ST PATRICK'S SCHOOL

Annual Financial Statements
For the year ended 31 December 2025

Ministry Number:	3537
Principal:	Nathan Burford
School Address:	57 Plynlimon Lane, Christchurch
School Phone:	03 351 5590
School Email:	office@stpatricks.school.nz

Members of the Board of Trustees

Name	Ceased
Kiesty Mahoney	Sept-25
Craig Inder	Elected
Timothy Sullivan	Sept-25
Steph Manning	Elected
Richard Preston	Elected
Ben Washington	Elected
Marcus Beaton	Dec-25
Mathew Austin	Proprietors representative
Fr Alister Castillo	Proprietors representative
Anna-Kate Kilpatrick	Dec-25
Chris Dearsley	Elected
Rosie Sorenson	Elected
Nathan Burford	Principal

The term finishes except for the principal in September 2028.

Accountant / Service Provider:
Geoff Gillam Consultants

St Patrick's School
Table of Contents

Page

1 Statement of Responsibility

2 Statement of Comprehensive Revenue and Expenses

3 Statement of Changes in Net Assets/Equity

4 Statement of Financial Position

5 Statement of Cash Flows

6 Notes to the Financial Statements

Independent Auditor's Report

St Patrick's School
Statement of Responsibility
For the year ended 31 December 2024

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

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

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

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

Craig Inder	Nathan Burford
Full Name of Presiding Member	Full Name of Principal
Signed by: Craig Inder 3A4870B32792257D	Signed by: Nathan Burford A79020C41E8E1843
Signature of Presiding Member	Signature of Principal
29/05/2026	29/05/2026
Date:	Date:

St Patrick's School
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2025

	Notes	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Revenue				
Government Grants	2	1,433,741	1,423,269	1,332,907
Locally Raised Funds	3	305,012	135,200	184,827
Interest		6,228	5,000	6,660
Use of Land and Buildings Integrated		226,977	225,000	226,977
		1,971,958	1,788,469	1,751,371
Expenses				
Locally Raised Funds	3	92,705	49,154	66,906
Learning Resources	4	1,335,713	1,354,078	1,304,715
Administration	5	146,391	142,197	137,124
Interest		115	-	126
Property	6	321,003	301,690	301,311
Loss on Disposal of Property, Plant and Equipment		-	-	-
		1,895,927	1,847,119	1,810,182
Net Surplus / (Deficit)		76,031	(58,650)	(58,811)
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		76,031	(58,650)	(58,811)

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

BDO Christchurch

St Patrick's School
Statement of Changes in Net Assets/Equity
For the year ended 31 December 2025

	Notes	Actual 2025 $	Budget (Unaudited) 2025 $	Actual 2024 $
Balance at 1 January		119,211	119,211	144,089
Total comprehensive revenue and expense for the year		76,031	(58,650)	(58,811)
Capital Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		30,283	-	27,482
Contribution - Te Mana Tuuhona Grant		-	-	6,451
Equity at 31 December		225,525	60,561	119,211
Accumulated comprehensive revenue and expense		225,525	60,561	119,211
Reserves		-	-	-
Equity at 31 December 2025		225,525	60,561	119,211

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

St Patrick's School
Statement of Financial Position
As at 31 December 2025

	Notes	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Current Assets				
Cash and Cash Equivalents	7	46,417	28,284	99,634
Accounts Receivable	8	111,158	101,000	90,817
GST Receivable		5,096	5,000	6,684
Prepayments		6,358	6,000	9,257
Investments	9	183,554	50,000	30,539
		352,583	190,284	236,931
Current Liabilities				
Accounts Payable	11	144,150	128,000	114,424
Revenue Received in Advance	12	13,376	25,000	42,431
Provision for Cyclical Maintenance	13	36,182	35,863	10,277
Painting Contract Liability	14	-	-	4,671
Finance Lease Liability - Current Portion	15	7,432	4,500	4,025
		201,140	193,363	175,828
Working Capital Surplus or (Deficit)		151,443	(3,079)	61,103
Non-current Assets				
Property, Plant and Equipment	10	95,995	82,640	92,640
		95,995	82,640	92,640
Non-current Liabilities				
Provision for Cyclical Maintenance	13	11,170	13,000	30,586
Painting Contract Liability	14	-	-	-
Finance Lease Liability	15	10,743	6,000	3,946
		21,913	19,000	34,532
Net Assets		225,525	60,561	119,211
Equity		225,525	60,561	119,211

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

BDO Christchurch

St Patrick's School

Statement of Cash Flows

For the year ended 31 December 2025

	Note	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Cash flows from Operating Activities				
Government Grants		353,737	346,630	341,343
Locally Raised Funds		273,971	107,283	154,217
International Students		19,305	29,845	33,102
Goods and Services Tax (net)		1,588	1,684	1,069
Payments to Employees		(263,520)	(283,329)	(320,869)
Payments to Suppliers		(277,495)	(222,403)	(245,729)
Interest Received		5,151	4,819	7,387
Net cash from / (to) the Operating Activities		112,737	(15,471)	(29,480)
Cash flows from Investing Activities				
Proceeds from Sale of PPE (and Intangibles)		-	-	-
Purchase of PPE (and Intangibles)		(14,700)	(15,000)	(3,074)
Purchase of Investments		(153,015)	-	-
Proceeds from Sale of Investments			(19,461)	50,619
Net cash from / (to) the Investing Activities		(167,715)	(34,461)	47,545
Cash flows from Financing Activities				
Contribution by the Ministry of Education - Furniture and Equipment		30,283	-	27,482
Finance Lease Payments		(6,473)	2,529	(6,658)
Funds Administered on Behalf of Third Parties		(17,378)	(19,276)	12,535
Painting contract payments		(4,671)	(4,671)	(4,671)
Net cash from Financing Activities		1,761	(21,418)	28,688
Net increase/(decrease) in cash and cash equivalents		(53,217)	(71,350)	46,753
Cash and cash equivalents at the beginning of the year	7	99,634	99,634	52,881
Cash and cash equivalents at the end of the year	7	46,417	28,284	99,634

.

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

St Patrick's School

Notes to the Financial Statements

1. Statement of Accounting Policies

For the year ended 31 December 2025

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

The financial reports have been prepared for the period 1 January 2025 to 31 December 2025 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 publically 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 dollar.

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the Significant Accounting Policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 11.

Critical Judgements in applying accounting policies

Management has exercised the following critical judgements in applying accouting 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.

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

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

c) Revenue Recognition

Government Grants
The school receives funding from the Ministry of Education. The following are the main types of funding that the School receives;
Operational grants are recorded as revenue when the School has the rights to the funding, which is in the year that the funding is received.
Teachers salaries grants are recorded as revenue when the School has the rights to the funding in the salary period they relate to. The grants are not received in cash by the School and are paid directly to teachers by the Ministry of Education.

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

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

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

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

d) Use of Land and Buildings Expense
The property from which the School operates is owned by the Proprietor. The expense is based on an assumed market rental yield on the land and buildings as used for rating purposes. This is a non-cash expense that is offset by a non-cash grant from the Proprietor.

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

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

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

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

i) 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.

BDO Christchurch

j) Property, Plant and Equipment

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

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

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

Property, plant and equipment acquired with individual values under $500 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:	Years
Building improvements – Crown	40
Furniture and equipment	5-10
Information and communication technology	3-5
Plant	10
Leased assets	Term of Lease
Library resources	10

k) Accounts Payable

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

l) Employee Entitlements

Short-term employee entitlements

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

m) Revenue Received in Advance

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

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

n) Provision for Cyclical Maintenance

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

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

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

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

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

p) Funds Held in Trust
Funds are held in trust where they have been received by the School for a specified purpose. The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

q) 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.

r) Budget Figures
The budget figures are extracted from the School budget that was approved by the Board at the start of the year.

s) 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

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Government Grants - Ministry of Education	354,570	343,269	344,704
Teachers' Salaries Grants	1,079,171	1,080,000	988,203
Other Government Grants	-	-	-
	1,433,741	1,423,269	1,332,907

3. Locally Raised Funds

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

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Revenue			
Donations & Bequests	136,725	54,000	74,980
Fees for Extra Curricular Activities	109,619	47,600	66,100
International Student Fees	30,982	28,000	30,817
Trading	27,686	5,600	12,930
	305,012	135,200	184,827
Expenses			
Extra Curricular Activities Costs	79,337	43,250	55,358
Trading	11,868	5,000	10,218
International Student Levy	1,500	904	1,330
	92,705	49,154	66,906
Surplus for the year Locally raised funds	212,307	86,046	117,921

4 Learning Resources

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Curricular	48,133	44,616	38,626
Employee Benefits - Salaries	1,253,247	1,278,962	1,223,490
Staff Development	6,426	5,500	14,558
Depreciation	27,907	25,000	28,041
	1,335,713	1,354,078	1,304,715

5. Administration

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Audit Fee	11,819	9,577	9,577
Board of Trustees Fees & Expenses	7,916	7,000	4,612
Other Administration Expenses	50,859	54,620	50,389
Employee Benefits - Salaries	75,797	71,000	72,546
	146,391	142,197	137,124

6. Property

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Consultancy and Contract Services	21,902	23,000	20,931
Cyclical Maintenance Provision	6,489	8,000	6,143
Other Property Expenses	19,353	9,620	12,038
Heat, Light and Water	12,675	8,000	8,022
Rates	3,665	3,800	3,636
Repairs and Maintenance	16,132	10,750	10,540
Use of Land and Buildings - Integrated	226,977	225,000	226,977
Employee Benefits - Salaries	13,810	13,520	13,024
	321,003	301,690	301,311

The use of land and buildings figure represents 8% 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

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Bank Accounts	46,417	28,284	78,695
Short-term Bank Deposits with a Maturity of Three Months or Less	-	-	20,939
Cash and cash equivalents for Statement of Cash Flows	46,417	28,284	99,634

Of the $46,417 cash and cash equivalents $11,478 is held for international student fees and 1,898 funds held on behalf of third parties.

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

8. Accounts Receivable

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Debtors	142	-	83
Debtor Ministry of Education	8,809	-	3,361
Interest Accrued	1,896	1,000	819
Teacher Salaries Grant Receivable	100,311	100,000	86,554
	111,158	101,000	90,817
Receivables from Exchange Transactions	2,038	1,000	902
Receivables from Non-Exchange Transactions	109,120	100,000	89,915
	111,158	101,000	90,817

9. Investments

The School's investment activities are classified as follows:

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Current Asset			
Short-term Bank Deposits with Maturities Greater than Three Months and No Greater than One Year	183,554	50,000	30,539

The carrying value of long term deposits longer than 12 months approximates their fair value at 31 December 2025.

10. Property, Plant and Equipment

2025	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	$	$	$	$	$	$
Furniture and Equipment	37,836	-	-	-	(7,100)	30,736
Information and Communication	18,656	13,183	-	-	(7,325)	24,514
Plant	18,767	1,517	-	-	(4,404)	15,880
Leased Assets	11,759	16,562			(7,863)	20,458
Library Resources	5,622	-	-	-	(1,215)	4,407
Balance at 31 December 2025	92,640	31,262	-	-	(27,907)	95,995

	2025 Cost or Valuation	2025 Accumulated Depreciation	2025 Net Book Value	2024 Cost or Valuation	2024 Accumulated Depreciation	2024 Net Book Value
	$	$	$	$	$	$
Furniture and Equipment	153,789	(123,053)	30,736	153,789	(115,953)	37,836
Information and Communication	105,895	(81,381)	24,514	92,712	(74,056)	18,656
Plant	163,945	(148,065)	15,880	162,427	(143,660)	18,767
Leased Assets	39,865	(19,407)	20,458	26,106	(14,347)	11,759
Library Resources	38,901	(34,494)	4,407	38,901	(33,279)	5,622
Balance at 31 December	502,395	(406,400)	95,995	473,935	(381,295)	92,640

Restrictions

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

The net carrying value of ICT equipment held under a finance lease is the total value of Leased Assets.

11. Accounts Payable

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	$	$	$
Creditors	36,214	25,000	25,023
Banking Staffing Overuse	4,615	-	-
Employee Benefits Payable - Salaries	100,311	100,000	86,554
Employee Benefits Payable - Leave Accrual	3,010	3,000	2,847
	144,150	128,000	114,424
Payables for Exchange Transactions	144,150	128,000	114,424
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	144,150	128,000	114,424

The carrying value of payables approximates their fair value.

12. Revenue Received in Advance

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	$	$	$
International Student Fees	11,478	25,000	23,155
Funds Held on Behalf of Third Parties	1,898	-	19,276
	13,376	25,000	42,431

13. Provision for Cyclical Maintenance

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Provision at the Start of the Year	40,863	40,863	34,720
Increase to the Provision During the Year	6,489	8,000	6,143
Provision at the End of the Year	47,352	48,863	40,863
Cyclical Maintenance - Current	36,182	35,863	10,277
Cyclical Maintenance - Non current	11,170	13,000	30,586
	47,352	48,863	40,863

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

14. Painting Contract Liability

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Current Liability	-	-	4,671
Non Current Liability	-	-	-
	-	-	4,671

In 2019 the Board signed an agreement with Programmed Property Services (the contractor) for an agreed programme of work covering a 6 year period. The programme provides for an exterior repaint of the catholic owned buildings in 2020, with regular maintenance in subsequent years. The liability is the best estimate of the actual amount of work performed by the contractor for which the contractor has not been paid at balance sheet date. The liability has not been adjusted for inflation and the effect of the time value of money.

15. Finance Lease Liability

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

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
No Later than One Year	7,432	4,500	4,025
Later than One Year	10,743	6,000	3,946
Future Finance Charges	-	-	-
	18,175	10,500	7,971

16. Related Party Transactions

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

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

The Proprietor of the School, Catholic Diocese of Christchurch is a related party of the Board because the proprietor appoints representatives to the Board, giving the proprietor significant influence over the Board. Any services or contributions between the Board and Proprietor are disclosed with an indication of the amount where relevant.

The Proprietor provides land and buildings free of charge for use by the Board as noted in Note 1(c). The estimated value of this use during the year is included in the notes od the Statement of Comprehensive Income as “Use of land and buildings ”.

17. Remuneration

Key management personnel compensation

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

	2025 Actual $	2024 Actual $
Board Members		
Remuneration	1,865	2,264
Leadership Team		
Remuneration	388,671	364,911
Full-time equivalent members	3	3
Total key management personnel remuneration	390,536	367,175
Total full-time equivalent personnel	3.00	3.00

There are 9 members of the Board excluding the Principal. The Board had held 8 full meetings of the Board in the year. The Board also has Finance with 3 members and Property with 5 member that meet as required. As well as these regular meetings, including preparation time, the Chair and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal 1

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

	2025 Actual	2024 Actual
Salaries and Other Short-term Employee Benefits:	**$000**	**$000**
Salary and Other Payments	150-160	140-150
Benefits and Other Emoluments	1-10	1-10
Termination Benefits	-	-

Other Employees

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

Remuneration $000	2025 FTE Number	2024 FTE Number
100 - 110	1	3
110 - 120	3	1
	4	4

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

18. Compensation and Other Benefits Upon Leaving

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

	2025 Actual	2024 Actual
Total	1-10	$0
Number of People	1	-

19. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2025 (Contingent liabilities and assets at 31 December 2024: 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 for specific individuals. As such, this is expected to resolve the liability for school boards.

20. Commitments

(a) Capital Commitments

As at 31 December 2025 the Board has no capital commitments.

(Capital commitments at 31 December 2024 $Nil)

(b) Operating Commitments

As at 31 December 2025 the Board has no operating commitments.

21. Financial Instruments

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

Financial assets measured at amortised cost

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Cash and Cash Equivalents	46,417	28,284	99,634
Receivables	111,158	101,000	90,817
Investments - Term Deposits	183,554	50,000	30,539
Total Cash and Receivables	341,129	179,284	220,990
Financial liabilities measured at amortised cost			
Payables	144,150	128,000	119,095
Finance Leases	18,175	10,500	7,971
Total Financial Liabilities Measured at Amortised Cost	162,325	138,500	127,066

22. Comparatives

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

23. Events After Balance Date

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

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF ST PATRICK'S SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2025

The Auditor-General is the auditor of St Patrick's School (the School). The Auditor-General has appointed me, Michael Rondel, using the staff and resources of BDO Christchurch Audit Limited, to carry out the audit of the financial statements of the School on pages 2 to 15, that comprise the statement of financial position as at 31 December 2025, 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.

Opinion

In our opinion the financial statements:

- present fairly, in all material respects:
  - the School's financial position as at 31 December 2025; and
  - the financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector – Public Benefit Entity Standards, Reduced Disclosure Regime.

Our audit was completed on 29 May 2026. This is the date at which our opinion is expressed.

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 audit opinion.

Responsibilities of the Board for the financial statements

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

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

In preparing the financial statements, the Board is responsible 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 the Board intends to close or merge the School, or has 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 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 included in the Board's annual report

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, 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 annual financial statements.

The other information obtained at the date of our audit report includes copies of the Principals Report, the Statement of Variance, Evaluation of the School's Students' Progress and Achievement, Statement of Compliance with Employment Policy, and Statement of KiwiSport funding.

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

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

Independence

We are independent of the School in accordance with the 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)* issued by the New Zealand Auditing and Assurance Standards Board.

Other than in our capacity as auditor, we have no relationship with, or interests in, the School.

Michael Rondel
BDO Christchurch Audit Limited
On behalf of the Auditor-General
Christchurch, New Zealand

Principal's Report

Work completed that is directly related to our 2025 Annual Plan includes;

Overview

Through targeted curriculum development, refined assessment practices, and a focus on improving attendance, this plan aims to elevate student achievement, engagement, and overall school performance in 2025.

Goal 1: Curriculum Development

Objective: Implement and prepare for curriculum, assessment, and aromatawai changes, continuing our PLD journey with Structured Literacy.

Key Actions:

1. Establish baseline data for student performance related to the new curricula being implemented in 2026.
2. Consolidate Structured Literacy through the Better Start Literacy Approach:
    - **Phase 1:** Years 1-3 full implementation.
    - Ongoing PLD with the University of Canterbury to build teacher capability.
    - Preparation for training into **Phase 2:** Years 4-6 in 2026
3. Align school-wide teaching practices with the refreshed curriculum and assessment requirements.
4. Integrate te reo Māori and tikanga Māori into curriculum planning and delivery.
5. Develop a monitoring system to track student progress and curriculum alignment.

Measurement:

- Completion of baseline assessments for all students in Years 0-8 by Term 1.
- PLD planning on Better Start Literacy for Years 4-6 teachers for 2026.
- Improved student achievement in literacy, as measured by Better Start Literacy assessments.
- Evidence of curriculum integration in teacher planning and classroom observations.

Goal 2: Assessment

Objective: Refine assessment practices to enhance learner outcomes.

Key Actions:

1. Implement the new PAT Writing for Years 5-8.
2. Increase the use of PAT data (e.g., reading, mathematics) to inform teaching and learning strategies.
3. Provide professional learning for staff on analysing and using PAT data to target student needs.
4. Share assessment results with families and involve them in their child's learning journey.

Measurement:

- Full participation for Rooms 5-8 in PAT Writing, when ready.
- Increased use of PAT data in teacher planning, as evidenced by documentation and lesson observations.
- Percentage of students showing improvement in PAT scores by year-end (particular focus on our 'cliff-hangers'.

Goal 3: Attendance

Objective: Maintain our high level of school attendance (currently averaging 90%).

Key Actions:

- Develop a communication strategy to reinforce the importance of regular attendance:
  - Share data on the impacts of absences on learning.
  - Promote the message of "Every Day Counts" through newsletters, social media, and school events.
  - Engage with families to address barriers to regular attendance.
- Monitor attendance rates closely, identifying patterns and responding promptly to concerning trends.
- Provide targeted support for families of students with chronic absenteeism.
- If necessary, establish partnerships with community organisations to support attendance initiatives.

Measurement:

- Maintain an average attendance rate of 90% or higher.
- Reduction in the number of students with attendance rates below 85%.

- Number of family communications and meetings held to address attendance issues.
- Positive trends in attendance rates reported each term.

Goal 4: Tō Tātou Whakapono - Our Faith - Curriculum Development

Objective: Implement and prepare for the roll-out of the new RE curriculum, assessment, and aromatawai changes, continuing our Professional Learning and Development (PLD) journey to strengthen teacher capability and student outcomes.

Key Actions:

- Implement the new RE curriculum across all year levels.
- Develop and deliver ongoing PLD to build teacher confidence and expertise in teaching the updated RE curriculum.
- Integrate te reo Māori and tikanga Māori into Religious Education to reflect a commitment to Te Tiriti o Waitangi and a bicultural approach.
- Align Religious Education teaching practices with the principles and requirements of the refreshed national curriculum.
- Develop resources and teaching tools that cater to diverse learning needs and enhance student engagement with the curriculum.
- Create a system to monitor and evaluate student progress in understanding RE concepts and values.
- Full staff completion of Sexuality Education (Having Life to the Full) in Term 3

Measurement:

- All teachers attend and participate in PLD sessions on the new RE curriculum.
- Evidence of te reo Māori and tikanga Māori integration in RE planning and classroom delivery.
- Improved student understanding of key RE concepts, as measured through pre- and post-curriculum implementation assessments.
- Teacher planning and classroom observations demonstrate alignment with the refreshed RE curriculum principles.
- Positive feedback from students, teachers, and whānau on engagement with the new curriculum.
- Completion of Sexuality Education in Term 3 (Having Life to the Full)

This framework ensures a clear pathway for implementing the RE curriculum while prioritising teacher capability, cultural responsiveness, and student progress.

Overview

Through targeted curriculum development, refined assessment practices, and a focus on improving attendance, this plan aims to elevate student achievement, engagement, and overall school performance in 2025.

Goal 1: Curriculum Development

Objective: Implement and prepare for curriculum, assessment, and aromatawai changes, continuing our PLD journey with Structured Literacy.

Key Actions:

1. Establish baseline data for student performance related to the new curricula being implemented in 2025.
2. Consolidate Structured Literacy through the Better Start Literacy Approach:
    - **Phase 1:** Years 1-3 full implementation.
    - Ongoing PLD with the University of Canterbury to build teacher capability.
    - Preparation for training into **Phase 2:** Years 4-6 in 2026
3. Align school-wide teaching practices with the refreshed curriculum and assessment requirements.
4. Integrate te reo Māori and tikanga Māori into curriculum planning and delivery.
5. Develop a monitoring system to track student progress and curriculum alignment.

Measurement:

- Completion of baseline assessments for all students in Years 0-8 by Term 1.
- PLD planning on Better Start Literacy for Years 4-6 teachers for 2026.
- Improved student achievement in literacy, as measured by Better Start Literacy assessments.
- Evidence of curriculum integration in teacher planning and classroom observations.

Goal 2: Assessment

Objective: Refine assessment practices to enhance learner outcomes.

Key Actions:

1. Implement the new PAT Writing for Years 5-8.
2. Increase the use of PAT data (e.g., reading, mathematics) to inform teaching and learning strategies.

3. Provide professional learning for staff on analysing and using PAT data to target student needs.
4. Share assessment results with families and involve them in their child's learning journey.

Measurement:

- Full participation for Rooms 5-8 in PAT Writing, when ready.
- Increased use of PAT data in teacher planning, as evidenced by documentation and lesson observations.
- Percentage of students showing improvement in PAT scores by year-end (particular focus on our 'cliff-hangers'.

Goal 3: Attendance

Objective: Maintain our high level of school attendance (currently averaging 90%).

Key Actions:

- Develop a communication strategy to reinforce the importance of regular attendance:
    - Share data on the impacts of absences on learning.
    - Promote the message of "Every Day Counts" through newsletters, social media, and school events.
    - Engage with families to address barriers to regular attendance.
- Monitor attendance rates closely, identifying patterns and responding promptly to concerning trends.
- Provide targeted support for families of students with chronic absenteeism.
- If necessary, establish partnerships with community organisations to support attendance initiatives.

Measurement:

- Maintain an average attendance rate of 90% or higher.
- Reduction in the number of students with attendance rates below 85%.
- Number of family communications and meetings held to address attendance issues.
- Positive trends in attendance rates reported each term.

Goal 4: Tō Tātou Whakapono - Our Faith - Curriculum Development

Objective: Implement and prepare for the roll-out of the new RE curriculum, assessment, and aromatawai changes, continuing our Professional Learning and Development (PLD) journey to strengthen teacher capability and student outcomes.

Key Actions:

- Implement the new RE curriculum across all year levels.
- Develop and deliver ongoing PLD to build teacher confidence and expertise in teaching the updated RE curriculum.
- Integrate te reo Māori and tikanga Māori into Religious Education to reflect a commitment to Te Tiriti o Waitangi and a bicultural approach.
- Align Religious Education teaching practices with the principles and requirements of the refreshed national curriculum.
- Develop resources and teaching tools that cater to diverse learning needs and enhance student engagement with the curriculum.
- Create a system to monitor and evaluate student progress in understanding RE concepts and values.
- Full staff completion of Sexuality Education (Having Life to the Full) in Term 3

Measurement:

- All teachers attend and participate in PLD sessions on the new RE curriculum.
- Evidence of te reo Māori and tikanga Māori integration in RE planning and classroom delivery.
- Improved student understanding of key RE concepts, as measured through pre- and post-curriculum implementation assessments.
- Teacher planning and classroom observations demonstrate alignment with the refreshed RE curriculum principles.
- Positive feedback from students, teachers, and whānau on engagement with the new curriculum.
- Completion of Sexuality Education in Term 3 (Having Life to the Full)

This framework ensures a clear pathway for implementing the RE curriculum while prioritising teacher capability, cultural responsiveness, and student progress.

Evaluation and analysis of the school's students' progress and achievement

2025 Data Analysis

St Patrick's School

2025 Student Achievement Report: Mid-Year to End-of-Year Data

Executive Summary and Curriculum Context

This report summarises our students' achievement in Reading, Writing, and Mathematics & Statistics, comparing the **Mid-Year (MOY)** status with the **End-of-Year (EOY)** outcomes for 2025.

It is important to remind the Board that this data reflects the **first year of implementation of the refreshed New Zealand Curriculum** for these core learning areas. This foundational year of using a new, knowledge-rich curriculum should be viewed as establishing a **new baseline**. While we focus on internal progress, direct comparison to previous years or external norms must be approached cautiously as staff and students adapt to the updated content and expectations. Overall, we are pleased to report **positive growth in the proportion of students achieving At or Above expectations across all three subjects.** Many principals have chosen to simply 'not' report data to the Board due to the complications of "*trying to fly the plane, whilst it is still being built*".

Reading

Reading demonstrated a solid performance, with the proportion of students achieving **At or Above** curriculum expectation increasing from **71% at the mid-year point to 75% at the end of the year**. This **4% lift** indicates successful acceleration and progress in the second half of the year. Concurrently, the number of students who were **Working Towards** the expected level decreased by 3%, and the cohort assessed as **Well Below** decreased by 1%. This overall shift suggests that the targeted strategies in reading have been effective in moving learners up the achievement ladder. However, a significant **25%** of students remain in the **Working Towards** or **Well Below** categories,

which will continue to be a primary focus for intervention and strategic teaching in the coming year.

Writing

Writing showed modest but positive growth, with the proportion of students achieving **At or Above** expectations increasing from **68% at MOY to 70% at EOY**, a **2% gain**. This steady progress is encouraging, with slight decreases also observed in the **Working Towards** and **Well Below** cohorts. However, the overall achievement in Writing (70% At or Above) remains slightly behind Reading (75% At or Above), which is a common trend across schools. Given the introduction of the new curriculum, which includes a greater emphasis on **Structured Literacy** foundations, we will closely monitor the transfer of these skills into complex written tasks over the coming years. Sustained focus on Writing remains crucial to ensure we close the gap with Reading achievement.

Mathematics & Statistics

Mathematics & Statistics achieved the **most significant positive shift** among the three subjects, showing a **5% increase** in the **At or Above** category, moving from **65% at MOY to 70% at EOY**. This strong acceleration was reflected in a notable **4% decrease** in the **Working Towards** cohort. This success suggests that the targeted teaching and learning programmes implemented this year have been highly effective, particularly in accelerating the progress of at-risk learners. Despite this excellent progress, Mathematics still retains the highest proportion of students in the **Well Below** category (10% at EOY). The strong gains indicate a positive response to the new curriculum framework, and continued success will rely on maintaining this sharp focus on foundational number strategies and problem-solving skills.

Conclusion and Strategic Focus

The 2025 data confirms that the school is making **positive progress across all core learning areas** following the implementation of the refreshed curriculum.

- Under the revised curriculum, **Reading** stands as the strongest area, with **75%** of students achieving At or Above expectations.
- **Writing** and **Mathematics & Statistics** both finished the year with **70%** of students At or Above expectations.

Our primary goal will be to **accelerate the progress of these priority learners** to ensure more students meet or exceed the new curriculum expectations.

Nathan Burford

Statement of compliance with employment policy

St Patrick's Bryndwr Compliance with Education and Training Act 2020 requirements to be a good employer for the year ending 2023.

Reporting on the principles of being a good employer	
How have you met your obligations to provide good and safe working conditions?	*Our grounds and buildings are well maintained. Classrooms are all well ventilated and air purifiers are used. Our hazard register is available for all staff to add potential hazards, and is actioned appropriately through identification and active management.*
What is your equal employment opportunities programme? *How have you been fulfilling this programme?*	*In 2025: Develop a healthy, inspiring and happy workplace for all people* • *Flu vaccinations are offered to all staff* • *Classrooms are well heated and offer appropriate ventilation* • *Potential hazards are identified and managed* • *Teachers understand the importance of managing wellbeing, and are advised and encouraged to seek support when required* • *EAP referral as required, and staff able to access this confidentially as well* • *Email correspondence policy adhered to, and restricted to appropriate working hours* • *Staff encouraged to enjoy work/life balance by leaving work at a reasonable hour* • *We are inclusive in our planning of curriculum and events* • *Teachers consulted on curriculum budget lines*
How do you practise impartial selection of suitably qualified persons for appointment?	*We ensure staff appointments follow the EEO guidelines* • *We follow our policy - all vacancies are advertised and filled appropriately. This policy is on School Docs* • *Any positions that are tagged (must be filled by Catholic teachers) are checked for suitability by the Catholic Education Office* • *No conflicts of interest on: interviewing / employing panel* • *The best person is appointed to the position*

How are you recognising: • *The aims and aspirations of Māori* • *The employment requirements of Māori* • *Greater involvement of Māori in the education service*	*We currently have no staff identifying as Māori.*
How have you enhanced the abilities of individual employees?	*Development and training of the personnel within the school (staff and school board)* • *provide funding for professional learning* • *follow our PLD programme for the year*
How are you recognising the employment requirements of women?	*We do not specifically cater around this, however leave and family leave are catered for under the leave policy*
How are you recognising the employment requirements of persons with disabilities?	*We have no staff at the current time who have disabilities*

Reporting onEqual Employment Opportunities (EEO) Programme / Policy	*YES*	*NO*
Do you operate an EEO programme / policy?		
Has this policy been made available to staff?		
Does your EEO programme / policy include training to raise awareness of issues which may impact EEO?		
HAs your EEO programme / policy appointed someone to coordinate compliance with the policy and/or achievements under the policy?		

Does your EEO programme / policy provide for regular reporting on compliance with the policy and / or achievements under the policy?		
Does your EEO programme / policy set priorities and objectives?		

Report on other special and contestable funding

During the year your school or kura may have been the recipient of additional government funding for specific purposes. You may need to report on how these funds are used to support student development.

Kiwisport Funding

You will need to include a short statement on how you have used your Kiwisport funding to increase students' participation in organised sport. The use of the Kiwisport funding is monitored as part of Education Review Office (ERO) reviews.

The Kiwisport funding does not form part of the financial statements. It should be shown as a separate statement within the annual rep

Kiwisport is a Government funding initiative to support learners' participation in organised sport. In 2025, the school received total Kiwisport funding of $2596.84 (excluding GST). The funding was spent on the following:

- *Sport Venue Hire*
- *Canterbury Sport Association Subscription*
- *Sports Equipment*

A variety of physical and sporting opportunities were provided during the year. These included:

- *School Cross Country Competition*
- *Junior School Athletics*
- *Senior School Athletics (Villa Maria College)*
- *Zone and Canterbury Regional Sport events*
- *Swimming Lessons*
- *Tennis lessons*

The number of students that participated in organised sport was 175