

ST MARY'S SCHOOL (WANGANUI)

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2025

School Directory

Ministry Number:	2454
Principal:	Jacqui Luxton
School Address:	30 London Street
School Postal Address:	30 London Street, Whanganui, 4500
School Phone:	06 343 1227
School Email:	ivys@stmarys.ac.nz

Accountant / Service Provider:



ST MARY'S SCHOOL (WANGANUI)

Annual Financial Statements - For the year ended 31 December 2025

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St Mary's School (Wanganui)

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.

Helena Anderson

Full Name of Presiding Member



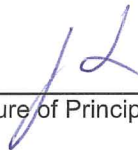
Signature of Presiding Member

31 May 2026

Date

Jacqui Luxton

Full Name of Principal



Signature of Principal

31 May 2026

Date

St Mary's School (Wanganui)
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Revenue				
Government Grants	2	2,332,873	2,002,036	2,140,278
Locally Raised Funds	3	58,216	32,404	65,830
Use of Proprietor's Land and Buildings		208,500	208,500	208,500
Interest		3,597	10,000	18,182
Total Revenue		2,603,186	2,252,940	2,432,790
Expense				
Locally Raised Funds	3	43,967	12,800	69,812
Learning Resources	4	1,906,848	1,724,455	1,742,644
Administration	5	163,917	148,829	175,612
Interest		1,629	-	970
Property	6	350,102	344,356	267,727
Loss on Disposal of Property, Plant and Equipment		1,138	-	2,272
Total Expense		2,467,601	2,230,440	2,259,037
Net Surplus / (Deficit) for the year		135,585	22,500	173,753
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		135,585	22,500	173,753

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 Mary's School (Wanganui)
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		808,229	808,229	595,557
Total comprehensive revenue and expense for the year		135,585	22,500	173,753
Contribution - Furniture and Equipment Grant		43,780	-	38,919
Equity at 31 December		987,594	830,729	808,229
Accumulated comprehensive revenue and expense		987,594	830,729	808,229
Equity at 31 December		987,594	830,729	808,229

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 Mary's School (Wanganui) Statement of Financial Position

As at 31 December 2025

		2025	2025	2024
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Current Assets				
Cash and Cash Equivalents	7	1,003,354	764,129	802,156
Accounts Receivable	8	155,107	143,547	143,547
GST Receivable		6,461	16,637	16,637
Prepayments		3,726	5,979	5,979
		<u>1,168,648</u>	<u>930,292</u>	<u>968,319</u>
Current Liabilities				
Accounts Payable	10	199,521	180,042	180,042
Revenue Received in Advance	11	4,584	12,739	12,739
Provision for Cyclical Maintenance	12	39,978	14,640	14,640
Finance Lease Liability	13	7,150	4,218	4,218
		<u>251,233</u>	<u>211,639</u>	<u>211,639</u>
Working Capital Surplus/(Deficit)		917,415	718,653	756,680
Non-current Assets				
Property, Plant and Equipment	9	135,046	131,192	111,192
		<u>135,046</u>	<u>131,192</u>	<u>111,192</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	12	50,069	18,351	56,040
Finance Lease Liability	13	14,798	765	3,603
		<u>64,867</u>	<u>19,116</u>	<u>59,643</u>
Net Assets		<u>987,594</u>	<u>830,729</u>	<u>808,229</u>
Equity		<u>987,594</u>	<u>830,729</u>	<u>808,229</u>

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

St Mary's School (Wanganui)
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		771,761	635,971	783,518
Locally Raised Funds		57,257	30,404	60,224
Goods and Services Tax (net)		10,175	-	(11,134)
Payments to Employees		(388,570)	(465,312)	(466,544)
Payments to Suppliers		(244,424)	(226,252)	(256,434)
Interest Paid		(1,629)	-	(970)
Interest Received		3,597	10,000	18,182
Net cash from/(to) Operating Activities		208,167	(15,189)	126,842
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		-	-	390
Purchase of Property Plant & Equipment (and Intangibles)		(46,278)	(20,000)	(56,258)
Net cash from/(to) Investing Activities		(46,278)	(20,000)	(55,868)
Cash flows from Financing Activities				
Furniture and Equipment Grant		43,780	-	38,921
Finance Lease Payments		(4,471)	(2,838)	(3,428)
Net cash from/(to) Financing Activities		39,309	(2,838)	35,493
Net increase/(decrease) in cash and cash equivalents		201,198	(38,027)	106,467
Cash and cash equivalents at the beginning of the year	7	802,156	802,156	695,691
Cash and cash equivalents at the end of the year	7	1,003,354	764,129	802,156

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 Mary's School (Wanganui)

Notes to the Financial Statements

For the year ended 31 December 2025

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

The financial statements have been prepared for the period 1 January 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 12.

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 9.

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 13. Future operating lease commitments are disclosed in note 18b.

Recognition of grants

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

c) Revenue Recognition

Government Grants

The School receives funding from the Ministry of Education. The following are the main types of funding that the School receives:

Operational grants are recorded as revenue when the School has the rights to the funding, which is in the year that the funding is received.

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.

d) Operating Lease Payments

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

e) Finance Lease Payments

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

f) Cash and Cash Equivalents

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

g) Accounts Receivable

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

h) Inventories

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

i) 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.

j) Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Furniture and Equipment	10 - 15 years
Information and Communication Technology	4 - 5 years
Textbooks	3 years
Library Resources	12.5% Diminishing value
Leased Assets held under a Finance Lease	Term of Lease

k) Impairment of property, plant, and equipment

The School does not hold any cash generating assets. Assets are considered cash generating where their primary objective is to generate a commercial return.

Non cash generating assets

Property, plant, and equipment and intangible assets held at cost that have a finite useful life are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable. If such indication exists, the School estimates the asset's recoverable service amount. An impairment loss is recognised for the amount by which the asset's carrying amount exceeds its recoverable service amount. The recoverable service amount is the higher of an asset's fair value less costs to sell and value in use.

Value in use is determined using an approach based on either a depreciated replacement cost approach, restoration cost approach, or a service units approach. The most appropriate approach used to measure value in use depends on the nature of the impairment and availability of information.

In determining fair value less costs to sell, the School engages an independent valuer to assess market value based on the best available information. The valuation is based on a comparison to recent market transactions.

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

The reversal of an impairment loss is recognised in surplus or deficit. A previously recognised impairment loss is reversed only if there has been a change in the assumptions used to determine the asset's recoverable service amount since the last impairment loss was recognised.

l) 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.

m) Employee Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

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

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

n) Revenue Received in Advance

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

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

o) Funds Held in Trust

Funds are held in trust where they have been received by the School for a specified purpose, or are being held on behalf of a third party and these transactions are not recorded in the Statement of Comprehensive Revenue and Expense.

The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

p) 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.

q) Provision for Cyclical Maintenance

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

Cyclical maintenance, which involves painting the interior and exterior of the School, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provision is a reasonable estimate, 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 5 to 15 year period. The economic outflow of this is dependent on the plan established by the school to meet this obligation and is detailed in the notes and disclosures of these accounts.

r) 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.

Investments that are shares are categorised as 'financial assets at fair value through other comprehensive revenue and expense' for accounting purposes in accordance with financial reporting standards. On initial recognition of an equity investment that is not held for trading, the School may irrevocably elect to present subsequent changes in the investment's fair value in other comprehensive revenue and expense. This election has been made for investments that are shares. Subsequent to initial recognition, these assets are measured at fair value. Dividends are recognised as income in surplus or deficit unless the dividend clearly represents a recovery of part of the cost of the investment. Other net gains and losses are recognised in other comprehensive revenue and expense and are never reclassified to surplus or deficit.

The School's financial liabilities comprise accounts payable, borrowings 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.

s) Borrowings

Borrowings on normal commercial terms are initially recognised at the amount borrowed plus transaction costs. Interest due on the borrowings is subsequently accrued and added to the borrowings balance. Borrowings are classified as current liabilities unless the School has an unconditional right to defer settlement of the liability for at least 12 months after balance date.

t) 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.

u) Budget Figures

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

v) Services received in-kind

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

2. Government Grants

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Government Grants - Ministry of Education	785,864	594,605	763,411
Teachers' Salaries Grants	1,546,125	1,366,065	1,362,340
Other Government Grants	884	41,366	14,527
	<u>2,332,873</u>	<u>2,002,036</u>	<u>2,140,278</u>

3. Locally Raised Funds

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

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Revenue			
Donations and Bequests	17,781	700	-
Fees for Extra Curricular Activities	6,445	24,954	22,124
Trading	7,480	-	-
Fundraising and Community Grants	19,085	-	23,338
Other Revenue	7,425	6,750	20,368
	<u>58,216</u>	<u>32,404</u>	<u>65,830</u>
Expense			
Extra Curricular Activities Costs	23,567	12,600	53,452
Trading	7,519	-	-
Fundraising and Community Grant Costs	12,956	200	16,360
Other Locally Raised Funds Expenditure	(75)	-	-
	<u>43,967</u>	<u>12,800</u>	<u>69,812</u>
<i>Surplus/(Deficit) for the year Locally Raised Funds</i>	<u>14,249</u>	<u>19,604</u>	<u>(3,982)</u>

4. Learning Resources

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Curricular	71,063	46,763	38,422
Employee Benefits - Salaries	1,769,780	1,659,692	1,664,392
Staff Development	11,312	6,000	-
Depreciation	43,053	-	28,789
Other Learning Resources	11,640	12,000	11,041
	<u>1,906,848</u>	<u>1,724,455</u>	<u>1,742,644</u>

5. Administration

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Audit Fees	9,651	5,500	13,130
Board Fees and Expenses	5,532	8,500	5,216
Operating Leases	-	-	353
Other Administration Expenses	41,073	28,000	23,968
Employee Benefits - Salaries	94,670	94,829	122,225
Insurance	3,628	3,500	3,490
Service Providers, Contractors and Consultancy	9,363	8,500	7,230
	<u>163,917</u>	<u>148,829</u>	<u>175,612</u>

6. Property

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Cyclical Maintenance	19,367	10,000	(70,997)
Heat, Light and Water	11,277	10,000	10,076
Rates	4,728	4,000	4,629
Repairs and Maintenance	18,071	22,500	24,632
Use of Land and Buildings	208,500	208,500	208,500
Employee Benefits - Salaries	78,327	76,856	76,635
Other Property Expenses	9,832	12,500	14,252
	<u>350,102</u>	<u>344,356</u>	<u>267,727</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 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Bank Accounts	1,003,354	764,129	802,156
Cash and cash equivalents for Statement of Cash Flows	<u>1,003,354</u>	<u>764,129</u>	<u>802,156</u>

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

Of the \$1,003,354 Cash and Cash Equivalents \$4,584 is subject to restrictions for the following reasons:

- \$4,584 of Revenue Received in Advance is held by the school, as disclosed in note 11.

8. Accounts Receivable

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Receivables	46	2,512	2,512
Receivables from the Ministry of Education	3,582	-	-
Teacher Salaries Grant Receivable	151,479	141,035	141,035
	<u>155,107</u>	<u>143,547</u>	<u>143,547</u>
Receivables from Exchange Transactions	46	2,512	2,512
Receivables from Non-Exchange Transactions	155,061	141,035	141,035
	<u>155,107</u>	<u>143,547</u>	<u>143,547</u>

9. Property, Plant and Equipment

2025	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
Furniture and Equipment	25,518	44,096	(803)	-	(7,342)	61,469
Information and Communication Technology	65,712	-	-	-	(24,536)	41,176
Textbooks	5,059	-	-	-	(2,147)	2,912
Leased Assets	9,016	23,943	-	-	(8,291)	24,668
Library Resources	5,893	-	(335)	-	(737)	4,821
	<u>111,198</u>	<u>68,039</u>	<u>(1,138)</u>	<u>-</u>	<u>(43,053)</u>	<u>135,046</u>

The net carrying value of equipment held under a finance lease is \$24,668 (2024: \$9,016)

Restrictions

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

	2025 Cost or Valuation \$	2025 Accumulated Depreciation \$	2025 Net Book Value \$	2024 Cost or Valuation \$	2024 Accumulated Depreciation \$	2024 Net Book Value \$
Furniture and Equipment	149,684	(88,215)	61,469	109,224	(83,706)	25,518
Information and Communication Technology	122,028	(80,852)	41,176	124,523	(58,811)	65,712
Textbooks	6,442	(3,530)	2,912	6,442	(1,383)	5,059
Leased Assets	53,138	(28,470)	24,668	29,195	(20,178)	9,016
Library Resources	37,525	(32,704)	4,821	44,318	(38,425)	5,893
	<u>368,817</u>	<u>(233,771)</u>	<u>135,046</u>	<u>313,702</u>	<u>(202,503)</u>	<u>111,198</u>

10. Accounts Payable

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Creditors	2,079	7,078	891
Accruals	5,951	-	6,187
Employee Entitlements - Salaries	151,479	141,035	141,035
Employee Entitlements - Leave Accrual	40,012	31,929	31,929
	<u>199,521</u>	<u>180,042</u>	<u>180,042</u>
Payables for Exchange Transactions	199,521	180,042	180,042
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>199,521</u>	<u>180,042</u>	<u>180,042</u>

The carrying value of payables approximates their fair value.

11. Revenue Received in Advance

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Revenue in Advance	4,584	5,498	5,498
Revenue in Advance - Ministry of Education	-	7,241	7,241
	<u>4,584</u>	<u>12,739</u>	<u>12,739</u>

12. Provision for Cyclical Maintenance

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Provision at the Start of the Year	70,680	22,991	152,073
Increase/(decrease) to the Provision During the Year	19,367	10,000	(70,997)
Use of the Provision During the Year	-	-	(10,396)
Provision at the End of the Year	90,047	32,991	70,680
Cyclical Maintenance - Current	39,978	14,640	14,640
Cyclical Maintenance - Non current	50,069	18,351	56,040
	90,047	32,991	70,680

Per the cyclical maintenance schedule, the School is next expected to undertake painting works during 2026. This plan is based on the School's 10 Year Property plan / painting quotes.

13. 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	8,678	4,218	4,218
Later than One Year	16,435	765	3,603
Future Finance Charges	(3,165)	-	-
	21,948	4,983	7,821
Represented by			
Finance lease liability - Current	7,150	4,218	4,218
Finance lease liability - Non current	14,798	765	3,603
	21,948	4,983	7,821

14. 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 conditions 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 (Diocese of Palmerston North) is a related party of the School Board because the Proprietor appoints representatives to the School Board, giving the Proprietor significant influence over the School Board. Any services or contributions between the School Board and Proprietor have been disclosed appropriately. If the Proprietor collects fund on behalf of the school (or vice versa) the amounts are disclosed.

The Proprietor provides land and buildings free of charge for use by the School Board as noted in Note 1(c). The estimated value of this use during the current period is included in the Statement of Comprehensive Revenue and Expense as "Use of Land and Buildings".

Under an agency agreement, the School collects funds on behalf of the Proprietor. These include attendance dues, building levy and special character donations payable to the Proprietor. The amounts collected in total were \$0 (2024: \$0). These do not represent revenue in the financial statements of the school. Any balance not transferred at the year end is treated as a liability. The total funds held by the school on behalf of the proprietor are \$0 (2024: \$0).

15. Remuneration

Key management personnel compensation

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

	2025 Actual \$	2024 Actual \$
<i>Board Members</i> Remuneration	3,475	4,615
<i>Leadership Team</i> Remuneration	718,810	590,398
Full-time equivalent members	6.07	5.00
Total key management personnel remuneration	722,285	595,013

There are 10 members of the Board excluding the Principal. The Board has held 6 full meetings of the Board in the year. The Board also has a Finance committee (1 members) that met 4 times. As well as these regular meetings, including preparation time, the Presiding Member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal

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

	2025 Actual \$000	2024 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	160 - 170	150 - 160
Benefits and Other Emoluments	4 - 5	4 - 5
Termination Benefits	-	-

Other Employees

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

	2025 FTE Number	2024 FTE Number
Remuneration \$000		
100 - 110	6.00	3.00
110 - 120	2.00	2.00
	8.00	5.00

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

16. Compensation and Other Benefits Upon Leaving

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

	2025 Actual	2024 Actual
Total	\$0	\$0
Number of People	0	0

17. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2025 (Contingent liabilities and assets at 31 December 2024: nil).

Holidays Act Compliance – Schools Payroll

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

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

18. Commitments

(a) Capital Commitments

There are no capital commitments as at 31 December 2025 (Capital commitments at 31 December 2024: \$0).

(b) Operating Commitments

There are no operating commitments as at 31 December 2025 (Operating commitments at 31 December 2024: nil).

19. 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	1,003,354	764,129	802,156
Receivables	155,107	143,547	143,547
Total financial assets measured at amortised cost	1,158,461	907,676	945,703

Financial liabilities measured at amortised cost

Payables	199,521	180,042	180,042
Finance Leases	21,948	4,983	7,821
Total financial liabilities measured at amortised cost	221,469	185,025	187,863

20. Events After Balance Date

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

21. Comparatives

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

St Mary's School (Wanganui)

Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Helena Anderson	Presiding Member	Elected	Aug 2028
Jacqui Luxton	Principal	ex Officio	
Mark Kennedy	Parent Representative	Elected	2025
Amy Fairhurst	Parent Representative	Elected	Aug 2025
Ari Houshangi	Parent Representative	Elected	Aug 2025
Jessika Anderson	Parent Representative	Elected	Aug 2028
Samantha Hannah	Parent Representative	Elected	Aug 2028
Mere Ponga	Parent Representative	Elected	Aug 2028
Willie Scanlon	Parent Representative	Elected	Aug 2028
Jheffery Oca	Parent Representative	Selected	Aug 2028
Heather Loveridge	Staff Representative	Elected	Aug 2025
Amanda Calver	Staff Representative	Elected	Aug 2028
Patricia Stewart	Proprietors Representative	Appointed	Aug 2028
Valerie Southcombe	Proprietors Representative	Appointed	Aug 2028
Joggy Varghese	Proprietors Representative	Appointed	Aug 2028

St Mary's School (Wanganui)

Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2025, the school received total Kiwisport funding of \$3,981 (excluding GST). The funding was spent on sporting endeavours.

Statement of Compliance with Employment Policy

For the year ended 31st December 2025 the St Mary's School (Wanganui) Board:

- Has developed and implemented personnel policies, within policy and procedural frameworks to ensure the fair and proper treatment of employees in all aspects of their employment.
- Has reviewed its compliance against both its personnel policy and procedures and can report that it meets all requirements and identified best practice.
- Is a good employer and complies with the conditions contained in the employment contracts of all staff employed by the Board.
- Ensures all employees and applicants for employment are treated according to their skills, qualifications and abilities, without bias or discrimination.
- Meets all Equal Employment Opportunities requirements.

INDEPENDENT AUDITOR'S REPORT

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

The Auditor-General is the auditor of Saint Mary's School (the School). The Auditor-General has appointed me, Cameron Town, using the staff and resources of Silks Audit Chartered Accountants Limited, to carry out the audit of the financial statements of the School on pages 2 to 18, 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 31 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 Responsibility, 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 Statement of Responsibility, Statement of Variance, Evaluation of the School's Students' Progress and Achievement, Statement of Compliance with Employment Policy, Te Tiriti o Waitangi and Statement of KiwiSport funding.

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

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

Independence

We are independent of the School in accordance with the Auditor-General's Auditing Standards, which incorporate the independence requirements of Professional and Ethical Standard 1 *International Code of Ethics for Assurance Practitioners (including International Independence Standards) (New Zealand)* issued by the New Zealand Auditing and Assurance Standards Board.

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

A handwritten signature in blue ink that reads 'Cameron Town'.

Cameron Town
Silks Audit Chartered Accountants Limited
On behalf of the Auditor-General
Whanganui, New Zealand



Annual Report 2025



St Mary's School



Strategic Goals 2024 - 2026		
<p>Embracing Faith: The Heart of Our Catholic Community</p>	<p>Excellence in Education: Designing a Dynamic Curriculum for Quality Learning</p>	<p>Thriving from Within: Nurturing Authentic Wellbeing</p>
<p>Aspirational Goal:</p> <p>To passionately live and serve in the spirit of Jesus through active participation, Catholic Social Teaching and modelling of our Catholic faith within our school and wider parish.</p> <p>Learning focused partnerships between students, teachers and whānau empower learners to thrive.</p>	<p>Aspirational Goal:</p> <p>To establish a forward-thinking local curriculum that embodies our Catholic identity, is grounded in Te Ao Māori, and fosters robust student success.</p> <p>Ensuring a unified curriculum approach throughout the school, placing learners at the core.</p> <p>Fostering a culture of continual improvement which prioritises effective collaboration between teachers to provide rich student achievement.</p>	<p>Aspirational Goal:</p> <p>To nurture our students, staff and whānau by building wellbeing and resilience.</p> <p>To promote spiritual wellbeing which forms the foundation of life's journey with God.</p> <p>To provide a safe positive environment through authentic quality relationships and partnerships.</p> <p>To remove barriers through equity growing curious, courageous and confident learners.</p>

Statement of Variance

Aspirational Goal 1:

To passionately live and serve in the spirit of Jesus through active participation, Catholic Social Teaching and modelling of our Catholic faith within our school and wider parish.

Annual Goal 1: School planning, assessment, evaluation and reporting procedures need to be effectively implemented, monitored and reflected on so there is consistency across the school.

The implementation of Tō Tātou Whakapono Our Faith provides an opportunity to, in a strategic manner, develop and implement schoolwide systems to support effective planning, tracking, assessment and evaluation.

Actions <i>List all the actions from your Annual Implementation Plan for this Annual Target/ Goal.</i>	What did we achieve? <i>What were the outcomes of our actions?</i> <i>What impact did our actions have?</i> Evidence <i>This is the sources of information the board used to determine those outcomes.</i>	Reasons for any differences (variances) between the target and the outcomes <i>Think about both where you have exceeded your targets or not yet met them.</i>
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<p>Actions required:</p> <ul style="list-style-type: none"> • Team Leaders to create an overview and tracking system. • Regular opportunities to unpack curriculum collaboratively to explore understanding and share best practice. • Teams plan together to ensure consistency. • Explore Pre and Post Activities to assess growth and learning. Middles and Seniors to explore using Kahoot. • Collect authentic and anecdotal experiences to use in reporting to parents at year end. • Teachers will be encouraged to use reflection on weekly planning as an authentic way to change, develop and improve teaching. From this implement an overall evaluation process that informs teams, DRS and BOT on the effective learning of Catholic Teaching. • End of year reporting must be consistent across the school. • Integrate our ICIC Gospel values within our teaching of Tō Tātou Whakapono Our Faith. 	<p>ICICs are being implemented across the school in teaching practice. They were unpacked at the beginning of each term, and the ICIC sheets are now appearing in most student books. ICICs are also being celebrated through certificates that acknowledge the values focus, and staff are including them more consciously within their planning. We see authenticity in the actions of our students which come back to the centre of these Gospel Values.</p> <p>We are still working towards consistent Team Unit plans. Most staff are consistently using pre and post assessments, and the feedback from staff were that they were happy with the unit plan template. As this embeds, tracking by Team Leaders will bind it all together.</p> <p>Our reporting on Religious Education in our End of Year Reports are authentic and detailed. Whānau are getting clear information about their children's progress and faith journey in this vital aspect of our school.</p>	<p>Getting to grips with the new curriculum is a long game to ensure confidence and embedding our new curriculum in a sustainable way. We continue to work through this.</p> <p>We are in a very fast pace of change and there are many things pulling our focus. We are working extremely hard to keep this front and centre but also to embed change well so it becomes sustainable. I am incredibly proud of our Team led by our DRS.</p>
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Planning for next year – where to next?

The school has been working hard to monitor individual teacher planning so that it reflects the NZCBC time allocations for Religious Education. The challenge for the school now is to ensure the authenticity of RE within the framework of the January 2024 government requirements for literacy and numeracy.

Aspirational Goal 2:

To establish a forward-thinking local curriculum that embodies our Catholic identity, is grounded in Te Ao Māori, and fosters robust student success. Ensuring a unified curriculum approach throughout the school, placing learners at the core. Fostering a culture of continual improvement which prioritises effective collaboration between teachers to provide rich student achievement.

Annual Goal 2:

Use, Monitor, Review and Evaluate our most significant initiatives; Better Start Literacy Approach, and Numicon, to improve learner outcomes and sustain high levels of attendance. Our staff are experiencing a large amount of change. Teachers are implementing the new Year 0-6 English learning area of the New Zealand Curriculum, the new Year 0 - 8 Mathematics and Statistics learning area of the New Zealand Curriculum, Better Start Literacy Approach (BSLA) training, trialling 0 -3 Phonics Testing and Numicon Structured Maths Training.

It is essential that we proceed through these changes with care that we do not lose good practice and we embed new learning to enhance teaching and learning.

Actions <i>List all the actions from your Annual Implementation Plan for this Annual Target/Goal.</i>	What did we achieve? <i>What were the outcomes of our actions?</i> <i>What impact did our actions have?</i> Evidence <i>This is the sources of information the board used to determine those outcomes.</i>	Reasons for any differences (variances) between the target and the outcomes <i>Think about both where you have exceeded your targets or not yet met them.</i>
Actions required: <ul style="list-style-type: none">Evaluate the extent to which professional learning impacts on improved learner outcomes and if this links to improved attendance.Evaluation to include teacher observation, teacher planning, levels of engagement, assessment data, gather whānau, teacher and student voice.Deputy Principal to collect data from children being sent to the reset room; subject, time of day, learning environment type and type of work.Analyse data to determine barriers to learning that can be addressed to improve outcomes for learners.Team Leaders to ensure Reading, Writing and Maths planning and teaching meet the daily requirement of 3 hours a day.	<p>Better Start Literacy Approach professional development has now been completed from Year 1 to Year 6 teachers. Year 7 and 8 teachers will complete this training in 2026. With the changes to our curriculum we are going to be in a period of adjustment as expectations have jumped significantly which will take time for us to work towards. Teachers are going through such large amounts of change which is taking its toll. Writing continues to be on our radar.</p> <p>Structured numeracy professional development has been delivered to all teachers and learning assistants, through the Numicon Programme. Unfortunately, it became clear as we worked our way through Numicon that there were difficulties in aligning it with our new refreshed curriculum. It was then disappointing to be told after significant time on professional development and the expense to us of supporting materials that the Ministry of Education were not going to continue to fund this as an option. After feedback they are supporting the online content for 1 more year but unfortunately this has put a new barrier in the way with our progress. In 2026 we will be reviewing where we navigate towards to get back on track.</p> <p>An important aspect of raising our student achievement is our Reset Room. We are seeing settled learners in classrooms and the repeat resetting students have declined to approximately 5 students. We could not have achieved this without the support of whānau. The home school partnership is so important for our young people. It has been an absolute pleasure having the conversations of pride with whanau and students themselves when they recognise their self regulation has improved and they no longer need to come because they are amazing learners!</p>	<p>We have held many discussions at Senior Staff and at teacher level around our concern with the fast pace of change, the still changing refreshed curriculum and the standardised assessment coming our way.</p> <p>We continue to work so hard with our culturally responsive practice within our school environment and teaching programmes.</p> <p>Moving away from PaCT is disappointing as we felt it had begun to show significant impact in teacher planning and teaching.</p>

Planning for next year – where to next?

To build staff capability and collective efficacy in the New Zealand Curriculum through a phased implementation of the SMART Tool.

Aspirational Goal 3:

To establish a forward-thinking local curriculum that embodies our Catholic identity, is grounded in Te Ao Māori, and fosters robust student success. Ensuring a unified curriculum approach throughout the school, placing learners at the core. Fostering a culture of continual improvement which prioritises effective collaboration between teachers to provide rich student achievement.

Annual Goal 3:

Strengthen teacher assessment practice to effectively inform responsive teaching practice and improve achievement outcomes for all learners particularly Māori and Pacific learners in writing.

Actions <i>List all the actions from your Annual Implementation Plan for this Annual Target/Goal.</i>	What did we achieve? <i>What were the outcomes of our actions?</i> <i>What impact did our actions have?</i> Evidence <i>This is the sources of information the board used to determine those outcomes.</i>	Reasons for any differences (variances) between the target and the outcomes <i>Think about both where you have exceeded your targets or not yet met them.</i>
<p>Teachers are implementing the new Year 0-6 English learning area of the New Zealand Curriculum. The Year 7 to Year 13 curriculum will be ready to launch in Term 1 2026.</p> <p>Teachers are implementing the new Year 0 - 8 Mathematics and Statistics learning area of the New Zealand Curriculum.</p> <p>Alex Caradus will attend e-Asttle professional development in preparation for the requirement to be assessing students with e-Asttle or PAT in 2026.</p> <p>By the end of 2025 all teachers will have completed the Better Start Literacy Approach training and Numicon Structured Maths. We will be developing a Literacy Curriculum Delivery Plan to follow on from the Numeracy Curriculum Delivery Plan which was created over the last three years. These plans are designed by St Mary's teachers and outside providers to ensure consistency across the school.</p>	<p>Teachers are implementing the new Year 0-6 English learning area of the refreshed New Zealand Curriculum. This has been under constant change and it has been a difficult process to give teachers time to come to grips with the changing curriculum expectations.</p> <p>Teachers are implementing the new Year 0 - 8 Mathematics and Statistics learning area of the refreshed New Zealand Curriculum. Again this is a movable challenge where we need to adjust to increases in expectations.</p> <p>We have trialled the new Phonics Testing which is required from 2026. It has been again new learning in understanding the results.</p> <p>We have spent significant time as a management team working through the assessment opportunities as we lead up to taking on the SMART Tool. We have decided as a team to use the SMART Tool as we feel this will be the likely path going forward. Information isn't coming out in a timely manner which is frustrating, however, we are looking forward to this new challenge and will be interested to see how it all fits together with the refreshed curriculum.</p> <p>We have also spent considerable time this year reworking our mid and end of year reporting. We already met the requirements so felt comfortable with the tweaks in the progress descriptors.</p>	<p>My concern is around teacher well being. We are so grateful for the increase in CRT as this has helped in some way to allow teachers time to consider, observe and adapt to the changes. I am working hard to support teachers through this process. We will get there however the results will be out of kilter for a time.</p> <p>We are spending time reassuring teachers that they are excellent practitioners as we are seeing a drop in confidence. Opportunities to moderate and work on this will be paramount.</p>

Planning for next year – where to next?

To build staff capability and collective efficacy in the New Zealand Curriculum through a phased implementation of the SMART Tool.

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?	We have a hazards register to identify and fix any physical hazards. As a board we offer 3 sessions with a counselor if required. We put in extra relief if a staff member is needing support as required.
What is in your equal employment opportunities programme? How have you been fulfilling this programme?	We have a policy. I am the EEO representative. I regularly meet with staff around wellbeing. We use a restorative process if staff needed. I follow up important conversations with staff by email so we both have the same record. We have regular professional development for all staff. As a Catholic School we work incredibly hard to support staff and build resiliency through wellbeing and faith sharing through prayer as a staff.
How do you practise impartial selection of suitably qualified persons for appointment?	We have a selection panel. Depending on the role in the school it is made up of Senior Management staff and Proprietors Reps.
How are you recognising, The aims and aspirations of Māori, The employment requirements of Māori, and Greater involvement of Māori in the Education service?	We have chosen to still report on giving effect to Te Tiriti o Waitangi even though this is not a requirement. Giving effect to Te Tiriti o Waitangi is at the core of what we do. In keeping with how we give effect to Te Tiriti o Waitangi this flows into our employment philosophy. We work hard as a Catholic Special Character school that practices Catholic Social Teachings and restorative process around forming and maintaining authentic relationships. We have always had a strong te reo emphasis in our karakia, waiata and Religious Education Programme.
How have you enhanced the abilities of individual employees?	Professional Development is a high priority for our staff. We keep the expectations high. We plan professional development with staff as we reflect on the needs of our school. We scaffold staff as needed.
How are you recognising the employment requirements of women?	Workplace gender equality is achieved as all enjoy equal rewards, resources and opportunities regardless of gender. We are aware of the different health and wellbeing needs.
How are you recognising the employment requirements of persons with disabilities?	Workplace disability equality is achieved as all enjoy equal rewards, resources and opportunities regardless of needs. We are aware of the different health and wellbeing needs and adapt or put in support as required.

Reporting on Equal Employment Opportunities (EEO) Programme/Policy	YES	NO
Do you operate an EEO policy?	Yes	
Has this policy been made available to staff?	Yes	
Does your EEO policy include training to raise awareness of issues which may impact EEO?	Yes	
Has your EEO policy appointed someone to coordinate compliance with its requirements?	Yes	
Does your EEO policy provide for regular reporting on compliance with the policy and/or achievements under the policy?	Yes	
Does your EEO policy set priorities and objectives?	Yes	

Giving effect to Te Tiriti o Waitangi

We have chosen to still report on giving effect to Te Tiriti o Waitangi even though this is not a requirement. Giving effect to Te Tiriti o Waitangi is at the core of what we do. We give effect to Te Tiriti o Waitangi through the following initiatives. All staff are continuing to expand their capability, knowledge and confidence around Tikanga Māori, Mātauranga Māori and Te Reo Māori.

We are seeing and hearing more Te Reo in classrooms and out and about around the school in an authentic way.

We continue to start each year with a focus on Whanganui / New Zealand, learning through the NZ Histories Curriculum.

We work hard as a Catholic Special Character school that practices Catholic Social Teachings and restorative process around forming and maintaining authentic relationships. We have always had a strong te reo emphasis in our karakia, waiata and Religious Education Programme.

We are currently exploring options to support new to school staff who have not completed Level 1. All other staff have completed Level 1 through Te Ahu o Te Reo Māori. 5 staff have completed Level 2, 3 staff have completed Level 3 and 2 staff have completed Level 4.

Our kapahaka programme is spectacular. Our Kapahaka teacher has excelled in planning a programme that reaches across our three areas of the school. Staff participate in this programme alongside their students. It is a pleasure to listen to our students immerse themselves with confidence and enthusiasm. Our Kapahaka Teacher attended the Takitini Hauora Puanga Celebration this year with some students with a view to our students performing at the Takitini Hauora Puanga Celebration in 2026.

We as a staff continue to evaluate and build on our culturally responsive practice. Our board have used the Hautū Tool. Our board of trustees are committed to improving how culturally responsive our school is for our Māori community and we will continue to keep this a focus.

We now have strong Māori representation on our Board.

Kiwisport funding

Kiwisport is a Government funded initiative to support students' participation in organised sport. In 2025, St Mary's School received total kiwisport funding of \$3980.80 (excluding GST). The funding was spent on outside providers delivering the following;

- Basic Ball Skills
- Growing Young Leaders - Sport Whanganui
- PAL Healthy Active Learning
- Swimming sessions Year 5-8
- Professional Development for staff
- Rippa Rugby
- Intermediate Team Building
- Fitness programme
- Sport Stacking
- Box Fit
- Badminton
- Dance
- Tennis Lessons
- Cricket skills

All students participated in some or all of these opportunities.

Special and contestable funding

N/A

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

Relevant Background Information

	2021	%	2022	%	2023	%	2024	%	2025	%
ORS: Ongoing Resource Scheme	2	< 1%	2	< 1%	0	0	0	0%	1	< 1%
ICS: In Class Support	1	< 1%	2	< 1%	2	< 1%	7	3%	1	< 1%
Interventions: Early Intervention, Resource Teacher of Learning and Behaviour interventions (RTLb), MOE Learning Support Interventions, Interim Response Funding, Social Worker in Schools (SWIS), Parenting programmes through Jigsaw Whanganui, Speech Language Therapist, Counselling, Infant, Child and Adolescent Mental Health and Addiction Service (ICAMHAS), Kaitakawaenga, Intensive wrap around, (IWS), Te Mahi Ako (from Term 4 2025)	22	9%	36	14%	44	17%	30	11%	37	14%
ESOL: English as a second language learners	6	2%	6	2%	29	11%	40	15%	27	10%
Diagnosed Complex Needs: Foetal Alcohol, Global Learning Delay, Oppositional Defiance Disorder (ODD), Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorder (ASD), Speech language difficulties, Hearing, High Anxiety, Sensory needs, High health needs, Intellectual Disability	38	16%	47	19%	37	14%	32	12%	30	11%
Barriers: Stand downs, Trauma, Family separations, Family deaths, Impact of drugs and alcohol, Lack of food, Transport difficulties, Overcrowded Housing (Barriers are identified only if they are impacting in the current year)	55	23%	74	30%	48	19%	43	16%	43	16%
Transfers: We collect this data for a variety of reasons: Students coming to us because of learning and/or behaviour issues, disengaged in education, some children have been at 2 or 3 schools in their short time at school. We have also seen a huge increase in ESOL students who are predominantly from India. We also have children who come to us for Intermediate.	53	22%	61	25%	69	28%	100	38%	55	21%
Attendance: Students with significant low attendance	31	13%	25	10%	24	9%	25	9%	18	7%

Note: Some children feature in more than one box.

ESOL children receive small group ESOL Support on a weekly/fortnightly basis depending on the need.

Analysis:

This year a plan we had been working on behind the scenes became a reality. We launched our new learning hub called Te Mahi Ako. This space has enabled us to maximise the support offered to our students. Literacy support, Numeracy support, Speech Language Therapy programmes, High interest creative hands on learning based in the Arts and Science areas and Social skills (perseverance, resilience, communication (verbal and non verbal), empathy, sharing, cooperation, active listening, conflict resolution, respecting boundaries and personal space). The initial signs are very promising.

Unfortunately, the model for distribution of in class support changed this year from a needs based model to funds spread evenly among all schools. This saw a significant drop in funding as we went from 7 children to 1. We were fortunate however, to receive a successful ORS application for one of our Year 3 students.

Our intervention support remains similar to last year. This data is starting to include our students using Te Mahi Ako. Our Reset Programme continues to have an impact on teaching and learning in the classroom. This means less referrals to our RTLb Service. Teachers send students to the Reset Room to complete work if they are disrupting the learning in their classroom. This allows the class to continue with their settled learning. Alternatively, students are able to self remove to bring their work to the Reset Room. During this time our Principal and Deputy Principal are able to support the student to complete their work. It gives the opportunity for students to be aware of their behaviour and work through the restorative process with their teacher. This then leads to them being able to self regulate which is the skill they need to learn. Whānau are also involved to support this learning from home.

We are also now able to cater to more learning support in students working in Te Mahi Ako utilising our Learning Assistants in a way that reaches more students over the course of each week. Learning Assistant support remains a vital aspect of our learning and behaviour support programme. Each teacher identifies target and priority students at the beginning of each term. This can be seen in both termly classroom descriptions and also in weekly planning. Target Learner groups are frontloaded to enable their ability to participate.

Unfortunately, we still have great difficulty in getting successful referrals for our services around paediatrician assessments and mental health support. Waiting lists are in some cases 18 months out.

Our ESOL student numbers have significantly dropped this year. We have not had a run of ESOL students leaving thankfully. Our ESOL programme has gone from strength to strength and children needing ESOL are coming off the programme and no longer considered needing support.

Our number of children with diagnosed Complex Needs is remaining static. Sadly, our students are finding it harder and harder to get in front of a paediatrician and are remaining undiagnosed.

We have remained at 16% for students facing barriers. There are many pressures on our families with a huge increase in the cost of living.

We have reduced significantly our intake of transfer students. We have less children starting and then leaving before Year 8. Ideally we prefer new enrolments to be in the engine room of our school, New Entrants, as this flows through to keeping the school balanced. We do also receive a significant number of Intermediate enrolments which enables us to offer 3 classrooms at this level allowing us to offer a wider programme similar to local Intermediate Schools. Enrolling as 5 year olds in those first years at school are so important to build strong foundations in learning and good behaviour habits in the St Mary's way. If a child has changed schools because of learning or behaviour difficulties this does impact on their foundations of learning.

We are continuing to keep the support in for whanau with barriers around attendance. We believe strongly that relationship is the key with whānau struggling to get children to school. This remains a priority.

Better Start Literacy Approach, (BSLA), training has been completed through to Year 6 this year. In 2026 our Intermediate teachers begin their training.

We are still working through Tō Tātou Whakapono, the new RE Curriculum, which has allowed us to give our students opportunities to apply their reading skills to deepen their understanding of different concepts. It has also helped our students develop their writing, as they are using their writing to share ideas and knowledge gained, as well as writing for a purpose. As we continue to develop our knowledge of Tō Tātou Whakapono, we are finding that integrating RE is providing rich learning experiences and giving learners a variety of ways to share their knowledge and understanding.

All staff are continuing to expand their capability, knowledge and confidence around Tikanga Māori and Te Reo Māori. Our kapahaka programme continues to be a great source of pride in what we can achieve as a team. I am beyond proud of the authenticity and thirst for knowledge from both our students and staff.

Our Healthy Active Learning (HAL) progress continues to add to the wellbeing of our students.

In 2026 we are jumping into the new Assessment tool, SMART.

The increase in Classroom Release Time, CRT, has been a game changer for staff. Teachers now get one day a fortnight for release. This release is used for planning, assessment, professional development and attending whānau hui. We have fought hard for this as a collective and I so pleased for our teachers.

I am excited to see what next year brings.

End of Year Achievement Data 2025

Children's achievement levels are formed through learning conversations, observations of their learning and regular standardised testing. Teachers use these tools to make an Overall Teacher Judgement (OTJ). No single source of information can accurately summarise a student's achievement or progress. A range of approaches are necessary in order to compile a comprehensive picture of the areas of progress and areas requiring attention.

When we view data we look at where children are currently sitting and also overall progress from year to year. As a school we have worked incredibly hard with professional development to ensure we are delivering a quality education. We use this data to drive our professional development, learning support and resourcing.

In the tables below you will see we break our data into 4 groups:

- **Supported Learners:** these are our students with complex learning needs. These children have in class support with our learning assistants.
- **Target Learners:** these children work intensively with their teacher every day in focused learning groups to boost achievement.
- **Working Within:** these are our students who are working within the expected curriculum level.
- **Working Above:** these are our students working above their expected curriculum level.

We reported to whānau this year with the new descriptors on student reports and next year we will be reporting data using the new descriptors. Emerging, Developing, Consolidating, Proficient and Exceeding.

Better Start Literacy Approach professional development has now been completed from Year 1 to Year 6 teachers. Year 7 and 8 teachers will complete this training in 2026. With the changes to our curriculum we are going to be in a period of adjustment as expectations have jumped significantly which will take time for us to work towards. Teachers are going through such large amounts of change which is taking its toll. Writing continues to be on our radar.

Structured numeracy professional development has been delivered to all teachers and learning assistants, through the Numicon Programme. Unfortunately, it became clear as we worked our way through Numicon that there were difficulties in aligning it with our new refreshed curriculum. It was then disappointing to be told after significant time on professional development and the expense of supporting materials that the Ministry of Education were not going to continue to fund this as an option. After feedback they are supporting the online content for one more year but unfortunately this has put a new barrier in the way with our progress. In 2026 we will be reviewing where we navigate towards to get back on track.

An important aspect of raising our student achievement is our Reset Room. We are seeing settled learners in classrooms and the repeat resetting students have declined to approximately 5 students. We could not have achieved this without the support of whānau. The home school partnership is so important for our young people. It has been an absolute pleasure having the conversations of pride with whānau and students themselves when they recognise their self regulation has improved and they no longer need to come because they are amazing learners!

St Mary's staff have worked extremely hard over the past few years to continue to expand our capability, knowledge and confidence around Tikanga Māori, Mātauranga Māori and Te Reo Māori. We as a staff and board continue to evaluate and build on our culturally responsive practice. We are incredibly proud of our Māori learners and their achievement data.

The data is hard to consider in isolation as we are now comparing apples to oranges. For example, students were predominantly taught guided balanced literacy which combined different methods such as context cues, predicting words, and immersing students into literature to foster a love of reading through using a variety of texts. They are now being solely taught through structured texts which teaches phonics and decoding. We have seen an increase in confidence, however, with students being able to decode and read words. There has also been a significant increase in expectations of what students need to achieve at each year level through the refreshed curriculum. This will take time for us to meet these new goals. We feel the data does not tell the story of this fast changing landscape.

We have identified several areas that we will be focusing our attention on through continued professional development, learning support, ESOL (English for speakers of other languages), resourcing and moderation of work to ensure we are being consistent with our overall teacher judgements. This is going to be a transition period for staff as the changes in the structured learning, refreshed curriculum and new assessment tools come thick and fast.

I am so proud of the hard work of both staff and students. We will keep our foot on the accelerator.

Mā te Atua e manaaki

Jacqui Luxton

Tumuaki / Principal

Te Kura O Hato Mere / St Mary's School

Mathematics 2025

	Supported Learners		Target Learners		Working Within		Working Above	
	Mid	End	Mid	End	Mid	End	Mid	End
All Learners	Small Sample Size	Small Sample Size	10%	5%	87%	84%	2%	10%
NZ European Learners	Small Sample Size	Small Sample Size	13%	8%	83%	82%	3%	10%
Māori Learners	Small Sample Size	-	4%	Small Sample Size	91%	86%	2%	12%
Asian Learners	-	-	9%	3%	89%	89%	2%	8%
Pacific Learners	-	-	18%	8%	82%	75%	-	17%
MELAA Learners	-	-	-	-	100%	100%	-	-

Writing 2025

	Supported Learners		Target Learners		Working Within		Working Above	
	Mid	End	Mid	End	Mid	End	Mid	End
All Learners	3%	Small Sample Size	24%	16%	72%	79%	-	3%
NZ European Learners	3%	Small Sample Size	31%	20%	66%	76%	-	2%
Māori Learners	6%	3%	9%	5%	85%	90%	-	2%
Asian Learners	Small Sample Size	-	27%	19%	71%	76%	-	5%
Pacific Learners	Small Sample Size	-	18%	8%	73%	75%	-	17%
MELAA Learners	-	-	-	-	100%	100%	-	-

Reading 2025

	Supported Learners		Target Learners		Working Within		Working Above	
	Mid	End	Mid	End	Mid	End	Mid	End
All Learners	Small Sample Size	Small Sample Size	17%	9%	77%	82%	3%	8%
NZ European Learners	Small Sample Size	Small Sample Size	21%	13%	73%	80%	4%	6%
Māori Learners	4%	Small Sample Size	4%	-	87%	86%	4%	12%
Asian Learners	-	-	20%	13%	79%	83%	Small Sample Size	5%
Pacific Learners	-	-	27%	-	73%	75%	-	25%
MELAA Learners	-	-	-	-	100%	100%	-	-

Ethnicity

	Mid	End
NZ European Learners	49%	48%
Māori Learners	21%	23%
Asian Learners	24%	24%
Pacific Learners	5%	4%
MELAA Learners	1%	1%