



ST ANNE'S
CATHOLIC SCHOOL

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2025

School Directory

Ministry Number: 3520

Principal: Dallas Wichman

School Address: 739 Ferry Road, Woolston, Christchurch

School Phone: 03 384 3073

School Email: reception@stannes.co.nz

Accountant / Service Provider:

Solutions & Services
Collaborative School Administration

ST ANNE'S SCHOOL (WOOLSTON)

Annual Financial Statements - For the year ended 31 December 2025

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 - 17</u>	Notes to the Financial Statements
<u>18 - 20</u>	Independent Auditor's Report

St Anne's School (Woolston)

Statement of Responsibility

For the year ended 31 December 2025

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 2025 fairly reflects the financial position and operations of the School.

The School's 2025 financial statements are authorised for issue by the Board.

Verity Halkett

Dallas Wichman

Full Name of Presiding Member

Full Name of Principal

Signed by:

7F84C3E97D4E5A68

Signed by:

B537CCA10AB5CC6D

Signature of Presiding Member

Signature of Principal

26/05/2026

26/05/2026

Date:

Date:

St Anne's School (Woolston)

Members of the Board

For the year ended 31 December 2025

Name	Position	How Position Gained	Term Expired/ Expires
Verity Halkett	Presiding Member	Elected	Sep 2028
Dallas Wichman	Principal	ex Officio	
Fr Tang Phan	Proprietor's Representative	Appointed	
Marian Jones	Proprietor's Representative	Appointed	
Cathy French	Proprietor's Representative	Appointed	
Joey Castro	Proprietor's Representative	Appointed	
Paula Gardiner	Parent Representative	Elected	Sep 2028
Janette Bradbrook	Parent Representative	Elected	Sep 2028
Sone Nafoi	Parent Representative	Elected	Sep 2028
Brunette Abelen	Parent Representative	Elected	Sep 2028
Dean Isherwood	Staff Representative	Elected	Sep 2028
Jonny Parker	Presiding Member	Elected	Sep 2025
Havana Vili	Parent Representative	Elected	Sep 2025
Josh Halkett	Staff Representative	Elected	Sep 2025

St Anne's School (Woolston)

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2025

		2025	2025	2024
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Revenue				
Government Grants	2	1,970,559	1,686,000	1,773,256
Locally Raised Funds	3	25,224	7,000	61,411
Use of Proprietor's Land and Buildings		231,538	231,538	231,538
Interest		6,929	10,000	14,695
Total Revenue		2,234,250	1,934,538	2,080,900
Expense				
Locally Raised Funds	3	14,762	6,720	10,661
Learning Resources	4	1,825,907	1,533,400	1,614,444
Administration	5	132,353	149,780	129,423
Interest		1,294	1,000	1,246
Property	6	320,978	348,238	313,148
Loss on Disposal of Property, Plant and Equipment		501	-	7
Total Expense		2,295,795	2,039,138	2,068,929
Net (Deficit) / Surplus for the year		(61,545)	(104,600)	11,971
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		(61,545)	(104,600)	11,971

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

St Anne's School (Woolston)

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Equity at 1 January		582,462	582,462	542,691
Total comprehensive revenue and expense for the year		(61,545)	(104,600)	11,971
Contribution - Furniture and Equipment Grant		31,148	-	27,800
Equity at 31 December		552,065	477,862	582,462
Accumulated comprehensive revenue and expense		552,065	477,862	582,462
Equity at 31 December		552,065	477,862	582,462

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 Anne's School (Woolston)

Statement of Financial Position

As at 31 December 2025

		2025	2025	2024
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Current Assets				
Cash and Cash Equivalents	7	116,545	151,631	207,339
Accounts Receivable	8	155,259	108,939	108,939
GST Receivable		6,100	5,758	5,758
Prepayments		12,892	15,044	15,044
Investments	9	138,954	132,894	132,894
		429,750	414,266	469,974
Current Liabilities				
Accounts Payable	11	182,620	137,015	137,015
Revenue Received in Advance	12	14	1,711	1,711
Provision for Cyclical Maintenance	13	22,878	45,561	22,761
Finance Lease Liability	14	5,585	5,812	5,812
Funds Held on Behalf of Catholic Kahui Ako Cluster	15	-	58,711	64,819
		211,097	248,810	232,118
Working Capital Surplus		218,653	165,456	237,856
Non-current Assets				
Property, Plant and Equipment	10	351,801	341,395	381,395
		351,801	341,395	381,395
Non-current Liabilities				
Provision for Cyclical Maintenance	13	11,914	22,132	29,932
Finance Lease Liability	14	6,475	6,857	6,857
		18,389	28,989	36,789
Net Assets		552,065	477,862	582,462
Equity		552,065	477,862	582,462

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

St Anne's School (Woolston)

Statement of Cash Flows

For the year ended 31 December 2025

		2025	2025	2024
	Note	Actual \$	Budget (Unaudited) \$	Actual \$
Cash flows from Operating Activities				
Government Grants		533,725	506,000	544,137
Locally Raised Funds		23,230	7,000	63,556
Goods and Services Tax (net)		(342)	-	12,233
Payments to Employees		(296,657)	(252,500)	(313,990)
Payments to Suppliers		(278,062)	(309,100)	(315,159)
Interest Paid		(1,294)	(1,000)	(1,246)
Interest Received		7,004	10,000	14,674
Net cash (to)/from Operating Activities		(12,396)	(39,600)	4,205
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment		(35,353)	(10,000)	(144,569)
Purchase of Investments		(6,060)	-	(7,282)
Net cash (to) Investing Activities		(41,413)	(10,000)	(151,851)
Cash flows from Financing Activities				
Furniture and Equipment Grant		31,148	-	27,800
Finance Lease Payments		(3,314)	-	(2,666)
Funds Administered on Behalf of Other Parties		(64,819)	(6,108)	24,748
Net cash (to)/from Financing Activities		(36,985)	(6,108)	49,882
Net (decrease) in cash and cash equivalents		(90,794)	(55,708)	(97,764)
Cash and cash equivalents at the beginning of the year	7	207,339	207,339	305,103
Cash and cash equivalents at the end of the year	7	116,545	151,631	207,339

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

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

St Anne's School (Woolston)

Notes to the Financial Statements

For the year ended 31 December 2025

1. Statement of Accounting Policies

1.1. Reporting Entity

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical Maintenance

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

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment, as disclosed in the significant accounting policies, are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 10.

Critical Judgements in applying accounting policies

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

Classification of leases

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

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 14. Future operating lease commitments are disclosed in note 20b.

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 they relate to. The grants are not received in cash by the School and are paid directly to teachers by the Ministry of Education.

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

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

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

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

1.4. 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.

1.5. 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.

1.6. 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.

1.7. Investments

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

1.8. 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	10-50 years
Furniture and Equipment	1-15 years
Information and Communication Technology	2-5 years
Motor Vehicles	5 years
Leased Assets held under a Finance Lease	Term of Lease
Library Resources	12.5% Diminishing value

1.9. 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.

1.10. 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.

1.11. 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 surplus or deficit in the period in which they arise.

1.12. 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.

1.13. Shared Funds

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

1.14. 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 interior and exterior 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.

1.15. 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 initially recognised at fair value and 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.

1.16. Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

1.17. Budget Figures

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

1.18. 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

2025	2025	2024
Actual	Budget	Actual
\$	(Unaudited)	\$
596,750	506,000	595,208
1,373,809	1,180,000	1,178,048
1,970,559	1,686,000	1,773,256

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

2025	2025	2024
Actual	Budget	Actual
\$	(Unaudited)	\$
4,750	2,000	4,615
2,213	-	105
5,149	-	1,656
1,084	5,000	43,370
12,028	-	11,665
25,224	7,000	61,411

Expense

Extra Curricular Activities Costs
Trading
Fundraising and Community Grant Costs
Other Locally Raised Funds Expenditure

2025	2025	2024
Actual	Budget	Actual
\$	(Unaudited)	\$
3,983	3,170	6,798
10,473	2,050	2,055
225	1,500	1,488
81	-	320
14,762	6,720	10,661
10,462	280	50,750

Surplus for the year Locally Raised Funds

4. Learning Resources

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

2025	2025	2024
Actual	Budget	Actual
\$	(Unaudited)	\$
102,859	101,100	112,505
5,804	4,000	3,482
1,635,495	1,343,000	1,405,292
8,520	23,000	22,871
70,674	50,000	66,180
2,555	12,300	4,114
1,825,907	1,533,400	1,614,444

5. Administration

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

2025	2025	2024
Actual	Budget	Actual
\$	(Unaudited)	\$
11,429	11,430	9,344
7,788	11,000	7,625
22,923	34,350	22,187
78,563	79,500	80,888
6,140	8,000	4,637
5,510	5,500	4,742
132,353	149,780	129,423

6. Property

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Consultancy and Contract Services	26,218	24,000	25,673
Cyclical Maintenance	(11,791)	15,000	7,418
Heat, Light and Water	12,551	10,000	9,233
Rates	5,813	6,000	-
Repairs and Maintenance	24,505	32,500	17,691
Use of Land and Buildings	231,538	231,538	231,538
Employee Benefits - Salaries	13,570	10,000	3,991
Other Property Expenses	18,574	19,200	17,604
	<u>320,978</u>	<u>348,238</u>	<u>313,148</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

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Accounts	116,545	151,631	207,339
Cash and cash equivalents for Statement of Cash Flows	<u>116,545</u>	<u>151,631</u>	<u>207,339</u>

Of the \$116,545 Cash and Cash Equivalents, \$14 is subject to restrictions for the following reasons:

- \$14 of unspent grant 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. This is included in Revenue in Advance in note 12.

8. Accounts Receivable

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	1,980	-	-
Receivables from the Ministry of Education	11,166	3,128	3,128
Interest Receivable	210	285	285
Teacher Salaries Grant Receivable	141,903	105,526	105,526
	<u>155,259</u>	<u>108,939</u>	<u>108,939</u>
Receivables from Exchange Transactions	2,190	285	285
Receivables from Non-Exchange Transactions	153,069	108,654	108,654
	<u>155,259</u>	<u>108,939</u>	<u>108,939</u>

9. Investments

The School's investment activities are classified as follows:

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Current Asset			
Short-term Bank Deposits	138,954	132,894	132,894
Total Investments	<u>138,954</u>	<u>132,894</u>	<u>132,894</u>

10. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2025	\$	\$	\$	\$	\$	\$
Building Improvements	77,908	-	-	-	(4,932)	72,976
Furniture and Equipment	181,027	16,054	-	-	(23,189)	173,892
Information and Communication Technology	49,521	19,300	(501)	-	(22,619)	45,701
Motor Vehicles	53,539	-	-	-	(12,355)	41,184
Leased Assets	12,371	6,214	-	-	(6,699)	11,886
Library Resources	7,029	13	-	-	(880)	6,162
	381,395	41,581	(501)	-	(70,674)	351,801

The net carrying value of furniture and equipment held under a finance lease is \$11,886 (2024: \$12,371).

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.

	2025 Cost or Valuation \$	2025 Accumulated Depreciation \$	2025 Net Book Value \$	2024 Cost or Valuation \$	2024 Accumulated Depreciation \$	2024 Net Book Value \$
Building Improvements	85,761	(12,785)	72,976	85,761	(7,853)	77,908
Furniture and Equipment	411,445	(237,553)	173,892	397,357	(216,330)	181,027
Information and Communication Technology	296,286	(250,585)	45,701	295,636	(246,115)	49,521
Motor Vehicles	61,776	(20,592)	41,184	61,776	(8,237)	53,539
Leased Assets	23,752	(11,866)	11,886	21,442	(9,071)	12,371
Library Resources	45,308	(39,146)	6,162	45,295	(38,266)	7,029
	924,328	(572,527)	351,801	907,267	(525,872)	381,395

11. Accounts Payable

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Creditors	10,006	11,897	11,897
Accruals	9,430	7,344	7,344
Banking Staffing Overuse	7,495	-	-
Employee Entitlements - Salaries	154,807	115,291	115,291
Employee Entitlements - Leave Accrual	882	2,483	2,483
	182,620	137,015	137,015
Payables for Exchange Transactions	182,620	137,015	137,015
	182,620	137,015	137,015

The carrying value of payables approximates their fair value.

12. Revenue Received in Advance

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Grants in Advance - Ministry of Education	14	1,711	1,711
	14	1,711	1,711

13. Provision for Cyclical Maintenance

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Provision at the Start of the Year	52,693	52,693	52,905
(Decrease)/Increase to the Provision During the Year	(11,791)	15,000	7,418
Use of the Provision During the Year	(6,110)	-	(7,630)
Provision at the End of the Year	34,792	67,693	52,693
Cyclical Maintenance - Current	22,878	45,561	22,761
Cyclical Maintenance - Non current	11,914	22,132	29,932
	34,792	67,693	52,693

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.

14. Finance Lease Liability

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

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
No Later than One Year	6,348	6,613	6,613
Later than One Year	7,001	7,341	7,341
Future Finance Charges	(1,289)	(1,285)	(1,285)
	12,060	12,669	12,669
Represented by:			
Finance lease liability - Current	5,585	5,812	5,812
Finance lease liability - Non current	6,475	6,857	6,857
	12,060	12,669	12,669

15. Funds Held on Behalf of Catholic Kahui Ako Cluster

St Anne's School (Woolston) was the lead school and held funds on behalf of the Christchurch Catholic Kahui Ako cluster, a group of schools funded by the Ministry of Education to share professional support. In 2025 the Ministry of Education advised that the Kahui Ako COL program would be discontinued from January 2026. The remaining funds have been repaid to contributing schools.

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Funds Held at Beginning of the Year	64,819	64,819	40,071
Funds Received from Cluster Members	21,531	14,912	42,955
Funds Spent on Behalf of the Cluster	(29,139)	(21,020)	(18,207)
	57,211	58,711	64,819
Distribution of Funds	(57,211)	-	-
Funds Held at Year End	-	58,711	64,819

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 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".

17. Remuneration

Key management personnel compensation

Key management personnel of the School include all Board members, Principal, Deputy and Assistant Principal.

	2025 Actual \$	2024 Actual \$
<i>Board Members</i>		
Remuneration	4,285	4,025
<i>Leadership Team</i>		
Remuneration	430,734	386,663
Full-time equivalent members	3.00	3.00
Total key management personnel remuneration	435,019	390,688

There are 10 members of the Board excluding the Principal. The Board had held 9 full meetings of the Board in the year. The Board also has a Finance committee that meets monthly. 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 property, 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:

	2025 Actual \$000	2024 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	170-180	160-170
Benefits and Other Emoluments	4-5	4-5
Termination Benefits	0-0	0-0

Other Employees

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

Remuneration \$000	2025 FTE Number	2024 FTE Number
100 -110	1.00	3.00
110 -120	2.00	1.00
120 - 130	3.00	1.00
	6.00	5.00

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

18. Compensation and Other Benefits Upon Leaving

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

	2025 Actual		2024 Actual
Total	\$	-	\$ -
Number of People		-	-

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 of specific individuals. As such, this is expected to resolve the liability for school boards.

20. Commitments

(a) Capital Commitments

At 31 December 2025, the Board had no capital commitments (2024: \$nil).

(b) Operating Commitments

As at 31 December 2025 the Board has not entered into any operating contracts.

(Operating commitments at 31 December 2024: nil).

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	116,545	151,631	207,339
Receivables	155,259	108,939	108,939
Investments - Term Deposits	138,954	132,894	132,894
Total financial assets measured at amortised cost	410,758	393,464	449,172

Financial liabilities measured at amortised cost

Payables	182,620	137,015	137,015
Finance Leases	12,060	12,669	12,669
Total financial liabilities measured at amortised cost	194,680	149,684	149,684

22. 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 ANNE'S CATHOLIC SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2025

The Auditor-General is the auditor of St Anne's Catholic 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 3 to 17, 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 26th 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 Members of the Board listing and 2025 Annual Report pages 21 to 50.

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.

A handwritten signature in black ink, appearing to read 'M. Rondel'.

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



ST ANNE'S

CATHOLIC SCHOOL



Living our faith through our actions

EST. 1906

2025 ANNUAL REPORT

2025 RĪPOATA Ā-TAU

STRATEGIC GOAL #1 / WHĀIKA RAUTAKI #1

STRATEGIC GOAL / WHĀIKA RAUTAKI:

To increase/enrich our pasifika community through development of language and culture.

ANNUAL GOAL / WHĀIKA Ā-TAU:

To implement an effective Samoan Language Unit that increases achievement in both target languages and confidence in cultural ways.

WHAT DO WE EXPECT TO SEE BY THE END OF THE YEAR? / HE AHA Ā MĀTOU KAWATAU I TE PITO O TE TAU NEI?

Staff-Teachers will improve pedagogy and structure of the unit through reflection as an individual, through PGC work and 'Dual Language Workshops'.

School-An evolving curriculum for our Samoan Language Unit.

Community-Increased knowledge, language ability and connection with the pasifika community.

Students-Increased ability and understanding of Samoan language and culture.

ACTIONS KĀ MAHI	WHO IS RESPONSIBLE? KEI A WAI TE HAEPAPA?	RESOURCES REQUIRED KĀ RAUEMI	MEASURING SUCCESS WAITOHU TUTUKIKA
The new Samoan curriculum plan is reflected on and evolves over the year.	AT / MP	-Use ideas from other bilingual schools.	A clear plan exists as to which curriculum areas are taught through which medium and when.
Effective bilingual teaching daily.	AT / DW	-PGC -Observations occur	Students enjoy the class and make strong gains in all languages.
Pre/formative/post assessment taken in detail in languages/Maths/attendance.	AT / MP	-All usual assessments	A clear indication of whether increased immersion levels increase achievement/attendance in our target areas compared to other pathways.
Staff meetings/PLD for second language acquisition with ideas being inserted into the schoolwide plan.	JC	-JC	Staff will implement effective approaches informed by relevant research.
New resources developed or found and their intended use demonstrated for staff for use in any bilingual classroom.	JC		Teachers asking for support to develop specific resources. Review and reflection of certain resources from observations and implementing.
Additional and altered events to include Samoan and pasifika culture.	AT / MP	-Specific to events	Whānau attendance and participation monitored. Feedback gathered around the process and how prepared/comfortable families felt. Changes reflected in the curriculum document.
Talanoa is held twice yearly to reflect on direction.	AT / MP	-Curriculum	Attendance and participation monitored. Feedback on contents of hui gathered. Changes reflected in the curriculum document.
Provide enrichment/Aiga days	AT / MP	AT	The days provided will enhance the culture and language of our pasifika students. Students will begin to look forward to the next one.
Organise and run a Fiafia evening for pasifika success.	AT / MP	Support to organise / new certificates	There will be a high attendance at this and will involve pasifika tikanga.
Pasifika dance / culture opportunities provided.	AT / MP	Pasifika Uniform Tagata Mai Saute	Our pasifika group will be larger than ever, possibly two groups. Students will want to attend and see it as a highlight. More events than normal and/or events are 'better' than existing.

Summary

To implement an effective Samoan Language Unit that increases achievement in both target languages and confidence in cultural ways.

Staff - Teachers will improve pedagogy and structure of the unit through reflection as an individual, through PGC work and through support of 'Dual Language Workshops'; this will be reflected in an evolving curriculum.

Data/Evidence

-Our teacher was observed regularly and lessons joined by the principal (supporting her), especially early in the year, and regular discussions came from these observations and general feedback. The class has evolved over the year through these professional conversations and general reflection.

-Established connections have been made with bilingual teachers and leaders in Auckland and Christchurch to learn effective ways of testing and collecting data for Gagana Samoa.

-The unit now has assessment tools, allowing clearer tracking of growth and language development. While also still using last year's assessment to assess students' growth.

-The whole school curriculum recognises and supports the effectiveness of bilingual education, with ongoing conversations and planning around how to grow into a fully bilingual school in the future.

-Pasifika perspectives are now more visible across learning areas and school events i.e. welcomes, certificates at assembly.

-Pasifika teachers and the principal have attended multiple Pasifika-led professional development sessions (Reo Moana and others), deepening their understanding of bilingual education and culturally sustaining pedagogy. Learnings from these PD sessions are being implemented into planning, curriculum design, and cultural practices, strengthening the foundation of the bilingual unit. An example of this is the Samoan version of Better Start or structured literacy.

Discussion/Recommendations:

A network of bilingual teachers in Christchurch could be beneficial to share what is working well in Christchurch's context. Working with Te Waka, Rowley, Haeata and St Albans could help.

Community - Increased knowledge, language ability and connection with the pasifika community.

Data/Evidence:

This year has shown strong community engagement and strengthened connections between the school, aiga, and the wider Pasifika community. Communication, collaboration, and cultural participation have been key contributors to the success of the Samoan Language Unit.

Seesaw continues to be the most effective communication tool for all families. It has allowed consistent contact with parents in the bilingual unit and with Pasifika families across the school, especially during language weeks, Pasifika-themed days, and special events.

Seesaw has enabled students to share their learning at home, giving parents real-time access to their child's progress and increasing aiga engagement in school learning.

Parents have expressed gratitude and pride in the growth of their children's gagana Samoa, particularly in listening, understanding, and speaking confidently. Many families have noticed a positive difference at home.

Homework tasks have strengthened home/school learning partnerships. Weekly Samoan word lists encouraged parents and children to translate vocabulary together and create sentences. This challenge has been valuable for families and has supported language use beyond the classroom.

Parent involvement has been strong throughout the year. At the Sau Ia Festival, a group of parents initiated discussions about creating a Pasifika performance uniform. They also collaborated to make pale fuiono for students, helping them look and feel proud on stage. This initiative demonstrated the deep pride, commitment, and positive impact families have on our community.

Shared lunches continue to be a highlight, with families regularly bringing Pasifika dishes and working together to provide food that celebrates culture and strengthens community bonds.

Parents are informed about gagana Samoa classes available for families within Christchurch and school-wide activities, ensuring ongoing opportunities for language development and community connection.

A Talanoa was held to discuss possible names for the bilingual unit, with an excellent turnout and meaningful discussions that reflected pride, identity, and unity.

Discussion/Recommendations:

- Hold Talanoa with families at least twice a year, or once a term, to maintain strong communication, gather feedback, and co-design cultural and learning initiatives with aiga.

- Develop Pasifika performance uniforms, as requested by parents, to support cultural events, increase student pride, and provide a consistent look for performances and festivals.

- Improve data collection processes to accurately track student progress, language use, and areas of growth. This will support future planning and help evaluate the ongoing impact of the Samoan Language Unit.

Students - Increased ability and understanding of Samoan language and culture.

Data/Evidence:

Gagana Samoa is used 50/50 daily across the classroom programme. Morning routines are fully in Samoan, including roll call responses, prayers, songs, classroom rules, and days of the week with regular questioning about months. Daily number practice in Samoan includes counting and testing numbers into the thousands. Daily routines and instructions are delivered in full Samoan, which students now confidently understand. Students have become familiar with asking for permission (e.g., drink, bathroom) in Samoan. Common commands and responses in Gagana Samoa are now embedded and consistently used in students' everyday learning.

Language and Prayer:

Students can confidently recite a decade of the rosary without a visual prompt, after daily exposure and encouragement to do so during morning routines, fostering their language fluency and cultural connection.

They are able to sing 4-5 Samoan Christian songs to end our prayers which can be sung at church or at events in the future.

Daily language includes greetings, phrases, prayers, songs, rules, expectations, days of the week, numbers, colours, and general routines.

Students now respond more naturally in Samoan and have much more confidence in using commonly used words, and teachers can give more instructions in Samoan with confidence.

Daily Communication Skills:

Students show strong growth in both Gagana Samoa and English, developing confidence, pride, and a deeper understanding of Samoan identity.

Students can count and understand numerical language in Samoan up to thousands.

All students know and understand their class rules in both English and Samoan, and can independently use these rules in Samoan during daily routines.

Daily Gagana Samoa lessons have significantly expanded students' vocabulary, with new words learned and used correctly in context.

Students have begun learning Samoan phonics, supporting their spelling and foundational literacy skills in Samoan.

Cultural Practices:

All students in the unit participate in Tagata Mai Saute, giving them ongoing opportunities to learn about Samoan and wider Pasifika cultures. This is also available for all senior Pasifika students around the school or those who are interested in participating.

Cultural involvement has strengthened students' pride in representing their identity, especially during major performances and events.

Students took part in Aiga Day, developing understanding of Samoan cultural roles—such as being respectful guests and, for seniors, learning to serve.

Senior students demonstrated strong tautua (service), modelling cultural values and leadership for younger students.

Testing:

At the start and end of the year, all 19 students in the Samoan Bilingual Unit completed language assessments to measure their progress in Gagana Samoa. The data provides clear evidence of significant growth after one full year in the programme. 1 student in the unit started in Term 4 and therefore only had the baseline test but is not included in results.

Baseline Data:

73.3% of students were at the developing stage, showing very limited knowledge and only basic language skills.

26.7% of students were also at the developing stage but showed slightly stronger emerging skills, though still far from fluency.

0% of students demonstrated mastery in any assessed language categories.

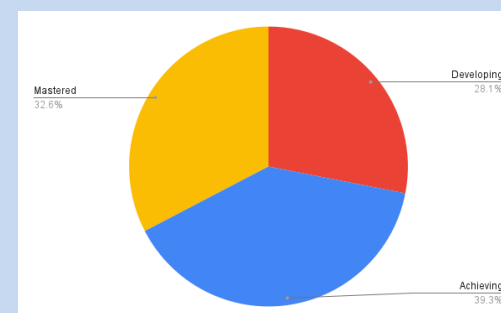
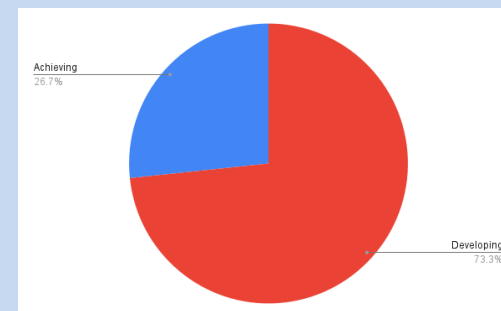
End of year data:

28.1% of students remained at the developing stage, showing a 7.4% improvement compared to their initial performance.

39.3% of students reached the achieving stage, indicating clear progression from developing toward proficiency.

32.6% of students achieved mastery in specific assessed areas— a significant increase from the beginning-of-year result of 0% mastery.

The comparison between baseline and end-of-year data shows strong improvement across all students after one year in the Samoan bilingual class. At the beginning of the year, no students had achieved mastery and most were at the developing level. After a full year of daily Gagana Samoa learning, structured routines, and cultural practice, the progress is clear. Many students moved from developing to achieving levels, showing increased confidence and competence in listening, speaking, reading, and responding in Samoan. Mastery levels rose from 0% to 32.6%, highlighting the effectiveness of the bilingual programme and consistent language immersion.



Fuafa'atatau - Samoan Objectives (Level 1) cont.			
	Objective	Teacher Says...	Response:
1.6	Express agreement and disagreement	I'm going to ask you some questions and I want you to respond with what you think is right E lima a'u tausaga? O oe o le teine/ tama E manaia le penitala e ai E tolu ou mata?	Leai Leai/loe (depending on question) Leai Leai
		How do you say "Yes/No" in Samoan language?	loe/I/la leai
1.7	Read a sentence in Samoan	I'm going to show a sentence and I want you to try and read what it says - can you tell me what it says? O a'u o le Samoa Oute fiafia ile aoga E leai se fanuvai i totonu le potu Afea/anafea lou aso fanau	
1.8	Understand basic preposition vocab.	Here is a box, I'm going to say the Samoan word for where to put the counter. I'd like you to place the counter on the box where I say. inside (totonu) outside (fafo) above (luga) below (lalo)	
		Now I'm going to place the counter and I'd like you to say the Samoan word for where the counter is. Inside (totonu) outside (fafo) above (luga) below (lalo)	
		Translate what I am saying in Samoan? tu'u le nofoa i luga o le taulau o le polo lae i luga o le fale aumai le nofoa lae i tua o le ta'avale	

4	Use basic words and connect images to words	Master... ▾	Master... ▾	Master... ▾	Master... ▾	Devel... ▾	Achiev... ▾
5	Expressions for numbers	Master... ▾	Master... ▾	Achiev... ▾	Master... ▾	Devel... ▾	Achiev... ▾
6	Use basic expressions for colours	Master... ▾	Master... ▾	Master... ▾	Master... ▾	Devel... ▾	Devel... ▾
7	Understand and follow simple instructions	Master... ▾	Master... ▾	Achiev... ▾	Master... ▾	Devel... ▾	Devel... ▾
8	Express agreement and disagreement	Master... ▾	Achiev... ▾	Devel... ▾	Master... ▾	Devel... ▾	Achiev... ▾
9	Read a sentence and understand in Samoan with little guidance	Master... ▾	Achiev... ▾	Achiev... ▾	Achiev... ▾	Devel... ▾	Devel... ▾
10	Understand basic preposition vocab	Achiev... ▾	Devel... ▾	Devel... ▾	Devel... ▾	Devel... ▾	Devel... ▾
11	Recall how to say their name and age in Samoan	Master... ▾	Devel... ▾	Devel... ▾	Achiev... ▾	Devel... ▾	Achiev... ▾
12	Describe their family dynamic	Achiev... ▾	Devel... ▾	Devel... ▾	Devel... ▾	Devel... ▾	Achiev... ▾
13	Begin to understand family terminology	Achiev... ▾	Devel... ▾	Devel... ▾	Devel... ▾	Devel... ▾	Achiev... ▾
14	Recall and understand the language of respect	Achiev... ▾	Achiev... ▾	Achiev... ▾	Achiev... ▾	Devel... ▾	Devel... ▾
15	Understand body parts/clothing words	Master... ▾	Master... ▾	Achiev... ▾	Master... ▾	Devel... ▾	Achiev... ▾
16	Respond to a question asked to	Master... ▾	Achiev... ▾	Devel... ▾	Achiev... ▾	Devel... ▾	Devel... ▾

Above: Example page of the oral test, and how it is recorded.

Discussion/Recommendations:

- Continue using Gagana Samoa as the main language during lessons to deepen immersion and further develop oral proficiency.
- Students took leadership roles in mihi whakatau and performed confidently during Pasifika celebrations. Continue creating opportunities for students to showcase their Gagana Samoa and cultural learning during assemblies, masses, and community events.
- Families engaged well through Seesaw, homework wordlists, and cultural events, with many commenting on the growth in their child's language.
- Build on this by sharing more lesson content with families, inviting them into class activities, and involving them in cultural practices like gift-giving, storytelling, and traditional arts.
- Establish regular check-ins or termly assessments to track progress in vocabulary, sentence structure, cultural understanding, and prayer fluency. Use the data to refine teaching approaches.
- Students began Samoan phonics this year, supporting spelling and reading accuracy. With more consistent practice, students will be able to read fluently in Samoan by their 3rd year in the unit.
- Extend this by introducing structured phonics sequences, matching reading texts, and writing tasks to strengthen bilingual literacy.

The effect of Aiga Day in preparation for the second class starting in 2025

Data/Evidence:

A group of students have learnt how to formally call guests for food and use of Samoan protocol.

Feedback from aiga/community:

Wonderful seeing and hearing students using correct lauga to call and announce food in traditional settings. It is rarely seen in homes unless it is a church in which the younger generation don't call (just the adults). The girls have been working on correct protocols when serving others through authentic and realistic practices (apa fafago, kitchenhand duties, correct sentences when speaking to guests).

During the day these students join with the students in the unit with morning routine (prayers, song etc). Then separate, these students work on oral language (formal and informal speeches), games to initiate conversations (request and decline), arts & crafts (ili, weaving through storytelling), tautua - service to others

through actions and comms, incorporation of RE values throughout the morning. Following that, all Samoan students from around the school join for singing, dancing, games to initiate conversations (request, decline or participate), lauga, arts & crafts.

Outcome of Aiga Day:

Students are enjoying the opportunity to speak, breathe and be part of a vasega Samoa. Some senior students are able to communicate simple sentences. They are more confident at listening but will respond back in English (safety). However, the younger students are more confident at speaking in conversations or responding to questions. Playing Lape has increased the vocab of scoring which students are understanding and repeating.

Lack of parent involvement due to Aiga Day being on a working day for some aiga. Three parents had commented that they trusted what their children were learning and did not feel the need to come on site unless it was Language Weeks.

Feedback from Aiga (matua/parents):

They did not want their daughters involved in Aiga Day as they feared they would lose crucial learning time. Parents wanted the girls to do better in maths. However, we came to an agreement that both girls would go to their homerooms for the first block and join us either after morning tea or lunchtime so they did not feel excluded.

Feedback from Tamaiti:

-Being able to embrace my culture by learning through activities with my buddies. For next year, to learn and speak full sentences in Samoan. I understand it but I can't always comment. Push others to learn more about their culture and be proud.

-I thought it was nice and it was a fun day out of class. I think next year we can listen and do our work better because some people mucked around because they weren't trying.

-I really liked it because it was a fun time and we got to learn more about being Samoan. I think next time, the younger kids need to try and listen better. It was hard with the younger kids there.

-Our artwork because we could communicate what the patterns meant to me. Next year be better at not talking over people.

-I think Aiga day was a little messy because of some people who mucked around and wasted the opportunity to be there. I like Aiga day sometimes because of how we treat each other. I think next year we need to show more respect.

-I like the patterns that we drew on our ili/fan. I also enjoyed the garments we made with colourful ribbons. The Game we played where we practised sentences for asking and saying no. Work on for next year: We need to work on our ears because some students won't listen to both Mrs T and Mrs Tiatia. We talked too much.

-I enjoyed being together and learning as one class. I liked all the cultural tasks we were given. I enjoyed learning new things about me as a Samoan. Next year I want to be better at speaking Samoan, Miss makes it look easy. It was fun having events during Aiga Day because we got to celebrate other cultures and our catholic faith.

STRATEGIC GOAL #2 / WHĀIKA RAUTAKI #2

STRATEGIC GOAL / WHĀIKA RAUTAKI:

To implement a new bilingual curriculum and class approach using and assessing localised and research based learning.

ANNUAL GOAL / WHĀIKA Ā-TAU:

To embed and evolve the Māori curriculum from learnings from 2024 with a focus on acceleration of learning, especially in key areas.

WHAT DO WE EXPECT TO SEE BY THE END OF THE YEAR? / HE AHA Ā MĀTOU KAWATAU I TE PITO O TE TAU NEI?

School-Completed curriculum for bilingual teaching.

Staff-Acceleration strategies implemented in the classroom.

Community-Community input into the look of the bilingual curriculum at different immersion levels.

Students-Understanding of basic reading, writing and speaking of Te Reo Māori. Ability to converse in target language.

ACTIONS KĀ MAHI	WHO IS RESPONSIBLE? KEI A WAI TE HAEPAPA?	RESOURCES REQUIRED KĀ RAUEMI	MEASURING SUCCESS WAITOHU TUTUKIKA
Continued focus on achievement using last years' plan so a continued trend can be seen.	Teachers of seniors (Years 5-8)		-Fair and true testing available for analysis.
More opportunities for oral language development and conversational use.	Teachers		-More use in the playground and classroom. -Students can have longer conversations.
Opportunities for whānau growth supported.	JC		-Whānau will use more reo at school and in the home. -Increase in scores in NZCER Māori tests.
Staff meetings/PLD for second language acquisition with ideas being inserted into the schoolwide plan. (school)	DW / JC	-JC	Staff will implement effective approaches informed by relevant research.
Effective Te Reo Māori teaching resources made accessible for all staff and supporting them in the use of them. (School)	JC	-Resources printed and left with relevant materials and/or uploaded to google drive	Resources being used in classrooms. (displays, worksheets...)
Daily Te Reo Māori lessons that align with St Anne's School Te Reo Māori objectives used and supported. (school)	Teachers	-Te Reo Māori objective levels in St Anne's Curriculum refresh document.	Regular routine across the school. Formative and summative assessments to measure against the Māori language objectives.

Summary

To embed and evolve the Māori curriculum from learnings from 2024 with a focus on acceleration of learning, especially in key areas.

Opportunities for whānau growth are supported.

Data/Evidence:

New children and families are invited to the welcome ceremony each term, which for most is a moving experience. Throughout the school, teachers greeting and farewelling students and parents in te reo Māori at drop-off and pick-up time is common practice, giving an opportunity for parents to respond alike.

Homework is a way of encouraging families to use te reo Māori. This ranges from songs children will sing non-stop, to use of Languagegenut, Māori readers sent home weekly, memorisation of mihimihi, whakamihi, stories and plays. From Year 5 on, families are involved in Mahi Kāinga (homework) challenges, with a number of te reo Māori and cultural challenges.

Special events focussed on te reo Māori me ōna tikanga. The noho ā-kura / Matariki evening (in Term 2) and the Cultural Festival (in Term 4) have required parents' involvement. School trips all have local and cultural relevance and rely on parent helpers.

Success indicators

Questions	Room 4	Room 7	Room 8
Do you use some Māori words at home, more than last year? (e.g. Kia ora, ngā mihi, pukapuka...)	some 8/21*	most 16/17*	most 11/14*
Do you use some Māori phrases at home, more than last year? (e.g. Homai te pata. Kei te haere ahau ki te wharepaku. E whiti ana te rā i tēnei ata.)	few 3/21	some 8/17	some 6/14
Do you practise waiata, hīmene, haka, kōrero, whakaari, etc...at home, more than last year?	most 19/21	many 11/17	most 11/14
Have you worked on the "Māori to go" homework book at home, more than last year? • on your own • with your siblings or parents	Not applicable	all 17/17 • 8/17 • 6/17	most 12/14 • 12/14 • 1/14
Do you read Māori 'readers' or other books in te reo Māori at home, more than last year? • on your own • with your siblings or parents	many 13/21 • 10/21 • 7/21	many 12/17 • 12/17 • 5/17	few 4/14 • 2/14 • 4/14

* /21, /17, /14 numbers of students present at the time the survey was run.

Most learners use te reo Māori at home, in different ways, more than a year ago. In Room 4, waiata learned in class and with tutors (kapa haka and Cook Islands Māori), and a play motivated students to practise at home. In Room 7 and 8 learners are more confident to use Māori words at home, and in a lesser measure phrases and sentences. The homework book is an efficient way to engage senior learners in working on te reo at home, and a tangible way to show work, and progress. While other success indicators are circumstantial, interactions with parents and conversations with children are encouraging.

-Increase in scores in Te Urungi, the NZCER Māori test.

Room Immersion level	Year level					
	Means Scale Score					
	(number of students who have completed the test*) [Standard Deviation Score]					
	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
Room 4 Level 3	No data** (7)	51.9 (14) [6.9]	64.7* (2) [5.9]			
Room 5 Level 4		45.7 (7) [7.1]	40.8 (11) [17.8]			
Room 6 Level 4				52.8 (10) [10.6]	56.7* (5) [10.3]	49.8 (10) [11.6]
Room 7 Level 2			66.6 (11) [14.2]	72.6 (7) 12.1		
Room 8 Level 2					73.0 (9) [17.6]	80.5 (6) [11.7]

* Data relating to a small number of students should be interpreted with caution, as statistics for small groups are more likely to be influenced by individual factors.

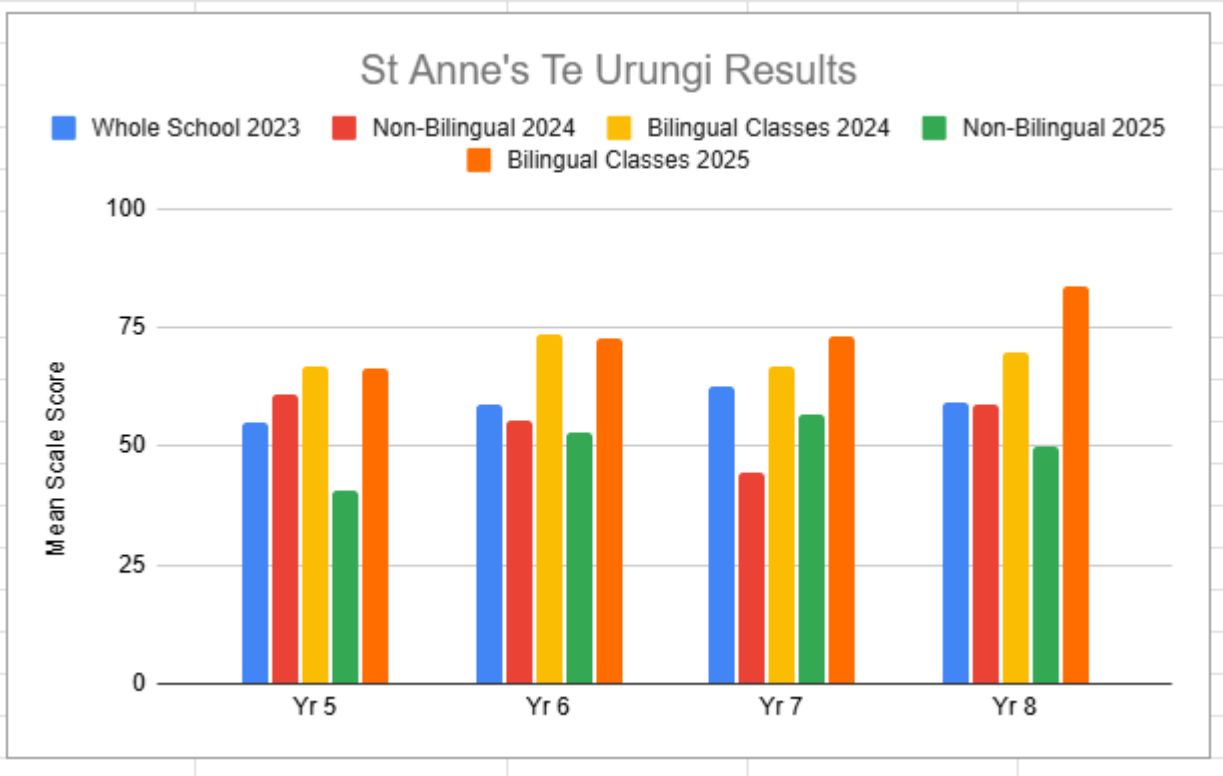
**Te Urungi is not available for Year 3 students.

Data shows the added value (as measured with the Te Urungi test) at each year level significantly increasing with the immersion level (Te Reo Māori as medium of instruction: Level 4, 12% of the time; Level 3, 31%; Level 2, 51%). The increase in added value accumulates in later years, noticeably at year 8. Though the samples are small, we can put forward the following factors to provide some explanation:

- accumulative effects over the past few years of learning in immersion settings;
- with improved teaching strategies;
- in favourable conditions (smaller classes);
- with more committed and better whanau-supported students, opting for the bilingual classes.

Note that Te Ururangi is a standardised test focussing solely on receptive skills. All questions are written, though students also hear the questions read to them. Te Ururangi does not assess productive skills: speaking, writing and interacting.

Te Urungi (NZCER Māori test)
Comparing Mean Scale Scores per year level, for bilingual and non-bilingual classes, in 2024 and 2025.
(the 2023 whole-school data is provided as benchmark)



In the bilingual classes, Te Urungi scores are similar in 2024 (yellow bar) and 2025 (orange bar) for the Year-5 group and the Year-6 group. The Year-7, and especially the Year-8 groups have seen a very significant increase.

In the non-bilingual classes, the 2024 (red bar) and 2025 (green bar) show more of a variation, often decreasing. The cohort as a whole is different with some students with higher needs, classes are bigger, teaching is more focussed on cultural aspects (hīmene, īnoinga, pūrākau, pūoro). The limited provision (3 hours a

week) for te reo Māori is less conducive to knowledge accumulation, and for some year levels previous knowledge was limited, with more proficient students having opted for the bilingual class.

Comparing Cohorts

In bilingual classes (yellow bar for 2024, orange bar for 2025 for the next year level). From Year 5 to Year 6, and for Year 7 to Year 8, the added value is significant. The standardised test does not show an increase from Year 6 to Year 7.

In non-bilingual classes (red bar for 2024, green bar for 2025 for the next year level).

From Year 6 to Year 7, and from Year 7 to Year 8, there is an added value that seems consistent with the te reo Māori learning provision.

From Year 5, 2024 to Year 6, 2025 scores show a decrease for the non-bilingual class. In 2024, while in a non-bilingual class, students from that class still received instruction in te reo Māori close to 30% due to their teacher's competence in the language. In 2025, the amount of instruction was lower, which did not allow for adequate retention of the knowledge previously acquired.

(Te Urungi Mean Scale Score per year level, for bilingual and non-bilingual classes, in 2024 and 2025)

Overall, we note:

The positive effect of a higher level of immersion (Level 2) for a number of years.

The question of assessing progress beyond the standardised Te Urungi test.

Staff meetings/PLD for second language acquisition with ideas being inserted into the schoolwide plan and staff will implement effective approaches informed by relevant research.

Data/Evidence:

At junior level, instruction focuses on developing listening and speaking skills. The morning routine includes a karakia, a hīmene, a waiata, and simple phrases. The afternoon lesson includes a karakia, a book read as a class, vocabulary building activities with words used in sentences. Comprehension is supported with pictures or translation. Simple instructions and praises are routinely used throughout the day.

In Room 4 (Level 3 bilingual), the focus is on listening comprehension and students' oral production. While written and spoken material (teacher's instruction, videos...) is important, it is used to support students' speaking, answering questions using well-rehearsed, scaffolded language. The whole-school storytelling competition in Term 2, and a short play in Terms 3 and 4 have provided the basis for work on oral production with emphasis on fluidity of speech, correct syntax, and meaningful communication.

Room 5 and 6 have followed the school curriculum, introducing vocabulary and some grammar structures. Routines include a range of karakia, hīmene and waiata, as well as acknowledgements and instructions. Taonga pūoro (musical instruments) have been an efficient way to engage students.

In Room 9, connections between Samoan words and traditional stories with Māori are made. Students learn commonly used words and basic sentences that they will hear around the school and in classrooms.

In Room 7 and 8 there is a strong emphasis on vocabulary and grammatical competency to strengthen written expression. For part of the first block, Year 6 students join Room 8, to allow Year 5 to bridge gaps in their learning. Students are able to function in the immersive environment (with use of English when needed, especially in Room 7). Oral expression has been consolidated in routine situations (karakia, waiata, mihimihi, whakamihi, mihi whakatūwhera) and other classroom situations. Te reo Māori is used as the medium of instruction in a range of learning activities (sport, science, cooking...).

Supporting research

To enhance the classroom practices as detailed above, the following approaches and researches have been presented in staff meetings / professional learning and development sessions.

'Sandpit Colloquialism'. Enabling learners' free oral production.

In order for learners to use te reo Māori spontaneously, without the teacher's support or control, it is important to equip them with colloquialisms. Those 'shortcuts', can be more easily spontaneously retrieved and used by children at play time, or in self-managed activities in the classroom.

E.g. "Kia pūrei pā pōro!" (Let's play touch!) is easier to use than "E hiahia ana koe ki te tākaro i te pā pōro ki a mātou?" (Do you want to play touch rugby with us?)

A kete of colloquial expressions needs to be developed and used.

Best practice in instructed additional language acquisition

In all classrooms the content is based on the St Anne's curriculum, while classroom approaches aim at following acknowledged best practice in additional language acquisition*, in addition to a strong cultural dimension as appropriate to the local context. The balance depends on classes (the group of learners and their teachers).

Best practice aims at:

- developing vocabulary, formulaic expressions and use of language patterns (grammar)
- primarily focussing on making meaning and also on form
- developing implicit knowledge and also explicit meaning
- scaffolding (to take into account the learners' previous knowledge)
- providing extensive comprehensible input (listening, reading, viewing)
- providing significant opportunities for output (reacting, speaking, writing)
- providing significant opportunities for meaningful interactions (communication)

While:

- taking account of individual differences in learners

Recommendations

- We still need to find ways of assessing learners' proficiency by examining free as well as controlled production (impromptu conversation and prepared speeches; casual writing and publishable texts), in addition to the current Te Urungi standardised test especially in oral language.

*Ellis, R. (2005). Instructed second language acquisition: A literature review. Wellington, New Zealand: Research Division, Ministry of Education.

Retrieved 03.03.2024 from https://www.educationcounts.govt.nz/_data/assets/pdf_file/0008/6983/instructed-second-language.pdf

An accelerative gesture-approach to acquiring te reo Māori

In Room 4 (Level 3 immersion), a gesture-approach has been trialled to increase comprehensible input and support oral production, with limited use of English during immersion time.

Based on the Accelerative Integrated Method** and Me Whita, Kia Whita***, this approach uses gestures (one gesture for each word) to instantly allow children to express their needs or answer questions, once the words and gestures have been systematically introduced.

Once the words and structures are acquired, the gestures are dropped, unless needed to support children in recalling a word, or self correct. The work based on a play provides rich and engaging learning opportunities.

**Maxwell, W. (2001). Evaluating the Effectiveness of the Accelerative Integrated Method for Teaching French as a Second Language. (Master's thesis, University of Toronto, Toronto, Canada). Retrieved from: <http://www.nlc-bnc.ca/obj/s4/f2/dsk3/ftp04/MQ58676.pdf>

***Gully, N. (2011). Me whita, kia whita! Hold fast to hasten the blaze! The development of an accelerative approach to acquiring te reo Māori. (Master's thesis,

Data/Success indicators:

In November all students presented the play Te Kākāpō Pōrangi, in groups of 6, to other St Anne's classes, and to a visiting school. All students stood and said their part, with a good level of fluidity and accuracy, including pronunciation.

Students' voice (following their performing of the play):

"I was scared I would mess up my part but it went smoothly ... My brother was proud of me. I really liked Te Kākāpō Pōrangi. It was fun and exciting. I was a bit nervous but I did great. I was proud at the end."

"I was very nervous and excited at the same time ... The play turned out to be amazing. It was very fun to experience being in a play."

"When my group presented, it felt awesome! ... It was quite a special moment for everyone."

"I think Te Kākāpō Pōrangi is an excellent way to learn te reo Māori and get better ... [it is] an excellent way to get along with other people."

"[At the end] I said my favourite line ever and the audience clapped."

Further resources need to be developed and trialled, and implementation consolidated in order to be able to be used, with support, in other classes.

Effective Te Reo Māori teaching resources made accessible for all staff and supporting them in the use of them.

Data/Evidence:

- In staff meetings teachers have shared activities easily usable with other classes. The focus of these activities ranges from vocabulary consolidation to grammatical structures, and informal conversational te reo.
- A subscription to Sharon Holt's Te Reo Singalong has been purchased and also Māori To Go.
- Previous resources have been reactivated and their use supported (Kete Pūrākau for storytelling, pao, whakamihi flipbook). These are now embedded into the curriculum.

Recommendations:

Supporting resources for literacy in the juniors be made to suit our context (requested by teachers).

STRATEGIC GOAL #3 / WHĀIKA RAUTAKI #3

STRATEGIC GOAL / WHĀIKA RAUTAKI:

To successfully implement the revised New Zealand Curriculum and increase teacher knowledge and understanding of it and best assessment practices (this includes new RE curriculum).

ANNUAL GOAL / WHĀIKA Ā-TAU:

Update our school curriculum with changes in assessment, immersion levels (Māori / Sāmoan), English, Mathematics and implementing the next part of the new RE curriculum.

WHAT DO WE EXPECT TO SEE BY THE END OF THE YEAR? / HE AHA Ā MĀTOU KAWATAU I TE PITO O TE TAU NEI?

School curriculum implemented
Revised assessment schedule implemented

ACTIONS KĀ MAHI	WHO IS RESPONSIBLE? KEI A WAI TE HAEPAPA?	RESOURCES REQUIRED KĀ RAUEMI	MEASURING SUCCESS WAITOHU TUTUKIKA
Facilitate the implementation of Level 2 of the new RE curriculum. (RE)	DRS	-New curriculum	-Comprehensive unit plans constructed. -Assessment tools made. -Teachers' confidence and knowledge in the new curriculum has increased.
Induction and ongoing mentoring provided to new teachers and those new to the RE curriculum. (RE)	DRS	-Induction document	-Teachers will have increased confidence and knowledge in Catholic teachings.
Update the St Anne's curriculum document (layout and content) into an accessible, usable and visually appealing document. (curriculum)	JH	- Current curriculum document -Shared drive	- Our curriculum doc will be understood and used by teachers as a living doc. - Information will be laid out in a way that makes it easy for teachers to access. - The physical document will be in each class for reference as needed. - The document will represent St Anne's implementation of an up-to-date and accurate reflection of the New Zealand Curriculum.
Update the assessment schedule to reflect focus areas and current junior and senior assessments. (assessment)	JS DI JH	-Shared Drive	- The assessment schedule will be easy to find in the St Anne's curriculum doc. - The assessments on the schedule will be completed (as per the plan) at the correct time. -Data and analysis is easy and effective.

Summary

Update our school curriculum with changes in assessment, immersion levels (Māori / Sāmoan), English, Mathematics and implementing the next part of the new RE curriculum.

RE Curriculum Implementation

Data/Evidence:

- Cushla O'Connor came to St Anne's to provide school wide understanding of the *To Tātou Whakapono* curriculum.
- Josh provided staff meeting PLD on the Yr 3-6 content of *To Tātou Whakapono*.
- Mareta & Josh attended PLD afternoon for the new Yr 5-6 *To Tātou Whakapono* curriculum
- 3 out of 5 classes with senior students are teaching from *To Tātou Whakapono* earlier than scheduled.
- *To Tātou Whakapono* content for Yr3-6 has been organised in our St Anne's shared drive.

Discussion/Recommendations:

- Roll out of the final levels will come as the curriculum comes out. It is something to be mindful of and also how to fit within our bilingual pathways as is not provided that way. This should be considered next year.

Induction and Mentoring in new RE Curriculum

Data/Evidence:

Josh provided induction sessions for Daniel and Savanah. December and Dean provided mentor teacher support for them, respectively. Josh also gave Daniel a lot of extra support to answer his questions about the Catholic faith.

Update the St Anne's curriculum document (layout and content) into an accessible, usable and visually appealing document and assessment schedule to fit.

Data/Evidence:

- With the curriculum expectations and assessment expectations continually changing with the current government, we have focused on our overarching beliefs and in our dual language programme and ensuring our key assessments are being completed.. The document continues to take shape and reflects our shared pedagogy.

Discussion/Recommendations:

Continue this as a living document, slowly and teach for the needs we have and assess for learning, not because we are told to.

STRATEGIC GOAL #4 / WHĀIKA RAUTAKI #4

STRATEGIC GOAL / WHĀIKA RAUTAKI:

To strengthen the understanding and living of our values statement to ensure students feel safe at our kura. *'Living our faith through our actions'*

ANNUAL GOAL / WHĀIKA Ā-TAU:

To increase the knowledge of our school history, values and founders' charism, to strengthen our school's identity.

WHAT DO WE EXPECT TO SEE BY THE END OF THE YEAR? / HE AHA Ā MĀTOU KAWATAU I TE PITO O TE TAU NEI?

Students-An increase in positive responses in our annual W@S survey.

Students-Decrease in the amount of negative behaviours in the playground and classroom.

Students-Stronger knowledge of our history, charism and values and why these are important.

School-Active teaching of history and our values to community and students.

ACTIONS KĀ MAHI	WHO IS RESPONSIBLE? KEI A WAI TE HAEPAPA?	RESOURCES REQUIRED KĀ RAUEMI	MEASURING SUCCESS WAITOHU TUTUKIKA
Increase the visibility of Catholic identity in the school by adding symbols and displays reflecting the school's charism.	DRS	-Resources created -Mission Sisters information	-Visitors will know the Founding Order by seeing information and without being told. -Catholic identity will be weaved throughout displays and learning. -Ideas such as sacred spaces, artwork and liturgical calendars used.
Reflect the community at Mass by incorporating aspects of culture and language into it.	DRS / Teachers	-	-Mass will feel more reflective of our community through song, words and look.
Regular Mass attendance.	DRS	-	-Students will feel more comfortable at Church, understand its importance to Catholics and will be more aware of what is happening.
Support the Faith Team to plan and lead initiatives supporting local and national Catholic campaigns.	DRS		-Involvement in events such as Caritas appeals, Mission Sisters projects and the Society of St Vincent de Paul.
Consistent behaviour management during play.	DRS / JS	-Updated plan	-A revised plan will be displayed in all rooms and used actively.
Explicit teaching of Gospel Values, Respect, Inclusivity and Team Player Attributes during play based learning time in junior school.	JS / DM	Sports Canterbury mentoring. Incredible Years Teachers PD	-Students are able to name the values and give examples of how they are lived in daily practice at school. -Improvement in prosocial behaviour and skills as observed by teachers and teacher aides.
-Explicit teaching of what Jesus did, said and told us to do and how we can action this into our lives.	Teachers	-School document with these things listed for reminders	-Increase in positive behaviour. -Increase in use of behaviours defined in our lists.
-Complete the 'history wall' in the foyer and support students to understand it.	Clara / Teachers	-Create resources to support the history wall	-Students will know more about where we have come from. -More detailed history tours (for community).
-Offer and support Catholic professional development for staff.	DRS	-Diocese	-Teachers have more confidence in teaching Catholic ways.

Summary

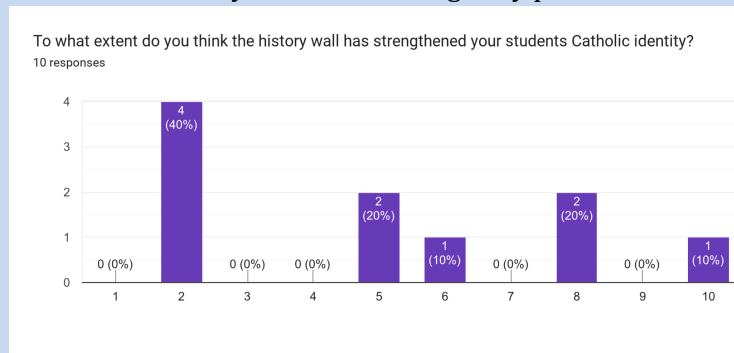
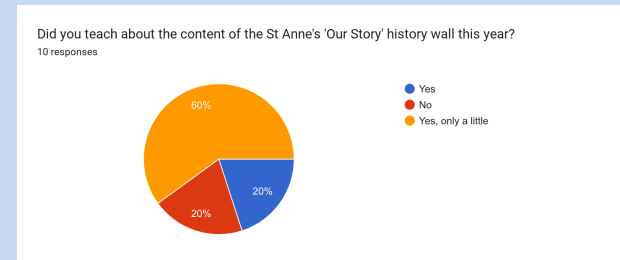
To increase the knowledge of our school history, values and founders' charism, to strengthen our school's identity.

Data/Evidence:

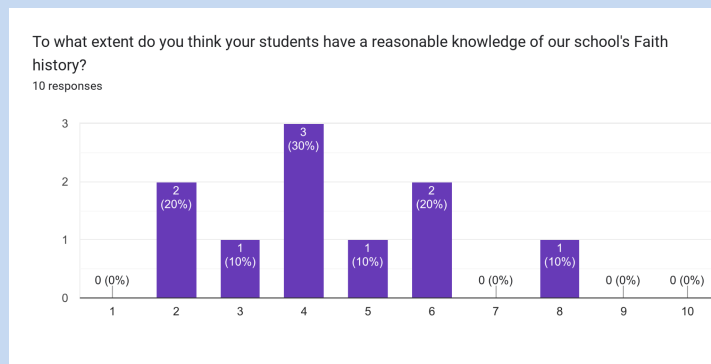
- 'Our Story' history wall was constructed over the year and was a huge time investment by the staff, community, parish and board. The result has been incredible. It is a woven rope connecting the history of our land, our faith and our school into one story.

Teachers were surveyed about the extent they taught about our faith history from the History Wall.

The majority of classes only used the content of the History Wall 'only a little'. This usually involved a visit and read through of the info and no follow up lessons, units, or activities in class. Two classes did none at all. Two classes taught a reasonable amount about the faith related content in the History Wall. Obviously the wall is new and time has been limited so the key will be to strategically put into our curriculum.

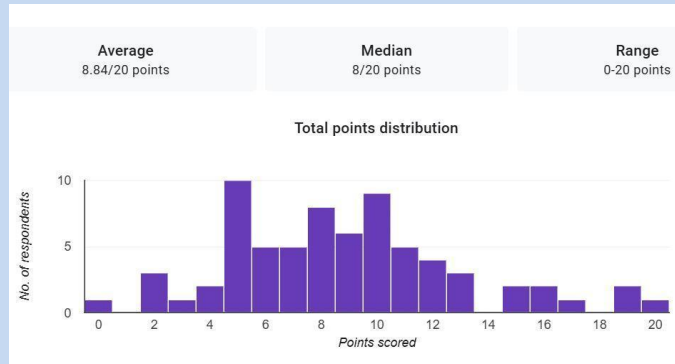


There is a range of answers for how effective the history wall has strengthened the Catholic identity. The highest score was 4 responses of 2 (not very much). On a comparison of negative vs positive responses there is an even split (with 4 teachers reporting in the 6-10 range).



Results from this survey question show that there was not effective learning about the history of our school. As it stands in 2025 the majority of teachers believe our students do not have a reasonable knowledge of our school's faith history. This should be understood in the context that this survey includes Rooms 1- 3 where their focus is more on accessible content and core subjects, therefore, we expect their results to be lower.

Students from Rm5-8 (Yr 5 up) were tested on their knowledge of our Catholic history from the content of our History Wall. The results for ‘Our Story’ Assessment - Senior’ are as follows:



The overall results in the quiz (out of 20 points) show a bell curve distribution with some peaks in the data, especially around 5/20. The distribution leans towards the lower end, with the median result being 8/20 and mean being 8.9/20.

Question content of this quiz was a general selection from the writing on the History Wall (also given to classes as a reading resource). Therefore, there is no inference needed to answer correctly. It is only assessing the students’ ability to retain information about our school history.

On examination of individual questions, there are a series of questions which over 50% of responders got right, and a series which were frequently wrong. This shows some of the knowledge, eg. the location of RNDM Sister founding & the start date of our school, where well known and some of the more obscure information, e.g What was built at St Anne's in 1969?, was less well known by the students.

Discussion/Recommendations:

- Increase the expectation and support to get all classes learning about the content of the History Wall at some point in 2026.
- Make the focus of the lessons on the content as a means to feel *more Catholic* and for the main reason of the wall, ‘to belong’ and be part of the story.
- Assess Yr5-8 again with ‘Our Story’ Assessment - Senior’ at the end of 2026 to compare results.
- Add a survey or element of student feedback about how connected they feel to the Catholic history of our Country & area as a result of engaging with the history wall.
- More detailed history tours (for community).
- Use the RE curriculum template (Yr5-6 3.1a) and make an informative slideshow and make stories come alive through the entrance display.

STRATEGIC GOAL #5 / WHĀIKA RAUTAKI #5

STRATEGIC GOAL / WHĀIKA RAUTAKI:

To strengthen our transition programme from pre school to primary school and primary to high school. (Kāhui Hub Goal)

ANNUAL GOAL / WHĀIKA Ā-TAU:

To increase achievement in mathematics through collaboration and improved teacher practice. (Kāhui Hub Goal)

WHAT DO WE EXPECT TO SEE BY THE END OF THE YEAR? / HE AHA Ā MĀTOU KAWATAU I TE PITO O TE TAU NEI?

Teachers-High school mathematics teachers know more about children's mathematics journeys before they arrive.

Teachers-Primary school mathematics teachers knowing what will happen at high school in mathematics to help set children up for success.

School-Clear understandings of what is being taught at both primary and high school to make transition fluid in mathematics. .

Parents/Caregivers-A stronger understanding of how mathematics is taught and how to support this.

Students-More confidence in mathematics due to consistencies between schools.

ACTIONS KĀ MAHI	WHO IS RESPONSIBLE? KEI A WAI TE HAEPAPA?	RESOURCES REQUIRED KĀ RAUEMI	MEASURING SUCCESS WAITOHU TUTUKIKA
Host two teacher-only days for maths PD about the new maths curriculum throughout the year.	ASTs	-Sarah Cobb	-Teachers will attend and grow in confidence in their understanding of the mathematics curriculum.
Collect PAT data across the Kāhui (shared analysis) to look for gains, teacher strengths and specific challenges/successes.	WSTs	-PAT online	-Data analysis will help us focus more and identify teachers who are effective for observation. -Data will show accelerated gains.
Visit schools effective in the use of Numicon and Maths No Problem and provide things learnt back to teachers.	ASTs	-Observation forms	-ASTs will have a stronger knowledge than others during meetings so 'other strategies' are shared to the group when needed.
Teachers observing Mathematics teaching between schools (especially high school to primary).	Teachers	-Observation forms -Feedback time	-Teachers will have more understanding of approaches from schools before or after them.
Provide sharing hui over the year for the hub focusing on Mathematics implementation.	ASTs	-Kai	-Teachers will continue attendance as they see the worth in collaboration.

Summary

To increase achievement in mathematics through collaboration and improved teacher practice. (Kāhui Hub Goal)

Data/Evidence:

In 2025, St Anne's strengthened mathematics practice through targeted PLD and cross-school collaboration. Teachers engaged in shared learning with the Kāhui Ako, including PLD sessions with Sarah Cobb (Learning Solutions) that built confidence in the new mathematics curriculum and supported more consistent, discussion-rich teaching approaches. Staff also benefited from insights shared from the visits to other schools to observe the teaching of Maths - No Problem! and Numicon hui. These visits assisted with refining lesson design and improving the use of materials across classrooms.

Next year, St Anne's will continue using Numicon in all year levels except Year 7 and 8, as the full set of Numicon materials will be funded by the Ministry of Education. Note: More data in the Mahere Rautaki Strategic Plan PDF.

PAT Pāngarau Adaptive Test				
Year level (ref year)	Number of Students (Completed)	Mean Scale Score	Standard Deviation Score	Mean Stanine
3 (4)	18 / 19	32.0 (32.5)	12.3 (12.7)	4.8 (5.0)
4 (5)	29 / 29	36.4 (39.7)	9.2 (13.1)	4.4 (5.0)
5 (6)	29 / 29	38.7 (45.8)	11.4 (13.2)	3.9 (5.0)
6 (7)	21 / 21	44.6 (49.1)	12.2 (12.7)	4.3 (5.0)
7 (8)	14 / 14	51.2 (53.6)	10.4 (13.7)	4.6 (5.0)
8 (9)	17 / 17	55.8 (57.8)	11.2 (13.6)	4.7 (5.0)
* Numbers in brackets provide national reference group statistics				

Discussion of the Above Table:

Data collected has given teachers the next steps for 2026. Early indications show a stronger focus on student mathematical thinking and number knowledge. The average score for a year level, is used as a benchmark to compare a student's performance against their peers. It represents the expected level of achievement for a particular year level, allowing us to see if a student is performing at, above, or below the average for their year group. The stanine is short for 'standard nine' and indicates performance - 1 is the lowest and nine the highest. The conclusion to be drawn from this data is that the changes to teaching maths in our Kāhui Ako were of little impact to over all PAT maths scale scores.

Overall Discussion/Recommendations:

- Continue targeted professional learning in relation to the revised mathematics curriculum.
- Explore collaborative planning to strengthen teacher consistency and student outcomes across the school.
- Implement Numicon across all year levels and adapt to fit our pathways.
- Use PAT data to monitor student progress, identify strengths, and target support where needed.
- Explore additional opportunities for teacher reflection and peer observation to further embed best practice.

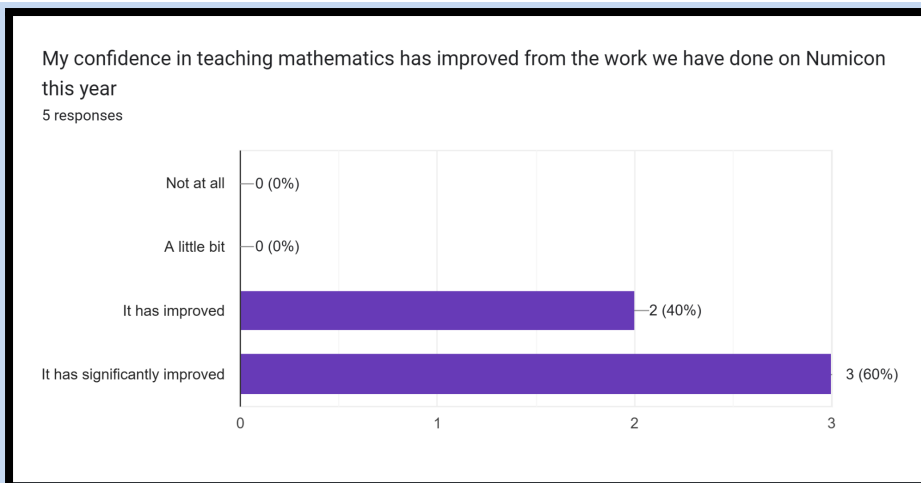
Breaking Barriers:

Two students who have intellectual disability diagnoses and neurodiversity have been following this programme with a TA. They have moved from being below the expectations for 6 months at school to being at the expectations for 2-3 years at school in some areas. We will put our other students on IEPs on this same sequence in 2026.

Numicon Intervention Programme:

Jo did this with four keen students who came at 8am each morning for a term. They improved in their basic fact recall and we "filled gaps" from early in the curriculum that they were missing. Jo was able to show the TAs how to run this and we will look at using it as a 'tier 2' option for maths in classes.

Survey from the Junior teacher team and learning assistants:



Positive staff feedback:

“ Numicon has been an excellent hands-on tool for supporting ākonga in developing key foundational numeracy skills. It has been particularly effective in helping students build quick recall of their number bonds to 10 and strengthen their ability to visualise numbers when solving equations mentally. The tactile and visual nature of Numicon has also proven highly beneficial for all learners, including neurodiverse and ESOL ākonga.”

“Numicon has been great to use this year. I found the lessons and focus activities to be really helpful when breaking down a focus for the week especially with my year 3 and 4s. Students who had used Numicon before had better understanding and used Numicon shapes a lot more to help them with solving questions.”

“I feel more confident in my ability to teach maths using the numicon teaching approach. It is easy to follow and makes my planning a systemic format. I love having a clear scope and sequence that builds on from each other. It builds a solid foundation for kids to understand numbers and knowing more and less. I have seen the kids gain confidence especially in their basic facts. They are also I find more willing to have a go using the hands on materials”

“I have been using numicon for math with two small groups of children. I have found numicon easy to use when teaching and with the different tools to use like pegs, spinners, rods, number cards and many more this keeps their interest in learning math. Numicon is light to hold , colourful and is a great tool to help them check their own work which also helps their confidence when they can check it themselves. It is fun to use is the feedback I get from the children. They are learning while having fun. I have been working with one group for sometime now. I have noticed a significant improvement in their concentration, focus and a better ability to retain what they have learnt in math since they have been using numicon.”

Issues to navigate moving forward to increase achievement and staff confidence:

More support around using the rods resource

Helping students adjust to the format of lessons (a spiral approach where things are taught for only a week and revisited later in the year)

More PD to deepen the pedagogical understanding of mathematics and key skills students need.

STRATEGIC GOAL #6 / WHĀIKA RAUTAKI #6

STRATEGIC GOAL / WHĀIKA RAUTAKI:

To strengthen our teaching of literacy throughout our hub. (Kāhui Hub Goal)

ANNUAL GOAL / WHĀIKA Ā-TAU:

To increase achievement in those at and above expectations in literacy through providing opportunities for extension and competition. (Kāhui Hub Goal)

WHAT DO WE EXPECT TO SEE BY THE END OF THE YEAR? / HE AHA Ā MĀTOU KAWATAU I TE PITO O TE TAU NEI?

Schools-More opportunities for extension.

Students-Improved assessment levels in targeted areas.

Students-Accelerated learning.

Teachers-More focus on extending students who are achieving and understanding how this can also bring up others.

ACTIONS KĀ MAHI	WHO IS RESPONSIBLE? KEI A WAI TE HAEPAPA?	RESOURCES REQUIRED KĀ RAUEMI	MEASURING SUCCESS WAITOHU TUTUKIKA
Host literacy based events not normally offered to schools.	ASTs WSTs		-Students participate in something new to them that extends literacy skills.
Provide resources and planning to schools to help extend learning.	ASTs	-Made -Sourced	-Teachers feel comfortable with the extension opportunities. -Teachers have more resources (physical or personnel to call on)
Ensure events offer competition but also are generally enjoyable and challenging.	ASTs	-Made	-Trophies, certificates and advertising are quality. -Students love the event (seen in feedback). -Literacy achievement accelerates due to collaboration.
Consistent assessment gathering	ASTs WSTs	-PAT -E-Asttle	-Gains will be seen across the Kāhui in terms of those 'at' moving to 'above' and those 'above' moving further.
Te Reo Māori workshops established at CCC	ASTs WSTs	-Resource sharing	-Teachers' confidence in reo matatini will improve. -More Māori language will be used in the classroom.
Continued Miha Māori development within the hub	ASTs	-Te Rangimārie -Fr Monty -Miha booklets -Audio shared	-Students' pronunciation improves with continued use. -Staff will improve in confidence in Miha and with the Māori language.
Māori Language Week opportunities for tuākana / tāina.	ASTs Bilingual teachers	-Designed by classes	-St Anne's Bilingual Classes will extend their knowledge through teaching. -Other schools will add new tikaka and reo to their classrooms to continually improve here.

Summary

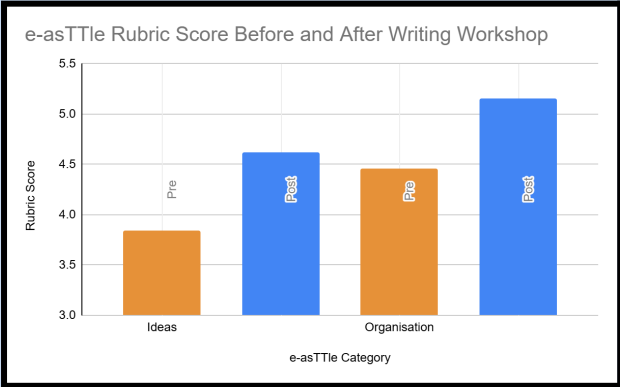
To increase achievement in those at and above expectations in literacy through providing opportunities for extension and competition. (Kāhui Hub Goal)

Data/Evidence:

In 2025, St Anne's students benefited from targeted literacy extension opportunities designed for those at and above curriculum expectations.

Writing Workshops

Selected students across the senior school participated in short fiction and flash fiction workshops led by the Catholic Cathedral College (CCC) Inklings Group, supported by CCC’s HoD of English, James Stringer, and mentored by Heather McQuillian from the School for Young Writers. Teachers analysed e-asTTle writing samples before and after the workshops, focusing on ‘ideas’ and ‘organisation’.



e-asTTle Category Category i.e. R3, R5			
Ideas		Organisation	
Pre	Post	Pre	Post
	3.8	4.4	5.0
	3.6	4.7	4.8
	4.1	4.8	5.7
	3.8	4.6	5.2
Ideas		Organisation	
Pre	Post	Pre	Post
	3.8	4.6	5.2

Discussion/Recommendations:

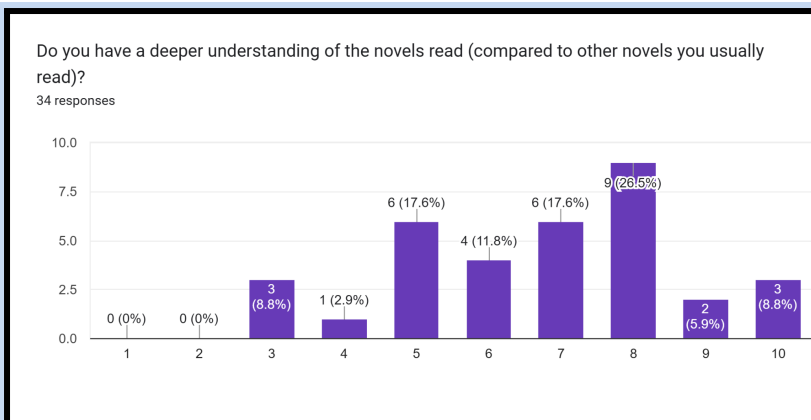
The tables above show e-asTTle rubric data for the Ideas and Organisation dimensions. These are areas teachers across the Kāhui deliberately targeted to evaluate students’ clarity of thinking and the structure of their writing. This stand-alone event, The Writers’ Workshop, is a powerful indication of what can be achieved for learners who are receptive and able in literacy. Post-workshop results show measurable gains, with students’ rubric scores improving by nearly one full level, demonstrating strengthened writing skills and effective extension. While this reflects the strong impact of the Writers’ Workshop, it also highlights the need to grow and inspire more teachers to deliver structured writing events of this calibre. The involvement of published author Heather McQuillian proved highly valuable, showing that upskilling teachers through expert guidance can significantly enhance both teaching practice and student outcomes. A recommendation is to continue to use assessment data (e-asTTle/writing samples, post-workshop writing) to identify students for extension and track progress.

Reading Quiz

Teachers identified students across the senior school who would benefit from reading extension and selected novels with cultural, local, and Christian-based themes. Over Terms 2 and 3, students explored these texts in depth.

A Kāhui Reading Quiz was designed in the style of a Cantamaths and Pub Quiz around the selected novels. The quiz challenged students with rounds based on the novels. Each school entered one or more teams. The quiz was a collaborative and competitive opportunity to reinforce comprehension and engagement.

At the conclusion of the Reading Quiz, students completed a Google Form survey using a scale where 1 indicated ‘Not at all’ and 10 indicated ‘Very much.’ Analysis of these responses shows strong outcomes, with students reporting improved recall, deeper comprehension, and stronger application of ideas from the texts, clear indicators of effective reading extension. Many students rated their understanding highly, suggesting that the novels selected for the quiz supported richer engagement. When learners demonstrate this level of depth and insight, these texts can be confidently placed into classroom programmes, ensuring that high-quality literature continues to challenge and extend able readers.

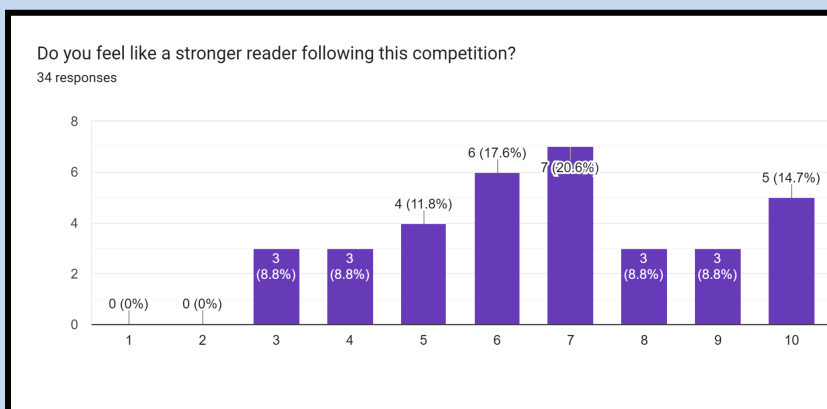


Data/Evidence:

The graph above shows that a significant number of students feel that they developed a deeper understanding of the novels that they read in preparation for the Reading Quiz, compared to what they usually would. This suggests that literature can be understood more deeply when worked on and reflected on collaboratively rather than individually.

Discussion/Recommendations:

From this data, if a text needs to be understood more, for us the Bible, important novels or even our storytelling programme, an end product like this could really strengthen our children's learning.

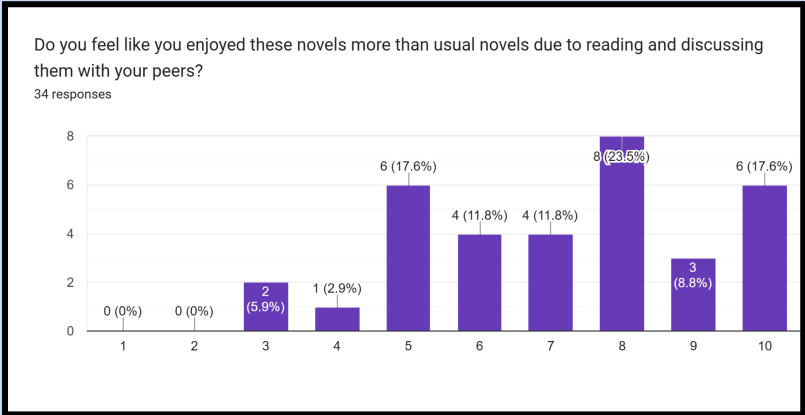


Data/Evidence:

This graph shows that over 82% of students feel they are stronger 'readers' after participating in the Kāhui Reading Quiz. The data indicates that even though we had the stronger and keen readers, they benefited from the structure of reading and learning about things like themes, structure, character development and author choices, when done together and in a competition framework. Moreover, the initiative successfully kept able readers highly engaged and stretched, promoting deep retention of key details and ideas across all five novels. This represents a standout example of how targeted enrichment can elevate reading achievement for our most capable learners.

Discussion/Recommendations:

As above, it would be wise to set up this yearly or even more often. It would be interesting to see the effect on lower ability learners with a shorter piece of writing if a lot of time was spent on it. This could be done with our storytelling curriculum.

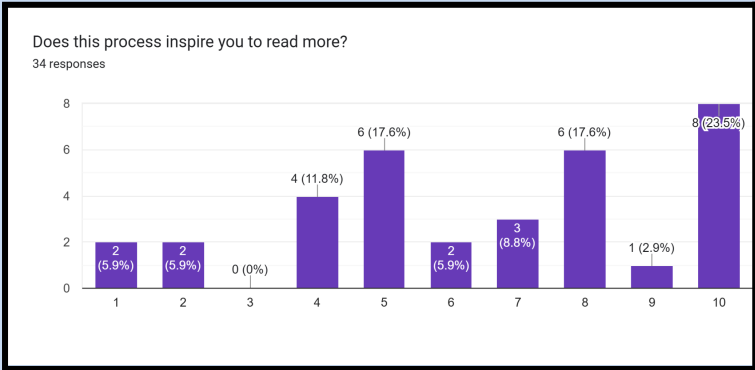


Data/Evidence:

Over 88% of Reading Quiz participants indicated that they enjoyed the selected novels more than their usual reading choices. This was another great endorsement of the texts, the structure of the Reading Quiz and the collaborative nature of the lead-up to the Reading Quiz. These results strongly align with peer-tutoring research, which shows that working with similar-ability, like-minded peers significantly boosts engagement, comprehension, and overall enjoyment. The combination of rich, teacher-selected novels and purposeful challenge clearly elevated students’ reading experiences.

Discussion/Recommendations:

Given the depth of understanding and enthusiasm demonstrated by participants, it is recommended that novel studies, or multiple studies, be incorporated into classroom programmes so that all students can benefit from the powerful learning that emerges from high-quality literature.



Data/Evidence:

The above graph shows that a significant number of participants felt the Kāhui Reading Quiz inspired them to read more, demonstrating a significant lift in students’ motivation, confidence, and enthusiasm for independent reading. Zara Dunns (St. Mary’s) indicated that she is keen to take over leadership and the organisation of the Reading Quiz initiative for 2026 despite the Kāhui Ako being abolished, due to the impact she saw.

Discussion/Recommendations:

A next step could be to explore opportunities to broaden genres and year levels for literacy extension activities. From all of the data collected, we can be confident that the Kāhui Reading Quiz and Writers Workshops increased achievement, motivation and gave students a deeper understanding of literacy.

Te Tiriti o Waitangi

Report on how the school has given effect to Te Tiriti o Waitangi

Our school became the first fully bilingual Catholic primary school in New Zealand in 2023. This year we have varied the levels of bilingual classes from reflections from 2023. Moving from all classes in level 3 of the Māori Language Levels to a level 2 pathway. This step, alongside a curriculum that is founded on the Treaty shows our ongoing commitment to our founding document. We believe in a school that shows Mana Ōrite (equal status) to Māori compared to English (language and culture). This goes for the look, feel and sound of a classroom and the school in general (including social media and digital means). Our school teaches and uses language, culture and tikanga throughout the day and this is implemented into the curriculum.

Principal Wellbeing

Principal Wellbeing Fund expenditure declaration for 2025 (Funds carried forward)

This report details how the principal has used funds allocated for professional coaching, professional learning, and wellbeing support. This declaration ensures accountability for public funds and affirms boards' obligations to support principal wellbeing.

All spending was approved via the presiding member and invoices approved by the entire board at board meetings.

Funding use:

NZPPA-Professional Learning

Travel support for the principal to attend the New Zealand Pasifika Principals Association Executive Committee termly meetings. Dallas is an elected member of this committee that works towards better education for students of pasifika descent and support for principals of pasifika descent. Being of pasifika descent himself, this group supports his growth as a leader and helps with what he does for the high number of pasifika students at St Anne's. These trips move around the country and include a hui to continue their work, visiting local schools to support their work for pasifika education and often involve growth through cultural activities, meetings with the Ministry or professional development activities.

Professional Coaching/Wellbeing Support

Dallas has been working with a psychologist through Tui Psychology, for a short time this year, to work on how to deal with things like hard conversations, complex relationships (staff, parents, students), leadership skills, how to give better emotional support to others and also emotional support for him, and keeping positive in this demanding role. Dallas has been able to regularly work with this mentor leading up to difficult events and reflecting on them afterwards. Helping him to thrive rather than survive. He has also had support with an ex principal who meets him monthly for advice and guidance.

STATEMENT OF COMPLIANCE WITH EMPLOYMENT POLICY

Reporting on the principles of being a Good Employer

How have you met your obligations to provide good and safe working conditions?	<i>-Feedback given in each principal's report for BOT Titled: HAEPAPA KAIWHAKAWHIWHI MAHI-EMPLOYER RESPONSIBILITY</i> <i>-Staff rep on BOT gives feedback</i> <i>-Active safety register kept and used</i> <i>-Growth cycle systems for teachers</i> <i>-Policies followed</i>
What is in your equal employment opportunities programme? How have you been fulfilling this programme?	<i>The Equal Employment Opportunities policy ensures that all employees and applicants for employment are treated according to their skills, qualifications, abilities, and aptitudes, without bias or discrimination. All schools are required by the Public Service Act to be "good employers", that is: to maintain, and comply with their school's Equal Employment Opportunities policy, and to include in the annual report a summary of the year's compliance. To achieve this, the board: appoints a member to be the EEO officer – this role may be taken by the principal shows commitment to equal opportunities in all aspects of employment including recruitment, training, promotion, conditions of service, and career development selects the person most suited to the position in terms of skills, experience, qualifications, and aptitude recognises the value of diversity in staffing (for example, ethnicity, age, gender, disability, tenure, hours of work, etc.) and the employment requirements of diverse individuals/groups ensures that employment and personnel practices are fair and free of any bias. The principal assures the board that the school complies with the Equal Employment Opportunities (EEO) policy and that a statement on EEO is included in the annual report (including any issues from the previous year).</i> <i>We work to provide an inclusive, non-discriminatory workplace, and promote equal opportunities for all staff members. We recognise.</i> <i>To potential staff we ensure that we:</i> <i>-treat current and prospective staff fairly</i> <i>-make decisions based on relevant merit</i> <i>-work to eliminate bias and discrimination.</i>
How do you practise impartial selection of suitably qualified persons for appointment?	<i>-We have a large number on the appointments committee and all recommendations are taken to the greater Board for confirmation. We always have at least one person in education (principal/teacher rep), a parent, and a proprietor's rep on the appointments committee.</i>
How are you recognising, - The aims and aspirations of Māori, - The employment requirements of Māori, and	<i>We are the first fully bilingual Catholic school in the South Island.</i> <i>-We almost have 100% turnout at whānau hui and we seek aspirations at these meetings and informally.</i> <i>-In advertisements, we have expectations of Māori language and commitment.</i> <i>-We have Māori leading Māori.</i> <i>-Our employment process is tikanga friendly.</i>

- Greater involvement of Māori in the Education service?	
How have you enhanced the abilities of individual employees?	<i>-Personalised Growth Cycles</i> <i>-Strength based leadership</i>
How are you recognising the employment requirements of women?	<i>We recognise the value in diversity and choose the best for the position (see above).</i>
How are you recognising the employment requirements of persons with disabilities?	<i>We recognise the value in diversity and choose the best for the position (see above).</i>

Reporting on Equal Employment Opportunities (EEO) Programme/Policy	YES	NO
Do you operate an EEO programme/policy?	✓	
Has this policy or programme 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 its requirements?	✓	
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?	✓	

Kiwisport is a Government funding initiative to support students' participation in organised sport.

During 2025, the school received total Kiwisport funding of \$2,799.00 (excluding GST).

The funding contributed to –

Canterbury Basketball Assoc Inc - Mini-Ball and Primary School basketball team subs for after-school participation in a local community team competition each term for any school child wishing to take part.

Selwyn Sports Trust for Koru Games and Primary Sports Canterbury for Top Team Delivery, to allow participation in as many inter-school events as possible.

Ritchies Transport – Frost Buster event - to facilitate participation for all students in this annual offsite school event.