u>498,760</u>	<u>469,966</u>	<u>469,966</u>
Receivables from Exchange Transactions	15,561	37,630	37,630
Receivables from Non-Exchange Transactions	483,199	432,336	432,336
	<u>498,760</u>	<u>469,966</u>	<u>469,966</u>

9. Inventories

	2024	2024 Budget (Unaudited)	2023
	Actual \$	\$	Actual \$
School Uniforms	7,815	11,259	11,259
	<u>7,815</u>	<u>11,259</u>	<u>11,259</u>

10. Investments

The School's investment activities are classified as follows:

	2024	2024 Budget (Unaudited)	2023
	Actual \$	\$	Actual \$
Current Asset			
Short-term Bank Deposits	1,521,367	1,317,393	1,317,393
Total Investments	<u>1,521,367</u>	<u>1,317,393</u>	<u>1,317,393</u>

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2024	\$	\$	\$	\$	\$	\$
Building Improvements	43,273	-	-	-	(1,507)	41,766
Furniture and Equipment	352,284	26,651	(978)	-	(44,078)	333,879
Information and Communication Technology	89,428	96,209	(476)	-	(38,314)	146,847
Motor Vehicles	4,402	-	-	-	(1,057)	3,345
Leased Assets	52,779	9,843	-	-	(21,824)	40,798
Library Resources	35,146	6,942	(2,988)	-	(4,887)	34,213
Balance at 31 December 2024	577,312	139,645	(4,442)	-	(111,667)	600,848

The net carrying value of equipment held under a finance lease is \$40,798 (2023: \$52,779)

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.

	2024 Cost or Valuation	2024 Accumulated Depreciation	2024 Net Book Value	2023 Cost or Valuation	2023 Accumulated Depreciation	2023 Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	51,642	(9,876)	41,766	51,642	(8,369)	43,273
Furniture and Equipment	1,166,668	(832,789)	333,879	1,152,930	(800,646)	352,284
Information and Communication Technology	509,183	(362,336)	146,847	619,944	(530,516)	89,428
Motor Vehicles	18,616	(15,271)	3,345	18,616	(14,214)	4,402
Leased Assets	71,496	(30,698)	40,798	77,340	(24,561)	52,779
Library Resources	91,305	(57,092)	34,213	92,202	(57,056)	35,146
Balance at 31 December	1,908,910	(1,308,062)	600,848	2,012,674	(1,435,362)	577,312

12. Accounts Payable

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Creditors	102,605	107,124	107,124
Accruals	79,066	18,687	18,687
Employee Entitlements - Salaries	487,907	458,835	458,835
Employee Entitlements - Leave Accrual	26,094	53,482	53,482
	695,672	638,128	638,128
Payables for Exchange Transactions	695,672	638,128	638,128
	695,672	638,128	638,128

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Grants in Advance - Ministry of Education	14,580	6,128	6,128
International Student Fees in Advance	374,497	331,302	331,302
Other Revenue in Advance	59,274	74,213	74,213
	448,351	411,643	411,643

14. Provision for Cyclical Maintenance

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Provision at the Start of the Year	226,539	226,539	205,501
Increase to the Provision During the Year	54,505	45,138	45,024
Use of the Provision During the Year	(77,604)	(68,602)	(23,583)
Other Adjustments	(12,154)	-	(403)
Provision at the End of the Year	191,286	203,075	226,539
Cyclical Maintenance - Current	25,389	113,053	93,816
Cyclical Maintenance - Non current	165,897	90,022	132,723
	191,286	203,075	226,539

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:

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
No Later than One Year	20,742	21,417	21,417
Later than One Year	21,777	33,766	33,766
Future Finance Charges	(1,999)	(2,985)	(2,985)
	40,520	52,198	52,198
Represented by:			
Finance lease liability - Current	19,259	19,542	19,542
Finance lease liability - Non current	21,261	32,656	32,656
	40,520	52,198	52,198

16. Funds Held in Trust

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Funds Held in Trust on Behalf of Third Parties - Current	309,333	297,675	297,675
	309,333	297,675	297,675

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 Board members, Principal, Deputy Principals and Heads of Departments.

	2024 Actual \$	2023 Actual \$
<i>Board Members</i>		
Remuneration	5,085	4,175
<i>Leadership Team</i>		
Remuneration	571,129	569,252
Full-time equivalent members	4.00	4.00
Total key management personnel remuneration	576,214	573,427

There are ten members of the Board excluding the Principal. The Board had held eight full meetings of the Board in the year. The Board also has two Finance members and three Property members that meet 9 times a year as well. 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:

	2024 Actual \$000	2023 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	170 - 180	170 - 180
Benefits and Other Emoluments	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	2024 FTE Number	2023 FTE Number
100 - 110	7.00	7.00
110 - 120	8.00	7.00
120 - 130	4.00	5.00
130 - 140	1.00	1.00
	20.00	20.00

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 board members, committee members, or employees during the financial year in relation to that cessation and number of persons to whom all or part of that total was payable was as follows:

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

20. Contingencies

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

Holidays Act Compliance – Schools Payroll

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

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

Pay Equity Settlement Wash Up amounts

In 2024 the Ministry of Education provided additional funding for non-teaching collective and pay equity agreements. At the date of signing the financial statements the School's final entitlement for the year ended 31 December 2024 has not yet been advised. The School has therefore not recognised an asset or a liability regarding this funding wash-up, which is expected to be settled in July 2025.

21. Commitments

(a) Capital Commitments

At 31 December 2024, the Board had entered into capital commitments of \$163,914 (2023:\$nil) :

(b) Operating Commitments

As at 31 December 2024 the Board has not entered into any operating contracts.

(Operating commitments at 31 December 2023: 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

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Cash and Cash Equivalents	113,096	223,093	148,831
Receivables	498,760	469,966	469,966
Investments - Term Deposits	1,521,367	1,317,393	1,317,393
Total Financial assets measured at amortised cost	2,133,223	2,010,452	1,936,190

Financial liabilities measured at amortised cost

	2024	2024	2023
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Payables	695,672	638,128	638,128
Finance Leases	40,520	52,198	52,198
Funds Held in Trust	309,333	297,675	297,675
Total Financial liabilities measured at amortised Cost	1,045,525	988,001	988,001

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.

INDEPENDENT AUDITOR'S REPORT

To the readers of Garin College's financial statements for the year ended 31 December 2024

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

In our opinion the financial statements of the School:

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

Our audit was completed on 30 May 2025. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

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

Findex (Aust) Pty Ltd, trading as Crowe Australasia is a member of Crowe Global, a Swiss verein. Each member firm of Crowe Global is a separate and independent legal entity. Findex (Aust) Pty Ltd and its affiliates are not responsible or liable for any acts or omissions of Crowe Global or any other member of Crowe Global. Crowe Global does not render any professional services and does not have an ownership or partnership interest in Findex (Aust) Pty Ltd.

Services are provided by Crowe New Zealand Audit Partnership an affiliate of Findex (Aust) Pty Ltd.

© 2025 Findex (Aust) Pty Ltd

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

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

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 2024/25 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 2025

Strategic Objective Wairua ora - Wellbeing

Strategic Goal1 - Learners with their whānau are at the centre of education.

W1 - The human dignity and te mana o te tangata of learners are upheld through lived Gospel values and embedded within the Garin Wellbeing Model

Annual Goal - 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

Actions (what did we do?)	Outcome (what happened)	Reason for the variance (why did it happen?)	Evaluation (where to next?)
Provided staff learning moments (staff meetings, Teacher only days, Staff Briefings, reminders and examples of Catholic Teaching, Applied Garin values, Strengths Based wellbeing, Restorative Practice, with alignment within the Garin wellbeing model applied in the college. Provide mentoring and opportunity for staff engagement in PLD and Professional growth in Catholic Character. “Seasons for Growth” grief support, “ Having Life to the Full” Sexuality Education, Student leadership Training - “Young Catholic Leaders Annual Conference” - Coverage of Prayer, Catholic Social Teaching, leading in a catholic Context. Review and refinement of the Garin Graduate Profile - Te Pae Tahiti - ensuring cultural contexts are aligned. Sharing with Learners, Parents and Caregivers key information relating to	Garin College has made significant progress in strengthening its school-wide capability to connect and engage in upholding the dignity and mana of all learners. This was achieved through deepening knowledge, understanding, and application of the Garin Values and the Garin Wellbeing Model within the daily life of the college. There has been a notable positive uptake in learning from teachers and staff, and an increasing capacity to recognize and embed these learnings in their relationships with students.	No Variance	To further enhance these efforts and ensure continued growth, the college will: Continue to structure opportunities for staff to develop practice in application of Garin Values and the Wellbeing Model in their practice. Increase student involvement in the development and implementation of wellbeing initiatives, ensuring their perspectives are reflected. Promote further opportunities for parents and whānau to engage with the Garin Values and Wellbeing Model. Explore formalised peer to peer support networks for both students and staff. Continue to develop the Te Pae Tahiti graduate profile: Continue to ensure that the graduate profile is a living document, and that it is relevant to the

Garin Values, and wellbeing model via enrollment and induction, school newsletter, parent evenings and meetings.			student body.
W2 - Learning opportunities are informed by the needs and aspirations of Ākonga and their communities			
Annual Goal - The engagement of parent and learner voice in college life is valued and well received to help inform and shape college culture and the lived experience of all learners. Enhanced consultation procedures and opportunities to connect with the community are developed and implemented.			
Actions (what did we do?)	Outcome (what happened)	Reason for the variance (why did it happen?)	Evaluation (where to next?)
Teacher Professional Growth Cycle with PAC: The Teacher Professional Growth Cycle was enhanced through the application of Practice Analysis Conversations (PAC). 15 staff members actively engaged in PAC, embedding opportunities for learner voice to inform teacher growth. Tapasā PLD and Talanoa: The Tapasā PLD program, involving 15 staff members, facilitated staff-led Talanoa sessions for Pacific peoples families, fostering deeper relationships and establishing a platform for ongoing dialogue. Hui a Whānau: Regular Hui a Whānau meetings provided a crucial channel for Whānau voice on Ākonga Māori learning and engagement, ensuring their needs and expectations were heard and addressed. Year 13 Graduate Leavers Survey: The annual Year 13 Graduate Leavers Survey provided valuable insights into the student experience, informing future college	We have made a strong commitment to valuing parent and learner voice through the implementation of diverse consultation methods, including the incorporation of learner voice within the Teacher Professional Growth Cycle through PAC. The positive impact of these initiatives, such as the improved toilet/washroom facilities and the informed phone policy, highlights the importance of incorporating stakeholder feedback into college decision-making.	No Variance	Establish clear and consistent feedback loops for parents and learners to provide input on various aspects of college life. Increase opportunities for student representation in college decision-making processes. Ensure that all feedback is acted upon and that the actions are communicated back to the stakeholders. Continue to expand the use of PAC within the teacher growth cycle: Increase the number of staff using PAC, and refine the process to ensure that learner voice is used effectively.

direction and improvements. Student Survey on Toilets/Washrooms: A student survey on toilet/washroom facilities directly led to the implementation of a mid-day cleaning cycle trial, resulting in positive improvements and addressing student concerns. Phone Policy Development: Consultation with parents and students during the development of the phone policy ensured that the policy reflected the needs and perspectives of the school community.			
W3 - Ensure our place of learning is safe, inclusive and free from racism, discrimination and bullying (NELP 1:1)			
Annual Goal - W3.1 –The development of the mana enhancing model so that staff, students and whānau understand the purpose and are able to engage with the model for student success			
Actions (what did we do)	Outcome (what happened)	Reason for the variance (why did it happen?)	Evaluation (where to next?)
Our developing Mana Enhancement Model is focused on promoting student wellbeing and engagement by integrating strengths and values based wellbeing, nurturing strong relationships in school and beyond, emphasising student and whānau voice through coaching, setting goals with the learner, followed up with timely monitoring and review with the student for growth. We rely on identifying suitable learners through feedback from	The Mana Enhancing Model has demonstrated significant success with students exhibiting the capacity for independent engagement and a growth mindset. In 2024, the model was strategically implemented with 10 students, resulting in a 100% success rate: all 10 students showed a marked positive shift in attitude, increased engagement, and improved alignment with Garin Values, leading to enhanced learning and pastoral engagement. Notably, there has been a significant reduction in repeat behavioral	No Variance	Expand Staff & Whānau Training: Prioritize comprehensive training for staff and whānau to ensure widespread understanding and effective support of the Mana Enhancement Model. Broaden Student Access & Support: Refine student identification and referral processes, and implement peer mentoring to increase student participation and support.

whānau, and teacher observations, to help assess individual needs and tailor support, ensuring that the student feels valued and empowered in their learning journeys. In 2024 the model was applied with a targeted number of Year 9 and 10 students and facilitated through the student services team in conjunction with senior leadership. The Mana Enhance Model builds off the Strengths Based Wellbeing Model, Te Whare Tapa Wha, restorative practices and school values - and has as expected been applied to a low number of students who strike the balance of capacity and willingness to engage independently with a growth mindset for change. Students who have engaged in Mana Enhance programme with the specific trained staff have shown positive signs of growth and improved levels of participation and engagement in learning	incidents among these students. This evidence underscores the effectiveness of the tailored, strength-based approach in empowering students and fostering a sense of value and agency in their learning journeys.		Implement Data-Driven Improvement: Establish a robust data collection and evaluation system to track student progress and continuously enhance the model's effectiveness.
W3.2 - Strengthen attendance strategies to improve attendance across the school Increased opportunities for engagement and enjoyment promoting increased attendance.			
In Term 1 of 2024, following the implementation of data-driven interventions, we achieved a regular attendance rate of 61%, a promising initial result. These interventions included transparent communication of attendance targets with students and parents, and the issuance of targeted attendance letters to both moderate and irregular attendees. Students identified as chronically absent received focused monitoring and support,	Refer to % tables below for terms 4,3,2 - Regular attendance in term 1 was 61% - 2024 Garin Regular Attendance was 48.5% - compared to attendance Targets set Aspire to Annual Attendance Target 2024 ● Regular Attendance 70% ● Irregular Attendance 19% ● Moderate Attendance 6%	Not Met - significant negative variance.	To address the significant variance in school attendance and align with the MoE's 2030 target of 80% of students attending 90% of the term, Garin College will implement a Strategic Attendance Turnaround Initiative in 2025. This initiative will focus on: Daily Attendance Monitoring & Reporting: Ensure accurate and timely daily attendance recording using the

addressing barriers to attendance such as illness, medical needs, and mental or emotional challenges. However, from Term 2 onwards, attendance rates declined significantly. Despite the engagement of a data analyst to enhance attendance monitoring tools, these efforts proved ineffective. Subsequently, the Senior Leadership Team (SLT) conducted a thorough review of available monitoring solutions. In Term 3, we procured an annual subscription to P.A.R.R.O.T., a developing tool that provided, for the first time, timely and responsive attendance data. This allowed for targeted interventions based on specific student attendance thresholds, with regular attendance updates communicated to both students and parents.	Chronic Absence 5% Term 4, 3, 2 Attendance Tables How many students regularly attended school this term? Regular Attendance 36% Compared to 32% in Term 4, 2023 Irregular Absence 41% Compared to 36% in Term 4, 2023 Moderate Absence 14% Compared to 17% in Term 4, 2023 Chronic Absence 9% Compared to 15% in Term 4, 2023 How many students regularly attended school this term? Regular Attendance 48% Compared to 39% in Term 3, 2023 Irregular Absence 29% Compared to 27% in Term 3, 2023 Moderate Absence 12% Compared to 14% in Term 3, 2023 Chronic Absence 11% Compared to 21% in Term 3, 2023 How many students regularly attended school this term? Regular Attendance 48% Compared to 34% in Term 2, 2023 Irregular Absence 32% Compared to 32% in Term 2, 2023 Moderate Absence 12% Compared to 20% in Term 2, 2023 Chronic Absence 9% Compared to 13% in Term 2, 2023
--	--

Strategic Objective Ako - Learning
Strategic Goal 2 - Great education opportunities and outcomes are within reach for every learner through quality teaching and leadership.
A1 - To implement Tō Tātou Whakapono the new Religious Education Curriculum demonstrating a commitment to the Catholic social teaching principle of Common Good means working for the good of all people – he painga mā te katoa

Annual Goal - A1.1 - Teacher professional development in the new curriculum is prioritised and accessed. The new Curriculum is being progressively implemented and taught year 9, 10 & 11			
Actions (what did we do?)	Outcome (what happened)	Reason for the variance (why did it happen?)	Evaluation (where to next?)
Enhanced Teaching and Learning: Collaborative moderation, assessment, and targeted PLD have enhanced teaching and learning, supporting students' foundational knowledge and alignment with Levels 1-3 standards.	Progressive Curriculum Implementation: The new curriculum is being progressively implemented and taught across Years 9, 10, and 11. Successful Tō Tātou Whakapono Implementation: Significant gains were made in the implementation of Tō Tātou Whakapono across Years 9-13, building on prior efforts NZQA Level 1 Standards Embedded: Religious Education teachers successfully embedded the new Level 1 NZQA standards in 2024, following years of trial participation, leading to positive student outcomes. Creative Student Expression: Students are expressing their understanding of religious concepts through diverse mediums, including stories, art, and social action. Increased Sacramentality Appreciation: Students are developing a greater appreciation of sacramentality, recognizing the divine in everyday life and strengthening community connections.	No Variance - Progressing	Faculty student achievement Y9, 10 and 11 will be analysed in the 2025 Religious Education Faculty report. Target and goals for 2025 will be set by the faculty following review
A2 - Learning and achievement is enhanced through the comprehensive teacher and professional growth and staff development			
A2.1 - Teacher professional growth cycle embeds the Assessment for Learning Capabilities Matrix and Trust Based Conversation practice.			
Actions (what did we do?)	Outcome (what happened)	Reason for the variance (why did it happen?)	Evaluation (where to next?)

Published Growth Cycle Procedures: Clear and consistent Professional Growth Cycle procedures were published and made accessible to all teaching staff, ensuring uniformity in engagement. Collaborative Learning Time: Dedicated workshops and PGC meeting time were allocated, enabling teachers to collaborate with their Professional Learning Partners and participate in learning groups. PAC Facilitator Support: Appointed and resourced Practice Analysis Conversation (PAC) facilitators provided targeted support, enhancing the application of PAC within the Professional Growth Cycle. Relief Teacher Pool Support: Resourcing through the relief teacher pool ensured staff availability for observations and engagement with their PAC coaches. Culturally Aligned Graduate Profile: The visual representation and cultural language within the Graduate Profile were refined to accurately reflect Māori cultural needs and meanings, with the final design formalized, promoted, and implemented in 2024.	The college has made significant progress in establishing a robust and collaborative Teacher Professional Growth Cycle. The dedicated time for collaboration, the support of PAC facilitators, and the culturally aligned Graduate Profile demonstrate a commitment to both teacher development and cultural sensitivity. Throughout 2024, 15 teachers engaged in the PAC professional development programme with the facilitators. All teachers demonstrated progress in understanding and application of PAC in their professional growth cycle and the capacity to coach others.	Met - no variance noted	To further enhance these initiatives and ensure continued growth, the college will: Provide ongoing training and support for PAC facilitators and participating teachers to deepen their understanding and application of PAC. Develop resources and best practices for using PAC to inform instructional improvement. Explore innovative ways to facilitate collaborative learning among teachers, including peer observations, shared lesson planning, and online platforms. Develop a system to share best teaching practices, that are discovered through the PAC process, with the wider teaching staff. Gather feedback from students, teachers, and whānau on the implementation of the Graduate Profile and make necessary adjustments. Develop strategies to ensure that the Graduate Profile is integrated into all aspects of school life.
A2.2 - School Wide Literacy and Numeracy strategies developed and used across the college.			

Actions (what did we do?)	Outcome (what happened)	Reason for the variance (why did it happen?)	Evaluation (where to next?)
Collaborative Teacher Development: Teachers engage in evidence-based research and collaborative practice to develop literacy and numeracy strategies across all subjects. Targeted Year 9 Intervention: Accelerated Literacy and Numeracy courses are provided for Year 9 students at Asttle Levels 3b, 3p, and 3a. Teacher Aide Support: Teacher Aide support is allocated to core English and Mathematics classes for students below Asttle Level 3. Co-requisite Support: Year 11 and Level 2/3 students lacking co-requisites receive focused support in English classes to achieve Level 1 Literacy and Numeracy.	Annual Target Literacy 2024 Learners within theYear 9 2023 Accelerated Literacy classes (ACL) will make accelerated progress towards Level 5 by the end of Year 10 2024 - 82% of learner progressed a minimum of 3 Asttle steps / 1 Level NZC Annual Target Numeracy 2024 Learners within the Year 9 Accelerated Numeracy 2023 classes will make accelerated progress towards Level 5 by the end of Year 10 2024 - 86% of learners progress a minimum of 3 Asttle steps / 1 Level NZC A Y10 bespoke Structured Literacy Programme was applied to 8 students in year10 who had previously in 2023 engaged in ACL, These students were identified achieving below Level 5 NZC and at risk of underachievement, yet capable of learning and lifting their achievement levels to attain the NCEA Literacy Corequisite. 87.5% of these students achieved NCEA Co-requisite Literacy. The engagement in this target group in Structured Literacy enabled access to theattain Numeracy co-requisite due to the high level of Literacy within the Numeracy Co-requisite. <u>NCEA Corequisite Results- Term 3 2024</u> <u>Reading</u>	Variance - Y9 Literacy 8% of 90% Target Variance - Y9 Numeracy 4% of 90% Target Achieved Annual Target of 80% NCEA Literacy Co-Requisite 82% Achieved + 2% Not Achieved Annual Target of 80% NCEA Co-Requisite Numeracy 79.7% Negative Variance .03% Note - In 2024, the NCEA literacy and numeracy co-requisite saw a 69% achievement rate, with students needing to pass online tests or achieve specific standards in literacy and numeracy to be awarded an NCEA qualification.	Maintain Y9 Accelerated Literacy and Accelerated Numeracy programmes to support learners in the Asttle range 3. Maintain the bespoke structured literacy programme in Y10 for a targeted number of students at risk of underachievement from Y9 ACL 2024 programme Provide a structured Literacy Class in year 11 for Y11 students at risk of underachievement in NCEA Co-requisite achievement.

	Over the two assessment events 279 students from year 10 and 11 were entered and there was a 90% pass rate overall <u>Writing</u> Over the two assessment events 281 students from year 10 and 11 entered and there was 83% overall <u>Numeracy</u> Overall pass rate over the two assessment events of 79.7% of the 168 entered		
A2.3 - NCEA Level 1 new curriculum courses are implemented and the new NZQA assessment standards are implemented. Year 9 and 10 curriculum refresh is established in pedagogy within all learning areas.			
Actions (what did we do?)	Outcome (what happened)	Reason for the variance (why did it happen?)	Evaluation (where to next?)
Teachers and Faculty build from their base professional growth gained in 2022 and 2023 in NCEA change implementation and curriculum review and work collaboratively in transition of learning programmes to align with NCEA Level 1 and curriculum change. Teachers access subject specific PLD and workshops through PLD Budget resourcing.	Subject transition to NCEA L1 and alignment with refreshed curriculum is embedding, students are engaged and successful in learning and assessment, feeling good and functioning well. Teachers are supported and resourced in the change process. Annual Achievement Target 2024 Level 1 NCEA • Target Achieved 80% +5.4% on 2023 • Target Achieved 85.6% • Male Achievement 78% + 14.4% 2023 • Target Achieved 82.9% • Merit Endorsement 39% + 2.7% 2023 • Target Achieved 39.2% • Excellent Endorsement 21.5% + 2.8%	• Level 1 NCEA Achieved - Target Achieved 85.6% + 5.6% • Level 1 Male Achievement - Target Achieved 82.9% + 4.9% • Level 1 Merit Endorsement - Target Achieved 39.2% + .2% • Level 1 Excellence Endorsement - Target Not Achieved 8.8% Minus 11.1% Excellence Endorsement was a significant decrease on target and fell well below previous rates, the main factor we believe is the Transition to the new NCEA L1 alignment with the refreshed curriculum - focus on new coursework and assessment models aligned to achievement/merit	Evaluate the faculty 2024 reports and explore common understandings for the decrease in Excellent endorsements across the year level, it does appear that the certain combinations of standards disadvantaged learners

	● Target Not Achieved 8.8%		
A2.4 - Garin College Curriculum Change review promotes inquiry and development of responsive timetabling and scheduling in 2025/26 to accommodate the demands of the Curriculum refresh, learning and wellbeing needs of Ākonga.			
Actions (what did we do?)	Outcome (what happened)	Reason for the variance (why did it happen?)	Evaluation (where to next?)
Ongoing work with SLT and ImpactEd. Next Aligning the curriculum considerations with attendance statistics with the focus on how we can improve attendance through the systems, structures and programmes within our curriculum.	We continued to work with ImpactEd to review our curriculum. We have made some positive changes to curriculum in the senior school, responding to student interest and available school resources. We are currently reviewing the process for new course proposals and approval as the current system is no longer fit for purpose. The new process will be available and used for 2025.	The demand on change within the New curriculum and NCEA level 1 assessment model along with our school wide focus on Literacy and Numeracy co-requisite drained available resource and time to focus of the broader scope of a review - work will advance on this goal in 2025 / 26	Resource through Within School Kāhui Ako Teacher appointments a collaborative inquiry aligned to the needs of curriculum in 2026 and beyond.
A3 Our Māori Ākonga achievement is co-determined by Whānau, hapū and iwi			
A3.1 - Establishing a regional and Garin Partnership with Pūhoro Stem Academy to implement the Te Urunga Tū – High School Support STEMM Programme – Improving Rangatahi engagement in STEMM – creating opportunities for Māori in STEMM Integrating Mātauranga Māori with the disciplines of Science – Technology – Engineering – Mathematics			
Actions (what did we do)	Outcome (what happened)	Reason for the variance (why did it happen?)	Evaluation (where to next?)
Undertake inquiry in conjunction with Pūhoro, communicate with Te Tau Ihu community of Secondary schools, Iwi, whānau, tertiary providers and other stakeholders. Establish resourcing and a plan for implementation of Te Urunga Tū – High School Support STEM Programme in Garin College 2025	Early inquiries by SLT with Iwi, Whānau & Pūhoro identified that in 2024 the Pūhoro Stem Academy - Te Urunga Tū – High School Support STEMM Programme, would not be established in the Nelson region at this time.	Pūhoro Stem Academy unable to establish programme in Nelson Tasman region	Remain open and pursue the opportunity for 2026 - should Pūhoro be able to launch the programme.

A3.2 All faculty teachers learning areas are developing understanding (Māui – Atamai) of Ngā Kawatau me ngā Tūmanakotanga o Te Tau Ihu – The Aspirations and Expectations of Te Taihū			
Teachers establish goals within their professional growth cycle: Resourcing Mataurangi Māori Teacher role to support teachers in the implementation of localised curriculum - Garin College - Whikaro Whare & Te Wharemaru, resources developed Te ao Māori is integrated within curriculum learning units Developing confidence, fluency and frequency in use of te reo in pedagogy. Localised curriculum resources - KāhuiAko and repertoire of narratives from Kāwai Kōrero is developing	Kaupapa Māori Curriculum Integration: Connections between Kaupapa Māori and curriculum teaching and learning are developing, leading to richer and more culturally relevant educational experiences for ākonga. Improved Pronunciation: Correct pronunciation of Te reo Māori is becoming increasingly natural among ākonga, teachers, and staff, demonstrating a growing commitment to linguistic accuracy. Embedding Iwi Narratives: A repertoire of stories and iwi narratives from Te Taihū Kāwai Kōrero are being embedded into various curriculum areas, deepening students' understanding of local history and culture. Increased Kapa Haka Participation: The increased number of students participating in Kapa Haka reflects a growing interest and engagement in Māori cultural expression.	No Variance - Progressing	Advance Kaupapa Māori Curriculum Integration: Deepen and expand the integration of Kaupapa Māori across all curriculum areas through targeted resources, professional development, and ongoing evaluation. Strengthen Whānau and Iwi Partnerships: Enhance collaboration with whānau and local iwi to ensure their active participation in curriculum development and cultural knowledge sharing. Sustain & Enhance Cultural Engagement: Continue to support and resource Kapa Haka, and measure the impact of Ngā Kawatau me ngā Tūmanakotanga o Te Tau Ihu curriculum integration, to maintain and enhance cultural engagement and understanding.
A3.3 Kapa Haka is valued, resourced and established for Ākonga - cultural safety is maintained and appropriate tikanga in partnership with tangata whenua			
Secured Funding and Resources: Dedicated funding was allocated to support Kapa Haka initiatives. Provided Kapa Haka Tutor and Facilities: A Kapa Haka tutor was employed for Terms 1 and 2, and appropriate rehearsal spaces were secured.	"Garin College has demonstrated a commitment to valuing, resourcing, and establishing Kapa Haka for Ākonga, ensuring cultural safety and appropriate tikanga in partnership with tangata whenua. In 2024, significant resources were allocated, including funding for a Kapa Haka Tutor for two hours per week across 35 weeks, dedicated staff supervision, and prioritized rehearsal space for Terms 1-4. Additionally, in response to student and	Variance noted The availability of the first tutor became scarce in term 2 and the services ceased in term 3 Advertising for a new tutor was undertaken in Term 3 and a new tutor secured for late term 3 and for Term 4	Secure and expand dedicated funding to support increased Kapa Haka tutor hours, ensuring two hours of instruction per week, with 50% of practice time outside the school day. Establish a formal partnership with local tangata whenua to ensure ongoing cultural guidance and develop a

Facilitated Inclusive Participation: Collaborated with Iwi and whānau to establish clear expectations for ākonga engagement, while ensuring no student was disadvantaged in their academic or co-curricular activities due to Kapa Haka participation.	Māori whānau feedback, teachers were directed to support Kapa Haka participation by removing academic barriers during rehearsal times, ensuring equitable access and engagement."	Student numbers participating reduced significantly across the year where we saw numbers participating at 80 ākonga reducing to 30 ākonga over the year	collaborative cultural protocol for Kapa Haka. Implement structured Ākonga development, integrate Kapa Haka into school-wide events and curriculum, and establish a feedback-driven evaluation process to improve the program.
--	---	---	---

Strategic Objective Whānaungatanga- Community

Strategic Goal 3 Learning that is relevant to New Zealanders today and throughout their lives.

Wh1 - Facilitate the daily encounter with Christ – Promoting participation – nā te rourou, nāku te rourou – recognising we each have something unique and important to bring to society

Annual Goal - Ensure that there are opportunities for meaningful and daily “encounter” – prayer, song, appreciation of creation, recognition of the mana/dignity of each person, intentional regular reference to our Catholic faith based, gospel values and traditions

Actions (what did we do?)	Outcome (what happened)	Reason for the variance (why did it happen?)	Evaluation (where to next?)
Staff Briefing Prayer and Reflection Roster: Staff members actively participated in leading prayer and reflection three days a week, fostering a shared spiritual environment among faculty. Tuesday Principal Assemblies: These assemblies included karakia, college prayer, college song, and presentations on monthly special character themes, engaging students with liturgical calendar themes, social justice, and Catholic social teaching.	Garin College has implemented a range of initiatives to ensure meaningful and daily encounters with prayer, song, appreciation of creation, recognition of human dignity, and the intentional integration of Catholic faith-based, gospel values and traditions. These efforts have aimed to embed our Catholic identity into the daily life of the college.	No Variance	To build upon this progress and ensure continued growth, the college will: Further refine prayer and assemblies to foster deeper reflection and personal spiritual growth among students and staff. Empower Student Liturgical Leadership: Increase student participation in planning and leading liturgies.

Thursday Student-Led Assemblies: Whānau classes led prayer and reflection, empowering students to take ownership of their spiritual development. Whānau Class Daily Prayer: Whānau classes incorporated daily prayer three days a week, reinforcing the importance of regular spiritual practice. Lived Garin Values and Wellbeing Practices: Strength-based wellbeing and restorative practices have been integrated into the college culture, reflecting the values of respect and dignity. Celebration of Catholic Traditions: Masses, Eucharist, and liturgies (Ash Wednesday, Easter, ANZAC, and other events) were celebrated, reinforcing the college's Catholic identity. Religious Education Classes: All students participated in timetabled Religious Education classes, ensuring a comprehensive understanding of Catholic faith and tradition. Visibility of Catholic Imagery: Catholic imagery was displayed throughout the college, serving as a constant reminder of the college's faith-based mission. Social Action Initiatives			Provide ongoing resources and training to Whānau class teachers. Extend Catholic Social Teaching into Action: Explore Opportunities for students to engage in social justice initiatives, translating faith into tangible service. Evolve Catholic Imagery and its Pedagogical Use: Continuously evaluate and update Catholic imagery within the college."
--	--	--	---

Wh2 - Whānau connection is valued and prioritised to enhance Garin Community			
Wh2.1 - A safe and inclusive school environment for learners - Increasing self expression of culture and faith through language, culture and service. te reo and tikanga Maori in Catholic karakia, waiata, Miha, liturgy and daily activities			
Actions (what did we do?)	Outcome (what happened)	Reason for the variance (why did it happen?)	Evaluation (where to next?)
Te reo Māori is embedded within all Masses, Liturgies, through prayer and karakia with verses and responses for readers and congregation, these are visually presented in slides for display and reading, School song celebrates Te reo through new waiata being learnt by whole school though assemblies, Within Mass (particularly the Mass for Mahi Toi and Garin Day) prayers of the faithful are read in many languages by our students and staff who are fluent in the particular language. School assemblies embed Karakia led by students and common catholic prayers are prayed in Te Re. College prayer and Song has Te reo embedded	"Garin College has prioritized creating a safe and inclusive school environment where learners feel empowered to express their culture and faith. Throughout the year, significant strides were made in integrating te reo Māori and tikanga Māori into Catholic karakia, waiata, Miha, liturgy, and daily activities, fostering a deeper understanding and appreciation of Māori culture within our Catholic context. This integration has resulted in increased student engagement and a greater sense of belonging. The inaugural Cultural Celebration Day was a huge success, and a demonstration of the student and staff confidence in cultural expression.	No Variance	The college has successfully continued to foster an inclusive environment by embedding te reo Māori and tikanga Māori into its daily practices and celebrations. The positive feedback from students and the success of the Cultural Celebration Day indicate the effectiveness of these initiatives. Actively work to include the languages of Pacific peoples within school gatherings, including assemblies, Masses, and prayer services. This will involve working with students and families to incorporate relevant languages and cultural practices. Ensure that there is adequate support for staff and students to learn and utilise pacific languages in school gatherings.
Wh2.2 - Meaningful relationships between Garin, mana whenua and Pacifika communities is promoted and established with an enhance the presence of te ao māori and Pacifika expressions throughout the College			
Actions (what did we do?)	Outcome (what happened)	Reason for the variance (why did it happen?)	Evaluation (where to next?)

Tapasā PLD (Professional Learning and Development) 2024 Pasifika Talanoa Evening hosted at Garin on 18th September with our Garin College Pasifika families and a number of our 15 staff who this year have been engaged in the Tapasā PLD programme. This will be the first time we have hosted one of these events at Garin college. This was a big occasion which has helped in building and deepening our relationships with Pasifika families at our school. We look forward to Talanoa becoming a regular event on our Calendar for Pasifika families into the future. Upskill all Teaching staff on Pasifika cultural traditions - embed the practice of the Pacific Peoples Culture at our staff meetings - "mala'e". These mats are laid on the floor during formal gatherings, such as meetings, to show respect and signify the importance of the occasion. symbolizing community, unity, and respect. Our Pacific Peoples student leader and Tongan teacher designed and implemented the Uniform Lavalava for all students wishing to wear this, this is a significant inclusive step for our Pacific students Hui a Whānau - led by Mātua has been a regular event on the Calendar throughout 2024, providing Whānau voice on Ākonga Māori learning and engagement at school, needs and expectations from whānau for enhanced outcomes for Ākonga are heard	"Garin College has made significant strides in promoting and establishing meaningful relationships with mana whenua and Pasifika communities, alongside enhancing the presence of te ao Māori and Pasifika expressions throughout the college. Through targeted initiatives and open communication, the college actively engaged students, teachers, staff, parents, and the wider community, fostering a more inclusive and culturally rich environment. A significant highlight of this year was the inaugural 2024 Cultural Celebration Day. This event was extremely successful, showcasing the creativity and confidence of our students and staff in cultural expression through traditional dress, food, music, and dance. The whole-school student and staff participation was outstanding, and the significant support from parents and cultural communities was instrumental in its success."	No Variance	To build upon this progress and ensure continued growth, the college will: Sustain and Expand Tapasā Initiatives: Continue and expand Tapasā PLD to ensure ongoing cultural competency among staff. Embed Pasifika cultural practices into the college's core activities and events. Continue to deepen our relationship with local Mana Whenua, and create more opportunities for collaborative projects. Increase the presence of te ao Māori in the curriculum and college environment. Empower students to continue to lead cultural initiatives, and to have a voice in the direction of future cultural growth.
--	--	---------------------------	---

and where possible acted on. Hui a Whānau is a key facility for effective communication between college and whānau. 2024 Cultural Celebration Day - Inaugural event was extremely successful, creativity, confidence in cultural expression through traditional dress, food, music and dance, whole school student and staff participation was established and the support of Parents and cultural communities was significant. Māori Whānau gifting and supporting our celebrations for Matariki with Hangi - 2023 and 2024 Kapa Haka was budget resourced and active recruitment of Kapa Haka Tutor, ākonga active participation in Kapa Haka			
Wh3 - Enrich and strengthen our relationships through engagement with our Catholic Community			
Wh3.1 - Invitations and participation of our catholic parish and school community to within Garin celebrations and events.			
Actions (what did we do?)	Outcome (what happened)	Reason for the variance (why did it happen?)	Evaluation (where to next?)

Actively promoted (through, Social Media, Newsletter, Website, Parish Newsletter, emails and personal invitations) to parents/caregivers/ parishioners / wider community the opportunity to participate and engage school events College opening Mass, Chrism mass - Collaboration with Parish Priest and Pastoral Committee Catholic Schools Commissioning Mass College / Parish sacramental program refinement and programme for 2024 established collaborative school / parish programme Invitation to our Mass of Creativity. The College/Parish Sacramental programme has grown under the leadership of DRS and the support of the Parish and Priests ➤ Pacific Peoples Celebration of Culture evening Over 200 members of the Community, special guests, dance, music, cultural leadership ➤ 18th September Pasifika Talanoa evening hosted at Garin on with our Garin College Pasifika families ➤ 27 Sept: Pasifika Celebration night - ➤ 24 Oct: Club Garin Colours ➤ 30 Oct: End of Year Mass ➤ 2-4 July: Te Wairua o Ngā Mahi Toi - Spirit of the Arts Festival ➤ 24 July: Parent Info Open Evening ➤ 31 July: Open Day	While attendance fluctuations across events were observed, the consistent and high participation in key celebrations and liturgical events indicates a strong and engaged community. The successful collaboration with the Parish and the growth of the sacramental program highlight a positive trend in strengthening the college's Catholic identity. The increased engagement with the Pasifika community is also a positive outcome. The college's proactive approach to communication and the provision of diverse engagement opportunities contributed to maintaining and enhancing community relationships.	No Variance	To further enhance engagement, the college will continue to: Explore new and innovative ways to engage with diverse community members. Continue to strengthen the collaborative relationship with the Parish. Maintain and improve communication strategies to ensure all community members are informed and invited to participate. Continue to provide our facilities for community use.
---	--	---------------------------	---

➤ 16 August: Mass of Assumption ➤ 20-21 August: Senior Music Nights ➤ 24 August: Garin Ball ➤ 29 August: Sports Awards ➤ Sports Awards ➤ Academic Colours and Sport / awards ➤ Junior Prizegiving ➤ Senior Prizegiving ➤ School buildings and resources made available to community groups and parish groups			
Wh3.2 - Outreach – social action to our community is undertaken and visible.			
Actions (what did we do?)	Outcome (what happened)	Reason for the variance (why did it happen?)	Evaluation (where to next?)
The following list covers many of the College social action events - however is not conclusive Twinkle Scholarships 2025 - Student Schooling Financial Support, Can Drive partnered with Nelson Community. Food Bank. Student Workday Geek week / reading Challenge / dress up day Pink Shirt Day - anti Bullying Campaign	Twinkle Scholarship Program: The Twinkle Scholarship Committee successfully allocated \$112,539 in scholarships, plus \$8,000 in Twinkle Academy Fees, to deserving students for 2025. These scholarships, funded by the Garin College Educational Trust (GCET), provided crucial financial support for uniform costs, camp fees, digital resources, transport, and attendance dues, enabling students to fully participate in Christian Service, Arts and Performing Arts, Sport, and Academic pursuits. Can Drive for Nelson Community Food Bank: Led by Garin Christian Service Leaders and the Justice and Ministry Team, the college community united to collect approximately 20 cartons of goods for the Nelson Community Food Bank, demonstrating a	No Variance	Our social action initiatives have significantly strengthened community visibility and impact, driven by high participation and a strong commitment to social justice. To further enhance these efforts, we will: Increase student leadership in driving social action. Deepen collaborations with community organizations. Implement programs to promote social justice understanding.

Mental Health Awareness Week Slum City - Social Action TOS - Catholic Primary Schools Touch Tournament - St Pauls - Swimming Sports	tangible act of solidarity and support for those in need. Student Work Day Contributions: 50% of the funds raised during the Student Work Day were equally distributed between Caritas and the Community Food Bank, showcasing students' dedication to social justice and community welfare. Geek Week Donation to Nukutere College: Funds raised during the Geek Week dress-up day were donated to Nukutere College in Rarotonga to support the purchase of books for their library, fostering international solidarity and educational support. HMAW Gumboot Day Support: Student Hauora Leaders actively promoted student and staff engagement in Gumboot Day, raising donations for the "I am Hope Foundation" and highlighting the importance of mental health awareness. TOS Catholic Primary Schools Touch Tournament Support: Sixteen Year 9 and 10 students provided coaching and supervision at the TOS Catholic Primary Schools Touch Tournament, demonstrating leadership and mentorship within the wider Catholic community. St. Pauls Swimming Sports Support: Garin College students provided leadership, supervision, and water safety promotion at the St. Pauls Swimming Sports, supporting primary school students in a safe and positive sporting environment.		
---	--	--	--



Te Kāreti o Garin

Strategic Plan 2024 - 2025

Annual Implementation Plan 2025



Te waahi tapu o te ako i te Papa Garin
The sacred learning grounds of Father Garin

Principal Endorsement	John Maguire
Board Endorsement	Ros Allen-Hall
Submission to the Ministry of Education	31 March 2025



TE KĀRETI o GARIN

GARIN COLLEGE

Founded in 2002, Te Kāreti o Garin College is recognised as the Catholic Co-Education Secondary State Integrated College for Te Tau Ihu (top of the South Island), providing excellence in Catholic education for the local urban community and the rural community (Maximum Roll 670). Educating learner's in years 9 to 13, with a roll of approximately 650 students, 14 % identify as Māori with 2% of learners being Pacific peoples. Garin College Hostel provides accommodation for up to 56 borders, with well established connection and relationship throughout the wider community across Te Tau Ihu (top of the South – Nelson/Tasman/ Marlborough/Kaikoura, Buller/Westport) within the Catholic Archdiocese of Wellington. Archbishop Paul Martin S.M. is proprietor of the College. The college has an international student strategy target of 20 international students enrolled in 2025. Throughout the past twenty-three years, Garin College has an established reputation for excellence in education founded in faith and lived gospel values. Garin College places emphasis on establishing positive learner relationships between teacher, student and whānau, promotion and the development of leadership in all learners, learner hauora through strengths based wellbeing and restorative practice, kaupapa Māori, excellence in teaching and learning, mentoring and coaching. Learners are empowered to achieve success in academia, performing arts, kapa haka, sport, culture and leadership endeavours. With an extensive site, facilities and modern buildings an enabling learning environment is well established.





Garin College - Kāreti o Garin – Strategic Plan 2024 – 2025

Motto – Faith & Wisdom

Ko te whakapono, ko te mātauranga, ko te ātua



Mission – We are a Catholic community striving to grow as a centre of excellence for Education and Faith development in Aotearoa

Vision – Our graduate students will be Christ-centred people of faith who action this through love and wisdom within their community

Values – **Generosity** (*Compassionate, Charitable, Selfless, Serving, Kindness*), **Aroha** (*Loving, Compassionate, Mana enhancing, Dignity Respecting, Inclusive*), **Rangimarie** (*Peaceful, Respectful, Merciful, Empathetic, Calm*), **Integrity** (*Honest, Reliable, Respectful, Authentic, Fulfilled*), **New Life** (*Forgiving, Restorative, Hopeful, Renewed, Enlightened*), **Generosity** (*Compassionate, Charitable, Selfless, Serving, Kindness*)

Te Tiriti o Waitangi – Taking responsibility for Te Tiriti o Waitangi through embedding Mātauranga Māori, Mana Ōriti, Tikanga Māori, kaupapa Māori, Te reo – Ngā Kawata me ngā Tūmanakotanga o Te Tau Ihu – The Aspirations and Expectations of Te Tau Ihu

Wairua Ora Wellbeing (Objective NELPS) 1

- Learners with their whānau are at the centre of education.

Strategic Goal

- The human dignity and te mana o te tangata of learners are upheld through lived Gospel values and embedded within the Garin Wellbeing Model
- Learning opportunities are informed by the needs and aspirations of Ākonga and their communities
- Ensure our place of learning is safe, inclusive and free from racism, discrimination and bullying (NELP 1:1)

Ako Learning (Objective NELPS) 2 & 3

- Great education opportunities and outcomes are within reach for every learner through quality teaching and leadership.

Strategic Goals

- To implement Tō Tātou Whakapono the new Religious Education Curriculum demonstrating a commitment to the Catholic social teaching principle of Common Good means working for the good of all people – he painga mā te katoa
- Learning and achievement is enhanced through the comprehensive teacher and professional growth and staff development
- Our Māori Ākonga achievement is co-determined by whānau, hapū and iwi

Whanaungatanga Community (Objective NELPS) 4

- Learning that is relevant to New Zealanders today and throughout their lives.

Strategic Goals

- Facilitate the daily encounter with Christ – Promoting participation – nā te rourou, nāku te rourou – recognising we each have something unique and important to bring to society
- Whānau connection is valued and prioritised to enhance Garin Community
- Enrich and strengthen our relationships through engagement with our Catholic Community



Three essential dimensions woven through Wairua Ora, Ako and Whānaungatanga are;

Mauri ora

Learners are strong and secure in their cultural identity - *mauri ora*.

Sir Mason Durie. Durie (2014, 2016) suggests mauri ora is demonstrated when a person is engaged in positive relationships with others, feels a sense of belonging, is spiritually and emotionally strong, and is positive and energetic. For Māori, this means that success enables them to walk confidently and with mana, in the worlds in which they live, Aotearoa New Zealand and beyond.

Knowing ākonga

Knowing who our learners are – their interests, aspirations, and learning needs. Collecting and analysing assessment data, attendance data, engagement data and pastoral data, listening to the learners' voice, communicating and sharing with parents, families, and whānau to know our learners better. Using achievement and qualitative data to signal students' needs to support inquiry into programme effectiveness and possible areas for change to improve student learning and engagement. Tracking and monitoring systems to inform next steps in student learning for success.

Catholic Character

"Catholic education is above all a question of communicating Christ, of helping to form Christ in the lives of others." Blessed Pope John Paul II,
 "A genuine and ongoing encounter with Christ gives rise to a desire to know more about him and his teaching. Facilitating that encounter is an essential function of the Catholic school. Without it the student will not have a passion for those things which pertain to Christ and Church, and religious education will have little effect on the heart, the mind and the will." (Pg 5 Catholic Education for School Age Children.2014 by the New Zealand Catholic Bishops Conference)



Te Pae Tahiti

Te Kāreti o Garin te ahau o ā tātou ākonga - Garin College Graduate Profile - Te Pae Tahiti - visualises and communicates our shared understanding as learners, teachers, staff, parents, caregivers, whānau and community of what it is that truly shapes our future-orientated ākonga in what they are to become. Te Pae Tahiti describes what it is our community most values and what we believe. Garin ākonga must learn and develop in, ko te whakapono/faith, ko te matauranga/wisdom, to be Christ-centred people of faith who willingly share knowledge, gifts and talents to serve others in the community beyond Garin College. Te Pae Tahiti, shapes and influences our design for learning and schoolwide planning to ensure learner engagement, achievement and success.

Te Taha Whānau

Larger Koru -

Ngā Mātua - Parents.

Also refers to our Ancestral Parents of Ranginui (left) and Papatuanuku (right).

Smaller Koru -

Ngā Tamariki - Children. Also refers to the original children Tane, Tangaroa and others.

The Thick Outer line -

Tangata Whenua me ngā Tāonga Tuku Iho - Māori and their culture and values.

The Thin Inner line -

Family culture and values

Interconnection of The Two Koru -

Ako (Learning) Tipu (Growth) within the family.

Central Pou -

Whakapono, Faith and connection to the spirit of our creator.



Te Kāreti o Garin

Larger Koru -

Ngā Kaiako - Teachers

Also pays respect to our Ancestral Parents of Ranginui (left) and Papatuanuku (right).

Smaller Koru -

Ngā Ākonga - Students

Also pays respect to their children Tane, Tangaroa and others

The Thick Outer line -

Tangata Tiriti me ngā Tikanga - Treaty Partners and their culture.

The Thin Inner line -

School culture and values

Interconnection of the two koru - Ako (Learning) Tipu (Growth) between teachers and students.

Central Pou -

Whakapono, Faith and connection to the spirit of our creator in school.

Whakapono	Hauora	Tikanga	Ako	Manaakitanga
• Lives the Garin College values • Respects the dignity of each individual • Lives by the gospel values and catholic social teaching principles	• Carries a strong sense of belonging and purpose • Develops interpersonal skills to have positive relationships with others • Aims for optimal physical, social, mental and spiritual health	• Respects Te Reo Māori and tikanga Māori • Honours Te Tiriti by acting on its principles to contribute to a more equitable Aotearoa • Celebrates their cultural identity and their place in the world	• Demonstrates self motivation and resilience in learning • Embraces learning opportunities and academic challenges • Thinks creatively and reflectively about their learning • Strives for excellence in learning	• Acts as a confident, productive and responsible citizen • Develops environmental sustainability • Participates respectfully in the digital world • Uplifts the mana of all

TE TIRITI o WAITANGI - Māori achieving as Māori

Kāreti o Garin e acknowledges Te Tiriti o Waitangi through embedding Mātauranga Māori, Mana Ōriti, Tikanga Māori, Kaupapa Māori, Te reo – alignment with Ngā Kawatau me ngā Tūmanakotanga o Te Tauihu – The Aspirations and Expectations of Te Tauihu. Ka Hikitia – Ka Hāpaitia I The Māori Education Strategy, Tātaiako: Cultural Competencies for Teachers of Māori Learners, (*Garin College Strategic Plan*)

Appointed Rangatira of Māori by Māori - Māori Dean, Mātauranga Māori Kaiarataki, Māori Protocols Kaiarataki, Within School Teacher Kaupapa Māori, Kapa Haka Kaiarataki, Kaiako Whānau Māori – Resourcing, Te reo learning Whare Te Rongoā o Aotearoa and Te Wharemaru o Garin

Nga Amorangi - student leadership, Māori Study Y11 - 13, Te reo Māori Y9 - 13 learning

Providing professional development opportunities for staff in te reo me ōnā tikanga Māori - Strengthening the development of a localised, culturally responsive curriculum across all learning areas and at all year levels

Opportunities for contextual learning through - powhiri, mihi whakatau, te reo all year 9 and choice Y10 – 13, celebrating of Te Wiki o te Reo Māori, developing te reo frequency and fluency schoolwide through embedded te reo in prayer, liturgy, mass and all gatherings, waiata, kapa haka and performance, regular hui-a-whānau, celebration matariki hangi, developing recognition and confidence of the use of te reo me ōnā tikanga Māori within day-to-day school life.



Garin values - Generosity, Aroha, Rangimarie, Integrity, New Life, our values are grounded, foundational, solid and immovable. The prominent māori carved facade and beneath the whare structure, ākonga will recognise and connect with māori cultural identity, bi-cultural identity and multicultural identity embracing mana whenua. Te Wharemaru O Garin makes visible our embrace of Te Ao Māori, Mātauranga Māori and Mana Ōriti for Māori ākonga. Te Wharemaru O Garin protects and brings to life and celebration the Catholic faith tradition of Garin College, faith and wisdom in Karaiti and Atua, the journey of faith and education in Aotearoa inspired by Bishop Pompallier (at rest Motuti, Hokianga), Father Garin (at rest Wakapuaka), Suzanne Aubert, Euphrase Barbier, St Mary McKillop, Catherine McAuley, the Garin College place and history in the Archdiocese of Wellington and Te tau ihu (top of the south) - Te Wharekura O Garin protects and speaks to our Garin story in Aotearoa, our community of faith, ako, hauora, manaakitanga - our tūrangawaewae - our place to stand. Te Mauri Tapu - Religious Education Centre - 4 new classrooms and courtyard - Kawanga whare, blessing and commissioning Feb 2025.

CULTURAL DIVERSITY

E ngā hoa aroha, ki te mea i pēnei te aroha o te Atua ki a tātou, he tika anō hoki kia aroha tātou tētahi ki tētahi.

Beloved, if God so loved us, we also ought to love one another. (1 John 4:11)

At Garin College, we hold high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures. (NELP 1, Priority 2).

In our teaching, our Teachers will interpret and adapt curriculum to be responsive to the needs of all learners in their classes, enabling learners to acquire the knowledge, skills, and attitudes to equip them for life in a multicultural world.

At Garin we value pedagogy that supports learners to understand and respect diverse viewpoints, values, customs and languages. We recognise that ethnicity is but one characteristic that contributes to diversity, and that cultural diversity occurs within ethnic groups.

Garin College aims to ensure that for all learners, regular students, international students and international exchange students;

- Teachers strive to reduce barriers to education for all cultures, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs;
- Teachers professional growth includes the development of Cultural Competencies for Teachers of Māori and Pasifika Learners - aligned within Tātaiako – cultural competencies for teachers of Māori learners and Tapasā – cultural competencies for teachers of Pacific learners;
- Learning programmes and classroom environments incorporate cultural contexts relevant to learners;
- Teachers demonstrate awareness of their own culturally-based beliefs and practices and how these play out in the classroom and teaching practice;
- Diversity within cultures is recognised, for example: gender, socio-economic background, religion and talent;
- The school celebrates diversity through practical opportunities to share language and cultural experiences;
- All students feel safe to express their cultural values and beliefs in the classroom; and student leadership in culture is promoted;
- All learners are treated with respect and dignity and will actively work towards maximizing the potential of each student irrespective of cultural backgrounds.

EQUAL EMPLOYMENT

Garin College confirms that we operate a personnel policy that complies with the principle of being a good employer. This policy (including the equal employment opportunities programme) is available to our employees and we confirm compliance with that policy.

SUPPORTING DOCUMENTATION

The following documentation supports us in providing a curriculum that meets the needs of our students and the expectations of our community:

- National Educational and Learning Priorities
- Ka Hikitia – Ka Hāpaitia (Māori Education Strategy) & The Pasifika Education Plan (PEP) (Pasifika learners enjoy educational success as Pasifika.)
- Curriculum – the New Zealand Curriculum, NZC Relationships & Sexuality Ed, Tō Tātou Whakapono - RE Curriculum for NZ Schools, NZBC Framing Doc Sexuality Ed
- Ngā Kawatau me Ngā Tūmanakotanga o Te Taihū – The Aspirations and Expectations of Te Taihū
- Reporting Policy and Assessment Procedures
- Learning Support Procedures and Guidelines
- Gifted and Talented Guidelines
- Inclusion Guidelines
- Curriculum Policy, Assessment Policy
- Learning Area Schemes

The following documentation supports us in encouraging our teachers to be excellent practitioners:

- Annual Professional Learning and Development Plan;
- Our Code our Standards - standards for ethical behaviour that are expected of every teacher, Code of Ethics Staff and Board of New Zealand Catholic Schools
- Teacher Registration, Professional Growth Cycle, Inquiry model, Support Staff Appraisal, Staff Induction Procedure and Beginning Teacher Induction and Mentoring

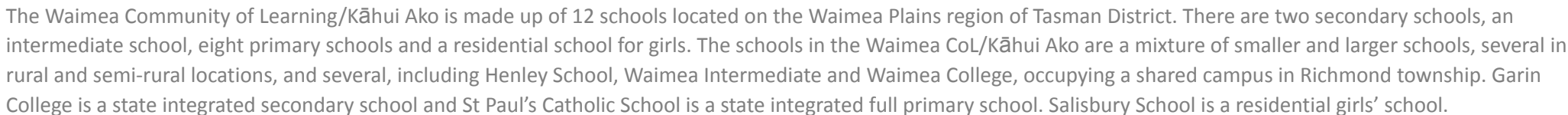
The following documentation supports us in fostering excellence in school organisation:

- Annual Budget
- Policy and Procedures for controlling and monitoring expenditure
- Ten Year Property Plan, Cyclical Maintenance Plan;
- Programme of self-review/evaluation
- Health and Safety Policy and Procedures

The following documentation supports us in fostering positive community partnerships:

- Community Consultation Procedures
- Consultation and engagement with the school's Māori community
- Top of the South Trades Academy Strategic Plan

All school policy and procedure documents can be accessed via [www.school docs.co.nz](http://www.schooldocs.co.nz). **Username:** garincollege **Password:** achieve

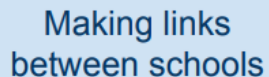
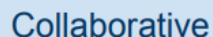
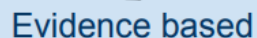


Waimea Kāhui Ako – Strategic Plan - Garin College will continue to align our goals to link in with overarching Kāhui Ako goals.



Our vision for the Waimea Community of Learners/Kāhui Ako is to create pathways to success for all our students through strong and purposeful partnerships that improve learning within and across our early childhood centres and schools.

used to identify and
share strengths
within our Kāhui Ako



identified by our teachers,
as **how** to raise achievement for all students

Student Pathways

Culturally Responsive Practice

Community Hauora

identified by our data,
across schools and levels

To improve achievement in writing for boys in Years 1-10

To reduce the gap between the achievement of males and females at NCEA Years 11-13

To improve the educational outcomes for Māori students Years 1-13

www.waimeacol.org



Garin College - Kāreti o Garin – Strategic Plan 2024 – 2025

Wairua Ora Learners with their whānau are at the centre of education.	Ako Great education opportunities and outcomes are within reach for every learner through quality teaching and leadership.	Whanautanga Learning that is relevant to New Zealanders today and throughout their lives.
Strategic Goals	Strategic Goals	Strategic Goals
W1 The human dignity and te mana o te tangata of learners are upheld through lived Gospel values and embedded within the Garin Wellbeing Model	A1 To implement Tō Tātou Whakapono the new Religious Education Curriculum demonstrating a commitment to the Catholic social teaching principle of Common Good means working for the good of all people – he painga mā te katoa	Wh1 Facilitate the daily encounter with Christ – Promoting participation – nā te rourou, nāku te rourou – recognising we each have something unique and important to bring to society
W2 Learning opportunities are informed by the needs and aspirations of Ākonga and their communities	A2 Learning and achievement is enhanced through the comprehensive teacher and professional growth and staff development	Wh2 Whānau connection is valued and prioritised to enhance Garin Community
W3 Ensure our place of learning is safe, inclusive and free from racism, discrimination and bullying (NELP 1:1)	A3 Our Māori Ākonga achievement is co-determined by whānau, hapū and iwi	Wh3 Enrich and strengthen our relationships through engagement with our Catholic Community

Annual Plan 2025

Wairua Ora - Focus on the well-being of Ākonga through an increase in attendance and identify and reduce barriers to a sense of belonging.

Target	Actions
Reduce incidents of bullying by promoting positive behaviors and strengthening anti-bullying initiatives throughout the college	➤ Garin Y9 - 13 engage in the Ministry of Social Development Youth Wellbeing Survey 2025 - Data from “What about me Survey 2022” compared and contrasted to establish Garin baseline ➤ Develop a clear and comprehensive procedure for managing bullying incidents, outlining reporting, investigation, and resolution processes.

	➤ Implement a tracking system for bullying incidents through SMS Kamar to monitor trends, identify patterns, and ensure timely interventions. ➤ Organize regular information bites to promote positive behavior and encourage respect among students.
Student Learning, achievement and Wellbeing is enhanced through regular school Attendance Attendance Targets 2025 ➤ Average Daily Attendance Rate - 90% ➤ Regular Attendance: Increase the percentage of students attending school regularly (defined as attending 90% - 100%) of the time to 75% ➤ Irregular Attendance: Decrease the percentage of students attending irregularly (defined as attending 80% - 90%) of the time to 15 % ➤ Moderate Attendance: Decrease the percentage of students attending moderately (defined as attending 70% - 80%) of the time to 5% ➤ Chronic Absence: Decrease the percentage of students with Chronic levels of attendance (defined as attending 0% to 70%) of the time to 5% <i>Note - These targets have been set considering the Government target - 2030 of 80% of students to be present for more than 90% of the term.</i> <i>The New Zealand Government - aiming for 80% of students to be present for more than 90% of the term by 2030. To achieve this, schools are advised to aspire to reach an average daily attendance rate above 94%.</i>	➤ Implement the P.A.R.O.T. to track, monitor, and improve student attendance, with support from Whānau Teachers and Deans. ➤ Appointment of Attendance Liaison Officer Term 1 - 4. ➤ Implement the revised Attendance Codes ➤ Board policies and procedures for Attendance Codes (L) (Q) (J) (E) established, consulted and implemented ➤ Implement the MOE Stepped Attendance Response (STAR) system to address absences ➤ Engage in the “Just Go” Collaborative attendance strategy with local colleges ➤ Engage students, parents and whānau in attendance strategy

Ako - Implementing and building teacher capability with new and revised curricula.

Target	Action
Target: Trust Based Conversations (TBC) Enhance teacher professional development by aligning teaching practices with the Learner Capabilities Matrix, through effective implementation of Trust Based Conversations (TBC) to support the application of best practices. In 2025 - 100% - all teaching staff will engage with learning and application of TBC	➤ Appoint two lead Trust Based Conversation facilitators ➤ Provide Teacher PLD and facilitate application of TBC within teacher practice ➤ Conduct baseline assessments and help teachers set personalized goals aligned with the Learner Capabilities Matrix. ➤ Encourage teachers to regularly reflect on their practices and assess progress using structured tools linked to the matrix. ➤ Facilitate peer collaboration and the sharing of best practices through TBC meetings and teacher-led workshops. ➤ Provide personalized coaching and feedback through classroom observations and debriefs focused on matrix integration. ➤ Track progress through TBC check-ins and celebrate achievements at the end of the year with a recognition event.
Target: Engage in a collaborative inquiry into curriculum design and delivery, focusing on aligning with the NZC framework (Te Mātaiaho) to develop and implement strategies that enhance student learning outcomes.	➤ Appoint Two Lead Facilitators - Within School Teachers ➤ Invite wider staff to form Collaborative Inquiry Team alongside SLT ➤ Review - credit count and assessment load in all L1 NCEA Course ➤ Explore Whānau and Curriculum inquiry data to inform the potential

	for a student schoolwide mentoring programme
Aspiring Achievement Targets 2025 ➤ Literacy Y9 ACL - 80% of Learners within the Year 9 Accelerated Literacy 2025 classes will make accelerated progress of 2 Asttle steps- Between Start of year Data and End of year Data. ➤ Numeracy Y9ACL - 80% of Learners within the Year 9 Accelerated Numeracy 2025 classes will make accelerated progress 2 Asttle steps Between Start of year Data and End of year Data. ➤ NCEA Co-Requisite Literacy - 80% of Garin Learners assessed in 2025 CAA will Achieve L1 Co-Requisite ➤ NCEA Co-Requisite Numeracy - 80% of Garin Learners assessed in 2025 CAA will Achieve L1 Co-Requisite ➤ NCEA Level 1 Achieved - 82 % of Learners will Achieve ➤ NCEA Level 1 Male Student Achievement - 80% of learners will Achieve ➤ NCEA Level 1 Māori Ākonga Achievement - 78% of Learners will Achieve ➤ NCEA Level 1 Excellence Endorsement - 17% of students will attain Excellence ➤ NCEA Level 2 Excellence Endorsement - 19% of Students will attain Excellence	➤ Year 9 learners are selected for ACL based on Asttle start-of-year data, with progress tracked throughout the year. ➤ Year 9 learners are selected for ACN based on Asttle start-of-year data, with progress tracked throughout the year. ➤ Learners in year 10 have their Literacy and Numeracy learning assessed and tracked - learners identified as ready to be assessed in the NCEA CAA for Literacy and Numeracy will undertake this assessment at either or both the assessment periods. ➤ Faculties will monitor students achievement trends to enable achievement in line with Equity Bands ➤ Each faculty will evaluate L1 and L2 2024 excellent Endorsement results, identify and implement necessary changes in teaching, learning and assessment to enable excellent endorsement rate increase in line with Equity Band 427
Our Māori Ākonga achievement Enhance the cultural inclusivity and recognition of Te Reo Māori through further implementation of dual signage (English and Te Reo) across the campus.	➤ 2025 Budget \$5,000 for Te reo signage ➤ Implement dual signage in the naming Te Mauri Tapu - Religious Education Learning Centre - ADW cost ➤ Engage with Māori stakeholders, local iwi, and language experts to ensure the accuracy and cultural appropriateness of Te Reo used in signage.

Foster the growth and development of Kapa Haka at the College	➤ Engage stakeholders in identifying priority areas, design, and install signage. ➤ 2025 Budget \$8,400 - Employ an experienced Kapa Haka Tutor ➤ Timetable Kapa Haka with least impact on learning and assessment ➤ Engage with Māori stakeholders, local iwi, and kapa haka experts to develop a vision and long term strategic plan for Kapa Haka.
Whanautanga - Learning that is relevant to New Zealanders today and throughout their lives.	
➤ Reinforce daily opportunities for prayer, reflection, and liturgical celebrations that foster a personal encounter with Christ. ➤ Ensure Catholic Prayer traditions are taught and applied throughout the college ➤ Create opportunities for whānau to participate in and contribute to the spiritual and community-building activities of the school. ➤ Facilitating collaborative projects that leverage the diverse gifts of the school community to address local and global needs, reflecting the principle of the common good. ➤ The Sacramental Programme is established with the Richmond Parish and accessible for students and staff through effective alignment with the parish. ➤ Property Development toward Maximum Roll - SLT & Board Property Committee engage in consultation with key stakeholders on property development - Multi Learning Centre and Internal development of Williams Centre & Pompallier resourcing upgrade	



10 March 2025

Kiwisport Funding

The Kiwisport funding that Garin College received in 2024 was used to support our school's sports programme, which is administered by our Director of Sport.

Students are 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 championships held during the NZSS summer and winter tournament weeks.

In recent years our school roll has grown and it is wonderful to see that our students' participation in school sport sits above the national average of around 50 per cent according to the 2024 School Sport NZ census data.



John Maguire
Principal