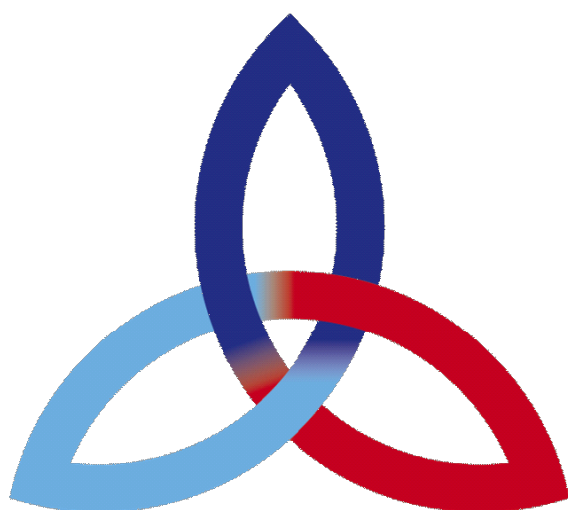


# Holy Trinity Catholic Primary School

## ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2025



Holy Trinity  
Catholic Primary School

<b>Ministry Number:</b>	743
<b>Principal:</b>	Peta Lindstrom
<b>School Address:</b>	137 Airfield Road, Auckland
<b>School Postal Address:</b>	PO Box 202046, Auckland 2246
<b>School Phone:</b>	09 296 9039
<b>School Email:</b>	<a href="mailto:plindstrom@holytrinity.school.nz">plindstrom@holytrinity.school.nz</a>
<b>Accountant / Service Provider:</b>	School Finance Hub

**Holy Trinity Catholic Primary School**

**Members of the Board**

For the year ended 31 December 2025

<b>Name</b>	<b>Position</b>	<b>How position Gained</b>	<b>Term Expired/Expires</b>
Jason Farley	Presiding Member	Bishop's Appointee	2028
Peta Lindstrom	Principal		
Michaela Griffiths	Staff Representative	Elected	2028
Marvin Tabobo	Bishop's Representative	Bishop's Appointee	2028
Malia Altamirano	Bishop's Representative	Bishop's Appointee	2028
Tim Silva	Bishop's Representative	Bishop's Appointee	2028
Ben Ruegg	Elected Parent	Elected	2028
Lipa Vaifale Muliaga	Elected Parent	Elected	2028
Michelle Porter	Elected Parent	Elected	2028

# Holy Trinity Catholic Primary School

Annual Financial Statements - For the year ended 31 December 2025

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	Independent Auditor's Report

# Holy Trinity Catholic Primary School 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.

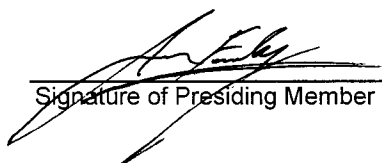
The management (including the principal and others as directed by the Board) accepts responsibility for establishing and maintaining a system of internal controls designed to provide reasonable assurance as to the integrity and reliability of the School's financial reporting.

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.

Jason CJ Farley  
Full Name of Presiding Member

Peta Lindstrom  
Full Name of Principal

  
Signature of Presiding Member

P.A. Lindstrom  
Signature of Principal

Date: 17/04/26

Date: 17.04.2026

# Holy Trinity Catholic Primary School

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
<b>Revenue</b>				
Government Grants	2	2,789,752	2,492,729	2,616,233
Locally Raised Funds	3	96,838	81,516	84,348
Use of Proprietor's Land and Buildings		585,000	540,000	512,500
Interest		33,709	48,818	33,947
<b>Total Revenue</b>		<b>3,505,299</b>	<b>3,163,063</b>	<b>3,247,028</b>
<b>Expense</b>				
Locally Raised Funds	3	27,794	28,000	22,726
Learning Resources	4	2,501,788	2,268,971	2,299,242
Administration	5	207,866	199,448	197,950
Interest		3,428	3,826	3,723
Property	6	771,286	730,093	684,923
Loss on Disposal of Property, Plant and Equipment		2,291	-	2,795
<b>Total Expense</b>		<b>3,514,453</b>	<b>3,230,338</b>	<b>3,211,359</b>
<b>Net Surplus / (Deficit) for the year</b>		<b>(9,154)</b>	<b>(67,275)</b>	<b>35,669</b>
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<b>(9,154)</b>	<b>(67,275)</b>	<b>35,669</b>

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

# Holy Trinity Catholic Primary School

## Statement of Changes in Net Assets/Equity

For the year ended 31 December 2025

Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
<b>Equity at 1 January</b>	1,033,258	1,033,258	953,848
Total comprehensive revenue and expense for the year	(9,154)	(67,275)	35,669
Contribution - Furniture and Equipment Grant	47,648	-	43,741
<b>Equity at 31 December</b>	<b>1,071,752</b>	<b>965,983</b>	<b>1,033,258</b>
Accumulated comprehensive revenue and expense	1,071,752	965,983	1,033,258
<b>Equity at 31 December</b>	<b>1,071,752</b>	<b>965,983</b>	<b>1,033,258</b>

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.

# Holy Trinity Catholic Primary School

## Statement of Financial Position

As at 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	7	139,440	602,177	484,234
Accounts Receivable	8	203,710	170,000	165,597
GST Receivable		10,284	9,000	8,769
Prepayments		18,986	13,000	12,679
Investments	9	755,956	200,000	342,871
		<u>1,128,376</u>	<u>994,177</u>	<u>1,014,150</u>
<b>Current Liabilities</b>				
Accounts Payable	11	215,256	197,000	186,646
Revenue Received in Advance	12	16,106	5,000	3,908
Provision for Cyclical Maintenance	13	13,773	17,450	-
Finance Lease Liability	14	15,973	14,747	26,075
		<u>261,108</u>	<u>234,197</u>	<u>216,629</u>
<b>Working Capital Surplus/(Deficit)</b>		867,268	759,980	797,521
<b>Non-current Assets</b>				
Property, Plant and Equipment	10	355,942	349,313	392,468
		<u>355,942</u>	<u>349,313</u>	<u>392,468</u>
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	13	140,069	135,634	139,692
Finance Lease Liability	14	11,389	7,676	17,039
		<u>151,458</u>	<u>143,310</u>	<u>156,731</u>
<b>Net Assets</b>		<u>1,071,752</u>	<u>965,983</u>	<u>1,033,258</u>
<b>Equity</b>		<u>1,071,752</u>	<u>965,983</u>	<u>1,033,258</u>

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

# Holy Trinity Catholic Primary School

## Statement of Cash Flows

For the year ended 31 December 2025

	Note	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
<b>Cash flows from Operating Activities</b>				
Government Grants		781,816	855,600	788,919
Locally Raised Funds		107,145	82,554	90,058
Goods and Services Tax (net)		(1,515)	(231)	6,411
Payments to Employees		(478,229)	(549,324)	(437,975)
Payments to Suppliers		(343,344)	(250,117)	(285,215)
Interest Paid		(3,428)	(3,826)	(3,723)
Interest Received		29,110	49,524	32,464
Net cash from/(to) Operating Activities		91,555	184,180	190,939
<b>Cash flows from Investing Activities</b>				
Purchase of Property Plant & Equipment (and Intangibles)		(55,160)	(139,301)	(114,169)
Purchase of Investments		(413,085)	-	(30,246)
Proceeds from Sale of Investments		-	100,000	-
Net cash from/(to) Investing Activities		(468,245)	(39,301)	(144,415)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		47,648	-	43,741
Finance Lease Payments		(15,752)	(26,936)	(24,618)
Funds Administered on Behalf of Other Parties		-	-	(1,633)
Net cash from/(to) Financing Activities		31,896	(26,936)	17,490
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>(344,794)</b>	<b>117,943</b>	<b>64,014</b>
Cash and cash equivalents at the beginning of the year	7	484,234	484,234	420,220
<b>Cash and cash equivalents at the end of the year</b>	<b>7</b>	<b>139,440</b>	<b>602,177</b>	<b>484,234</b>

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.

# Holy Trinity Catholic Primary School

## Notes to the Financial Statements

For the year ended 31 December 2025

### 1. Statement of Accounting Policies

#### a) Reporting Entity

Holy Trinity Catholic Primary School (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a School as described in the Education and Training Act 2020. The Board 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 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.

# Holy Trinity Catholic Primary School

## Notes to the Financial Statements (cont'd)

For the year ended 31 December 2025

### ***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 19.

#### ***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.

# Holy Trinity Catholic Primary School

## Notes to the Financial Statements (cont'd)

For the year ended 31 December 2025

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

### 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	5 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

# Holy Trinity Catholic Primary School

## Notes to the Financial Statements (cont'd)

For the year ended 31 December 2025

### **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 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 the valuer's approach to determining market value.

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.

### **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, to but not yet taken at balance date.

### **n) Revenue Received in Advance**

Revenue received in advance relates to fees received from Attendance dues, Student fees and Younger Provision grant 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 the above revenue received in advance, should the School be unable to provide the services to which they relate.

### **o) Funds Held for Capital Works**

The School directly receives funding from the Ministry of Education for capital works projects that are included in the School's five year capital works agreement. These funds are held on behalf and for a specified purpose. As such, 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) Provision for Cyclical Maintenance**

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

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

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

# Holy Trinity Catholic Primary School

## Notes to the Financial Statements (cont'd)

For the year ended 31 December 2025

### q) 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 the surplus or deficit.

### r) 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.

### s) Budget Figures

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

### t) 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.

# Holy Trinity Catholic Primary School

## Notes to the Financial Statements (cont'd)

For the year ended 31 December 2025

### 2. Government Grants

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Government Grants - Ministry of Education	781,816	812,729	782,330
Teachers' Salaries Grants	2,007,936	1,680,000	1,827,607
Other Government Grants	-	-	6,296
	<u>2,789,752</u>	<u>2,492,729</u>	<u>2,616,233</u>

### 3. Locally Raised Funds

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

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
<b>Revenue</b>			
Donations and Bequests	55,938	34,900	45,735
Fees for Extra Curricular Activities	10,371	20,000	11,063
Fundraising and Community Grants	21,057	-	-
Other Revenue	9,472	26,616	27,550
	<u>96,838</u>	<u>81,516</u>	<u>84,348</u>
<b>Expense</b>			
Extra Curricular Activities Costs	27,794	28,000	22,684
Fundraising and Community Grant Costs	-	-	42
	<u>27,794</u>	<u>28,000</u>	<u>22,726</u>
<i>Surplus / (Deficit) for the year Locally Raised Funds</i>	<u>69,044</u>	<u>53,516</u>	<u>61,622</u>

### 4. Learning Resources

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Curricular	52,871	63,355	67,346
Information and Communication Technology	22,063	11,000	15,172
Employee Benefits - Salaries	2,310,595	2,062,111	2,101,078
Staff Development	23,112	37,000	30,697
Depreciation	89,395	92,655	82,853
Other Learning Resources	3,752	2,850	2,096
	<u>2,501,788</u>	<u>2,268,971</u>	<u>2,299,242</u>

# Holy Trinity Catholic Primary School

## Notes to the Financial Statements (cont'd)

For the year ended 31 December 2025

### 5. Administration

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Audit Fees	11,095	10,858	9,367
Board Fees and Expenses	18,820	14,945	14,322
Other Administration Expenses	24,896	25,110	26,345
Employee Benefits - Salaries	138,541	134,331	133,629
Insurance	5,278	5,000	5,365
Service Providers, Contractors and Consultancy	9,236	9,204	8,922
	<u>207,866</u>	<u>199,448</u>	<u>197,950</u>

### 6. Property

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Consultancy and Contract Services	40,541	46,800	41,686
Cyclical Maintenance	14,150	21,000	7,082
Heat, Light and Water	31,116	29,134	27,412
Repairs and Maintenance	29,864	37,527	40,994
Use of Land and Buildings	585,000	540,000	512,500
Employee Benefits - Salaries	39,441	34,020	33,030
Other Property Expenses	31,174	21,612	22,219
	<u>771,286</u>	<u>730,093</u>	<u>684,923</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	139,440	602,177	484,234
Cash and cash equivalents for Statement of Cash Flows	<u>139,440</u>	<u>602,177</u>	<u>484,234</u>

### 8. Accounts Receivable

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Receivables	4,837	3,000	2,946
Interest Receivable	12,305	7,000	7,706
Teacher Salaries Grant Receivable	186,568	160,000	154,945
	<u>203,710</u>	<u>170,000</u>	<u>165,597</u>
Receivables from Exchange Transactions	17,142	10,000	10,652
Receivables from Non-Exchange Transactions	186,568	160,000	154,945
	<u>203,710</u>	<u>170,000</u>	<u>165,597</u>

# Holy Trinity Catholic Primary School

## Notes to the Financial Statements (cont'd)

For the year ended 31 December 2025

### 9. Investments

The School's investment activities are classified as follows:

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Current Asset			
Short-term Bank Deposits	755,956	200,000	342,871
<b>Total Investments</b>	<b>755,956</b>	<b>200,000</b>	<b>342,871</b>

### 10. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
<b>2025</b>						
Furniture and Equipment	290,465	31,127	-	-	(46,789)	<b>274,803</b>
Information and Communication Technology	27,686	9,246	(1,120)	-	(11,961)	<b>23,851</b>
Leased Assets	42,032	11,645	-	-	(26,363)	<b>27,314</b>
Library Resources	32,285	3,141	(1,170)	-	(4,282)	<b>29,974</b>
	<b>392,468</b>	<b>55,159</b>	<b>(2,290)</b>	<b>-</b>	<b>(89,395)</b>	<b>355,942</b>

The net carrying value of furniture and equipment held under a finance lease is \$27,314 (2024: \$42,032)

#### 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	555,406	(280,603)	<b>274,803</b>	524,279	(233,814)	<b>290,465</b>
Information and Communication Technology	100,277	(76,426)	<b>23,851</b>	93,700	(66,014)	<b>27,686</b>
Leased Assets	90,516	(63,202)	<b>27,314</b>	89,801	(47,769)	<b>42,032</b>
Library Resources	65,492	(35,518)	<b>29,974</b>	64,696	(32,411)	<b>32,285</b>
	<b>811,691</b>	<b>(455,749)</b>	<b>355,942</b>	<b>772,476</b>	<b>(380,008)</b>	<b>392,468</b>

# Holy Trinity Catholic Primary School

## Notes to the Financial Statements (cont'd)

For the year ended 31 December 2025

### 11. Accounts Payable

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Creditors	10,478	20,000	16,472
Accruals	7,936	8,000	7,367
Employee Entitlements - Salaries	194,006	165,000	159,752
Employee Entitlements - Leave Accrual	2,836	4,000	3,055
	<u>215,256</u>	<u>197,000</u>	<u>186,646</u>
Payables for Exchange Transactions	215,256	197,000	186,646
	<u>215,256</u>	<u>197,000</u>	<u>186,646</u>

The carrying value of payables approximates their fair value.

### 12. Revenue Received in Advance

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Other revenue in Advance	16,106	5,000	3,908
	<u>16,106</u>	<u>5,000</u>	<u>3,908</u>

### 13. Provision for Cyclical Maintenance

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Provision at the Start of the Year	139,692	139,692	132,610
Increase/(decrease) to the Provision During the Year	14,150	21,000	7,082
Use of the Provision During the Year	-	(7,608)	-
Provision at the End of the Year	<u>153,842</u>	<u>153,084</u>	<u>139,692</u>
Cyclical Maintenance - Current	13,773	17,450	-
Cyclical Maintenance - Non current	140,069	135,634	139,692
	<u>153,842</u>	<u>153,084</u>	<u>139,692</u>

Per the cyclical maintenance schedule, the School is next expected to undertake painting works during 2026. This plan is based on the Expert Review.

# Holy Trinity Catholic Primary School

## Notes to the Financial Statements (cont'd)

For the year ended 31 December 2025

### 14. Finance Lease Liability

The School has entered into a number of finance lease agreements for photocopiers and computers.

Minimum lease payments payable:

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
No Later than One Year	17,874	14,747	29,000
Later than One Year	12,464	7,676	18,304
Future Finance Charges	(2,976)	-	(4,190)
	<u>27,362</u>	<u>22,423</u>	<u>43,114</u>
<b>Represented by</b>			
Finance lease liability - Current	15,973	14,747	26,075
Finance lease liability - Non current	11,389	7,676	17,039
	<u>27,362</u>	<u>22,423</u>	<u>43,114</u>

### 15. 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 (The Catholic Diocese of Auckland) 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 \$161,697 (2024: \$159,227). 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 \$4,823. (2024: \$419).

# Holy Trinity Catholic Primary School

## Notes to the Financial Statements (cont'd)

For the year ended 31 December 2025

### 16. 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 \$
Board Members Remuneration	4,045	4,580
Leadership Team Remuneration	420,812	398,566
Full-time equivalent members	3	3
Total key management personnel remuneration	<u>424,857</u>	<u>403,146</u>

There are 9 members of the Board excluding the Principal (4 Bishop's Representatives, 5 Elected Parent Members and 1 Elected Staff Member). The Board had held 9 full meetings of the Board in the year. The Board also has 3 Finance Members (excluding the Principal) and 3 Property Members (excluding the Principal). The Finance Team meets monthly before each full Board Meeting to review the Monthly Financial Reports. An Agenda and Minutes are recorded and reported. The Property team meets bi monthly before each full Board Meeting to review and plan for property needs. An Agenda and Minutes are recorded and reported. The Presiding Member and the Principal meet fortnightly to discuss matters relating to the School governance and set the Monthly Board Meeting Agenda together. The Presiding Member, Finance Members and Property Members and Catholic Special Character Members spend 2 hours in preparation before each Term or full Board Meeting. As required Board Members have also been involved with Behaviour Education, Stand Down Meetings with families (minimal) and Health and Safety and Hauora Team Meetings. All Board Members are actively involved in Community Meetings and Cultural Community events and activities. They attend these in their Board position role. Community Meetings are 8 across the School Year.

#### 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	5 - 10	1 - 5
Termination Benefits	-	-

#### Other Employees

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

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

Remuneration \$000	2025 FTE Number	2024 FTE Number
120 - 130	2.00	1.00
110 - 120	-	1.00
100 - 110	5.00	-
	<u>7.00</u>	<u>2.00</u>

### 17. 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 \$0	2024 Actual \$0
Total Number of People	-	-

# Holy Trinity Catholic Primary School

## Notes to the Financial Statements (cont'd)

For the year ended 31 December 2025

### 18. 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.

### 19. Commitments

#### (a) Capital Commitments

As at 31 December 2025, the Board has entered into no contract agreements for capital works. (2024: Nil)

#### (b) Operating Commitments

As at 31 December 2025, the Board has no operating commitments. (2024: Nil)

### 20. Financial Instruments

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

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
<b>Financial assets measured at amortised cost</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>
Cash and Cash Equivalents	139,440	602,177	484,234
Receivables	203,710	170,000	165,597
Investments - Term Deposits	755,956	200,000	342,871
Total financial assets measured at amortised cost	<u>1,099,106</u>	<u>972,177</u>	<u>992,702</u>
<b>Financial liabilities measured at amortised cost</b>			
Payables	215,256	197,000	186,646
Finance Leases	27,362	22,423	43,114
Total financial liabilities measured at amortised cost	<u>242,618</u>	<u>219,423</u>	<u>229,760</u>

### 21. 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 Holy Trinity Catholic Primary School's Financial Statements

For the Year Ended 31 December 2025

The Auditor-General is the auditor of Holy Trinity Catholic Primary School (the School). The Auditor-General has appointed me, Bonita Swanepoel, using the staff and resources of William Buck Audit (NZ) Limited, to carry out the audit of the financial statements of the School on pages 2 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:
  - its financial position as at 31 December 2025; and
  - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with the Public Sector – Public Benefit Entity Standards, Reduced Disclosure Regime.

Our audit was completed on 1 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 on behalf of the School for assessing the School's ability to continue as a going concern. The Board is also responsible for disclosing, as applicable, matters related to going concern and using the going concern basis of accounting, unless 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**

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 Statement of Variance, Evaluation of the School's Students' Progress and Achievement, Statement of Compliance with Employment Policy, and Statement of KiwiSport funding.

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

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

### **Independence**

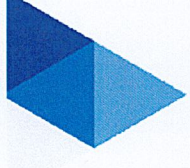
We are independent of the School in accordance with the Auditor-General's Auditing Standards, which incorporate the independence requirements of Professional and Ethical Standard 1 *International Code of Ethics for Assurance Practitioners (including International Independence Standards) (New Zealand)*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

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



**Bonita Swanepoel**  
**William Buck Audit (NZ) Limited**  
On behalf of the Auditor-General  
Auckland, New Zealand

# Statement of Variance Reporting



<b>School Name:</b>	Holy Trinity Catholic Primary School - WRITING	<b>School Number:</b> 0743
<b>Strategic Aim:</b>	<p>Design and implement a connected and localised curriculum: Our staff and students are <u>responsive</u> and <u>engaged</u> as learners and are <u>confident</u> in learning, <u>creating</u> and <u>sharing</u> their knowledge skills and understandings. <i>We will know we have achieved this when...]</i></p> <ul style="list-style-type: none"> <li>• Staff, students and families are engaged in curriculum development</li> <li>• Students are contributing to the connected curriculum concepts teaching and learning activities</li> <li>• Student achievement data levels shows progress and achievement</li> <li>• Students demonstrate capabilities, knowledge and skills for tomorrow's world.</li> </ul>	
<b>Annual Aim:</b>	<p>Students are making progress and achievement in identified areas:</p> <p>Aim: To implement structured literacy approaches learning and Oral Language initiative/PLD into teaching strategies, approaches and practices across the school to improve learner outcomes. Our collaborative practice inquiry for 2025 was focused on improving WRITING achievement for our learners.</p> <p>This collective inquiry document is central to building collective efficacy in raising learner achievement. Our key anchor for 2025 was to develop our explicit teaching practice in Oral Language enabling our learners to use rich language, vocabulary, sentence structure, organised ideas to write with confidence and competence.</p>	
<b>Target:</b>	<p><b>TARGET:</b> (a) Reading and Writing 'at and above" achievement levels increase to 85% or more</p> <p>Year 0/1 students achieving below: 13 target students - shift to at Year 2 students achieving below: 13% - shift to at expected level Year 3 students achieving below: 11% - shift to at expected level Year 4 students achieving below: 23% - shift to at expected level Year 5 students achieving below: 27% - shift to at expected level Year 6 students achieving below: 23% - shift to at expected level</p>	

**Baseline Data:**

2024 **END** WRITING DATA

ALL:

At and Above **84%**

Below and Well Below **16%**

Male:

At and Above **78%**

Below and Well Below **22%**

Female:

At and Above **88%**

Below and Well Below **12%**

Māori:

At and Above **74%**

Below and Well Below **26%**

Pasifika:

At and Above **64%**

Below and Well Below **36%**

Asian:

At and Above **92%**

Below and Well Below **8%**

2025 **END** WRITING DATA

ALL:

At and Above **85%**

Below and Well Below **15%**

Male:

At and Above **84%**

Below and Well Below **16%**

Female:

At and Above **87%**

Below and Well Below **13%**

Māori:

At and Above **9/17**

Below and Well Below **8/17**

Pasifika:

At and Above **67%**

Below and Well Below **33%**

Asian:

At and Above **95%**

Below and Well Below **5%**

**Actions**

*What did we do?*

Year 1:

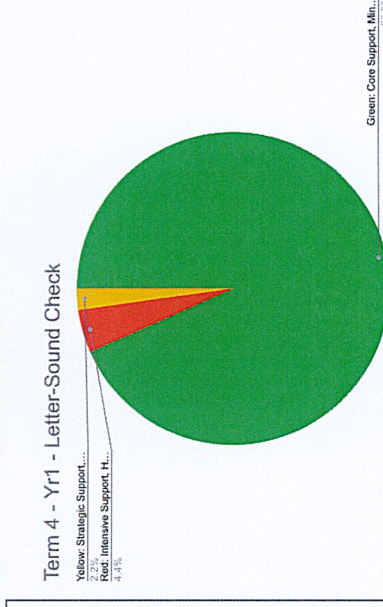
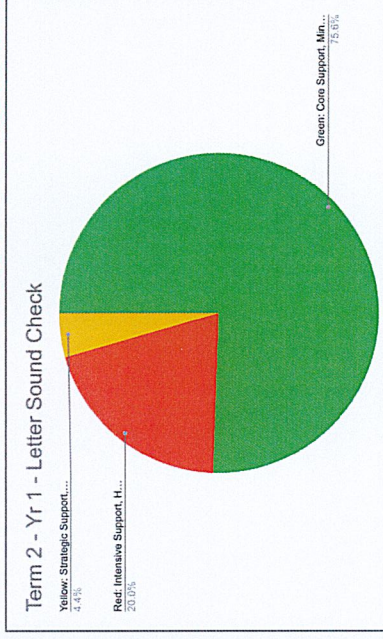
- Used data to inform phonics teaching and planning
- Monitored progress throughout the year using beginning/middle/end
- Used DIBELS checks to see how well children are developing foundational reading skills e.g., segmenting (CLS), blending (WRC)
- Used assessments that were quick, one-minute tasks to help identify students who may need extra support
- Used DIBELS to track progress in key literacy skills over time
- Used the results to help teachers understand individual cna class learning needs

**Outcomes**

*What happened?*

Milestone Progress and Achievement Reporting

**Year 1 Dibels Assessment**

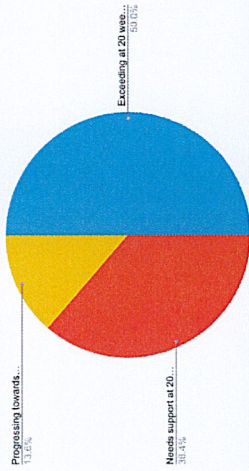


**Outcomes**  
*What happened?*

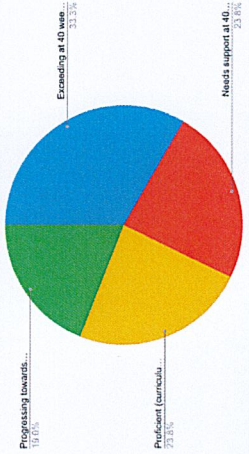
Milestone Progress and Achievement Reporting

**Year 1 20/40 weeks Phonics Check**

20 Weeks - Years 1 Phonics Check



40 Weeks - Years 1 Phonics Check



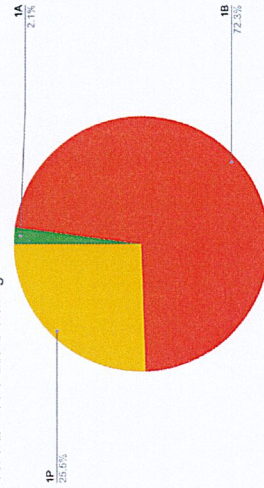
Achievement level at 20 weeks	Achievement level at 40 weeks
Needs support at 20 weeks (0-5 correct words)	Needs support at 40 weeks (0-15 correct words)
Progressing towards at 20 weeks (6-8 correct words)	Progressing towards at 40 weeks (16-23 correct words)
Proficient (curriculum expectation) at 20 weeks (9 to 12 correct words)	Proficient (curriculum expectation) at 40 weeks (24-30 correct words)
Exceeding at 20 weeks (13-40 correct words)	Exceeding at 40 weeks (31-40 correct words)

**Outcomes**  
*What happened?*

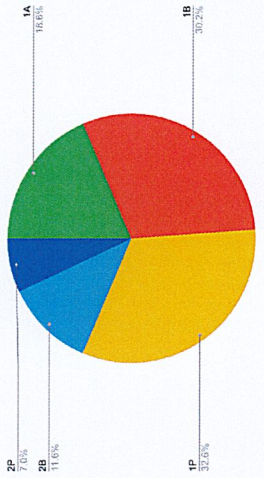
Milestone Progress and Achievement Reporting

**Year 1 Writing**

Term 2 -Yr1 e-asttle Writing



Term 4 Yr1 e-asttle Writing



**Outcomes**  
*What happened?*

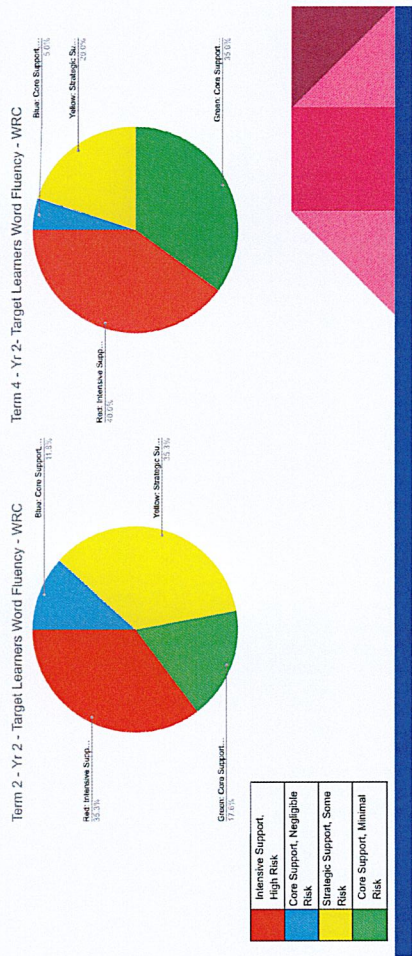
3 out of 13 target students needed extra support and were not able to make much progress; rest 10 of the target students made great progress and were at the expected reading level  
Repetition and consistency in using the phonics knowledge to decode helped the students to read higher level books

<p><b>Reasons for the variance</b> <i>Why did it happen?</i></p>	<ul style="list-style-type: none"> <li>• Learners were grouped according to the ability - CVC, CCVC, CCCVCC, Those needing high level of phonics understanding and unable to follow the phonics instruction, were supported with PM books to build on their basic HFWs, but also continued supporting with CVC words.</li> <li>• Followed the NZ Handwriting sequence and daily practice to support transfer of phonics knowledge into writing.</li> <li>• Use of successful/effective activities were manipulation chains (changing one sound at a time) and word power - word family. Other activities that helped consolidate learning were games, activities: Sound boxes (elkonin boxes), Build a word (magnetic letters), Mystery word boxes, Roll, read and colour, Sound swap, Word family, Word Power, Manipulation chain.</li> <li>• Daily Accountable Talk opportunities enhanced oral literacy, enriching</li> </ul>
<p><b>Evaluation</b> <i>Where to next?</i></p>	<ul style="list-style-type: none"> <li>• To continue with SLA practices - so they are a regular and consistent part of the daily literacy programmes. Ensure there is repetition and consistency in the use of phonics knowledge to help students decode texts at a higher level.</li> <li>• To continue to teach the how to transfer the phonetic sounds into their writing by using daily Teacher modelling</li> <li>• To use different spelling strategies eg elkonin, 5 vowel (palm) visual with short / long vowel sounds</li> <li>• To update the literacy "can do" activities to match the spelling learning</li> <li>• To add and plan to use the high frequency / sight words that are on the wall / glass</li> </ul>
<p><b>Actions</b> <i>What did we do?</i></p>	<p>Year 2:</p> <ul style="list-style-type: none"> <li>• used pre and post - test assessments in all learning areas to inform where students were at and what can we do to improve their learning - address the gaps and plan for teaching</li> <li>• used the Essential Word list (EWL) to allow students to master the words/sound that they were currently working on in a particular week. It also helped them to improve their vocabulary</li> <li>• built a vocabulary wall for learners so they were supported in their learning and writing.</li> <li>• organised for techno -Mondays where students learnt parts of speech (nouns, verbs, adjectives) as well as sentence constructions</li> <li>• used word cards consistently for learners who mostly needed them</li> <li>• implemented free writing sessions with learners using sentence starters to build their sentences</li> <li>• activities to help learners manipulate words to build sentence structure and add in details in their writing</li> <li>• identified the gaps and set new learning for students through deliberate acts of planning and teaching</li> <li>• reflected through our weekly planning and daily reflections where learners are working and share strategies that are working well with learners.</li> </ul>

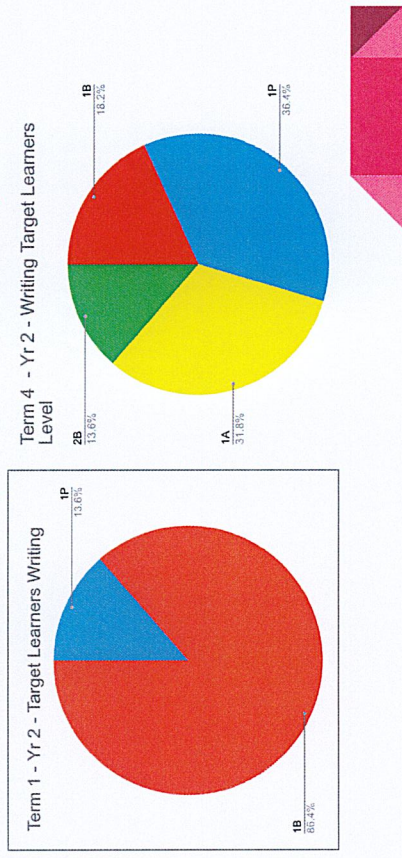
- met informally with parents before and after school to inform them of learning they can do at home eg EWL, writing diaries, journals, word power
- set learning goals with the learners and tell them how they are progressing

**Outcomes**  
*What happened?*

Milestone Progress and Achievement Reporting  
**Year 2 Dibels Assessment - WRC**



Milestone Progress and Achievement Reporting  
**Year 2 Writing (Target Learners)**



**Reading Progress and Achievement Summary**

**Māori Learners:**

2/2 learners made progress, moving from Yellow (6/8) to Blue (11).

**Pasifika Learners:**

4/6 learners made strong progress, shifting 2–3 reading bands (e.g. Yellow 6–8 → Green/Blue/Orange).

2/6 learners progressed one reading level.

**Other Ethnic Groups:**

14/22 learners progressed across 2–3 reading bands.

**Writing Progress and Achievement Summary**

**Māori Learners:**

2/2 learners improved from Level 1 Basic → Level 1 Proficient.

**Pasifika Learners:**

4/6 learners progressed from Level 1 Basic → Level 1 Proficient/L2 Basic.

2/6 learners made progress within Level 1 Basic.

**Other Ethnic Groups:**

14/22 learners made progress within Level 1 Proficient – Level 2 Basic.

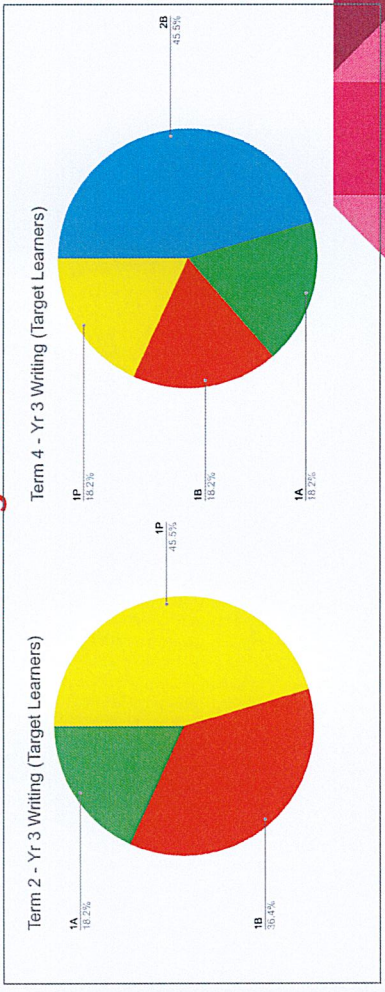
**Reasons for the variance**  
*Why did it happen?*

Learners are showing positive development in foundational reading and writing skills, including:

- Applying phonics to blend and segment words
- Recognising short and long vowel sounds
- Blending initial and final digraphs

	<ul style="list-style-type: none"> <li>Using picture cues to retell stories (PM books)</li> <li>Beginning to answer literal and inferential questions (PM books)</li> <li>Letter-sound knowledge developing securely</li> </ul>
<p><b>Evaluation</b> <i>Where to next?</i></p>	<p>Continue to identify gaps and areas for targeted writing support</p> <ul style="list-style-type: none"> <li>Continue scaffolding and explicit teaching in:</li> <li>Correct and consistent punctuation</li> <li>Expanding and elaborating ideas</li> <li>Maintaining correct verb tense in sentences</li> </ul>
<p><b>Actions</b> <i>What did we do?</i></p>	<p>Year 3</p> <ul style="list-style-type: none"> <li>Continue monitoring student progress with regular assessments</li> <li>Provide extra support for students who are behind or need more confidence</li> <li>Use small-group instruction and targeted activities to strengthen reading and writing skills</li> <li>Include more engaging activities to build vocabulary and writing detail</li> <li>Track growth throughout the next term and adjust lessons based on student needs.</li> </ul>
<p><b>Outcomes</b> <i>What happened?</i></p>	<p style="text-align: center;"><b>Milestone Progress and Achievement Reporting</b></p> <p style="text-align: center;"><b>Year 3 Dibel Assessments (Target Learners)</b></p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>Term 2: Yr 3 - Target Learners Nonsense Word Fluency - Correct Letter Sound</p> <p>Yellow Strategic: 1.3%</p> <p>Red Intensive: 85.7%</p> <p>Green Core Support: 13.0%</p> </div> <div style="text-align: center;"> <p>Term 4: Yr 3 - Target Learners Nonsense Word Fluency - Correct Letter Sound</p> <p>Blue Core Support: 28.9%</p> <p>Red Intensive Support: 42.9%</p> <p>Green Core Support: 28.1%</p> </div> </div> <div style="margin-top: 10px;"> <p>At Risk - Intensive Support</p> <p>Some Risk - Strategic Support</p> <p>Minimal Risk - Core Support</p> <p>Negligible Risk - Core Support</p> </div>

Milestone Progress and Achievement Reporting  
**Writing Year 3**



Learners have:

- Improved letter-sound knowledge and decoding whole words
- 5 students moved from Turquoise (L17) → Gold (L22), showing growth in reading accuracy and comprehension
- Out of 12 target students, 6 at 1A/early 2B or reached 2B in writing
- Overall, the majority of our target students are progressing toward the curriculum expectation of 2B, with this group needing focused intervention.

**Reasons for the variance**  
*Why did it happen?*

Students have improved in letter-sound knowledge (NWF-CLS) and decoding whole words (NWF-WRC), showing that targeted support is helping them read basic words.

**Writing Development:**

Some students have improved their overall writing levels, showing progress in writing complete sentences, using punctuation, and sharing their ideas clearly.

- Kept using targeted small-group teaching
- Supported students to use their phonics skills to help with spelling in reading and writing
- Compared DIBELS results from Term 1 and Term 2 to see student progress

	<ul style="list-style-type: none"> <li>Continued small-group teaching to target reading, fluency, comprehension, and vocabulary</li> <li>Gave extra support to students who are not at expected level</li> <li>Used data to plan lessons that meet each group's needs. (we make sure that we see them everyday)</li> <li>Shared progress with parents</li> <li>Worked together as a team to adjust teaching strategies.</li> </ul>
<p><b>Evaluation</b> <i>Where to next?</i></p>	<p><b>Word Reading Fluency (WRF):</b> Most target students are still slow or hesitant readers; continue guided practice to read smoothly and automatically.</p> <p><b>Decoding / Phonics:</b> Reinforce multisyllabic word decoding, prefixes, and suffixes; continue practice with blending and syllable division.</p> <ul style="list-style-type: none"> <li>Continue targeted small-group reading and phonics interventions</li> <li>Provide repeated guided reading for fluency and comprehension</li> <li>Focused writing support: sentence construction, punctuation, and idea expression</li> <li>Monitor progress regularly to ensure more students reach Year 3 expected level 2B</li> </ul>
<p><b>Actions</b> <i>What did we do?</i></p>	<p>Year 4</p> <p>Kaitiaki/teachers used e-asttle in a more purposeful way</p> <p>Kaitiaki became more confident in creating, implementing and analysing data from e-asttle</p> <p>Worked closely administering and marking the writing test to ensure knowledge is shared and confidence is built across the board.</p> <ul style="list-style-type: none"> <li>Timetabled marking after the writing test is complete to ensure we both agree on the results for students</li> <li>Use the Writing test to: <ul style="list-style-type: none"> <li>Find the trends and the patterns in the data and group the learners accordingly.</li> <li>Use this data to inform the group learning intentions and teaching sequences (reflect student needs)</li> </ul> </li> </ul>

**Outcomes**  
*What happened?*

Target Group

**Writing Year 4 (e-asTTle)**

Ethnicity	Gender	Term 1 Overall Level		Term 4 Overall Level	
Māori	F	1A	2P	1A	2P
Indian	M	1A	2P	1A	2P
Māori	F	1P	2P	1P	2P
Asian	M	1A	2P	1A	2P
Pasifika	F	1P	2P	1P	2P
Indian	F	1A	2A	1A	2A
Asian	M	1P	2P	1P	2P
Pasifika	M	1P	2P	1P	2P

**B - Beginning**  
**P - Proficient**  
**A - Advanced**  
  
 Year 3  
 Level 1A - 2B  
  
**Year 4**  
**Level 2P - 2A**  
  
 Year 5  
 Level 2A - 3B  
  
 Year 6  
 Level 3P - 3A

**Reasons for the variance**  
*Why did it happen?*

Kaitiaki are more confident in administering and analysing E-AsTTle test  
 Kaitiaki planned more explicit in data informed group learning intentions and teaching sequences  
 Kaitiaki explicitly group teaching/modelling lessons

**Evaluation**  
*Where to next?*

Both kaitiaki feel confident to create and administer e-asTTle tests now, as well as generate reports following a test. We have sat together and analysed the tests in all 3 subjects and pinpointed key strengths, areas to focus on next and thought about how we are going to support them in these focus areas (for example: GAP - Using reference materials eg Dictionary, Thesaurus, Atlas: Next Step - Include more dictionary and thesaurus activities and games). We have also identified students who did not register a score on e-asTTle and looked at possible reasons why before giving them a second attempt. While we continue to monitor these areas are going to shift next term, so our primary focus is on writing. This will line up with our Senior team as well as our Professional Learning Circle focus.

**Actions**  
*What did we do?*

Year 5&6

- Introduction of Writers ToolBox as a resource to support writing progress and achievement
- Revisit e-asTTle writing data to confirm results are accurate
- Continue to encourage learners to choose their personal goals based on feedback from the teacher/Writers Toolbox feedback/ workshop.
- Continue with Workshop Fridays to address needs brought up in the data analysis.

## Outcomes What happened?

	Term 2	Term 4
Levels 1 - 2P (below)	25	18
Level end 2 - 3 (at/above)	12	20
Level 4 (well above)	2	7
Level 5 (well above)	0	1

Example of area of improvement: Sentence Structure	Term 2	Term 4
Level 1B (well below)	17	1
Level 1P (well below)	7	10
Level 2A (below)	11	10
Above L2A (at/above)	12	19

	Term 2	Term 4
Levels 1 - 2, 3B (below)	16	8
Level 3 (at)	10	12
Level 4 (above)	5	10
Level 5 (well above)	0	6

Example of area of improvement: Punctuation	Term 2	Term 4
Below L3 (well below)	11	5
Mid Level 3 (at)	15	20
Level 4 (above)	5	7
Level 5 (well above)	0	1

### Milestone Progress and Achievement Reporting

## Writing Year 5

e-asTTle testing on explanation writing

46 students in total  
23 girls  
23 boys  
3 Māori students  
10 Pasifika students



### Milestone Progress and Achievement Reporting

## Writing Year 6

e-asTTle testing on explanation writing

36 students in total  
22 girls  
14 boys  
3 Māori students  
6 Pasifika students



Big shifts in achievement in organisation, structure, sentences. Vocabulary and punctuation - either no change or BIG change. The majority of students showed improvement in all or most areas. Explicit teaching has made a huge difference.

**Evaluation**  
*Where to next?*

Writers' Toolbox has had a positive impact on the writing levels, along with our explicit teaching of sentence styles, text structures, purposes, and features. The Year 5 boys seem to particularly enjoy this resource.

We are still in the learning stages of how this tool can be best utilised to support learners and upskill teachers. PLD has been very helpful; now we are just exploring the use of the tool to make it work for our context.

Writers' Toolbox (Learning Journey) - ensuring learners are reading the information given instead of going straight into answering the questions and then timing out on the questions. Helping learners unpack what the different parts of the tool are for and how to utilise the feedback more effectively.

Need more explicit teaching on punctuation basics (e.g. using full stops, capital letters) for our target learners, and extend other learners to use more complex punctuation (semicolons, ellipses, etc), plus expand the learners' vocabulary through stories, writing tasks, oral language activities, workshops etc.

**Planning for next year:**  
**2026**

Intention for 2026:

The SLA approaches will continue to be embedded into the daily Learning Community teaching and learning programme for Year 0-Year 3. Teachers new to HTCPS will have the opportunity to attend professional learning and development for this programme – regular assessing and analysing of data will help identify target areas of need to promote movement of students through stages to assist with reading and writing.

We need to ensure all phonics resources are available and accessible for teachers to use daily in their literacy programme. Kaitiaki/teachers will grow their understanding and capabilities of administering and analysing the Dibels and 20/40 weeks assessment to inform planning and implementation of strategies and approaches - identifying strengths and addressing gaps

MoE Central funding has been applied for to continue with SLA PLD for Years 4-6 teachers inclusive of part-time teachers and Senior leadership team members. Collaborative Inquiries will focus on the implementation of this learning straight into the daily literacy programmes.

We will continue to focus on **WRITING** to lift student achievement:

Introduction of Writers ToolBox for Year 4 teachers - continue with WT PLD workshops to strengthen capabilities of using the resources effectively.

Share WT with families so students can be supported to write at home especially using the Learning Journey activities  
Effective workshopping specific learning goals

Use of quality writing exemplars so students know what 'good looks like'  
Connecting with home – to share resources to support writing learning at home  
Focus on 'streamlining' our current assessment process and practices  
Having a stronger oral language focus and incorporating oral language strategies before writing will support learners with ideas, vocabulary., etc  
Teachers are working alongside ESOL teachers/Learning Assistants to address gaps  
Engaging our Māori and Pasifika learners by using writing/stories/books chosen by the learners that they will engage with and relate to



# Holy Trinity Catholic Primary School

Learn Love Serve

## Evaluation and Analysis Students' Progress and Achievement 2025

OUR QUESTIONING AROSE from Data Literacy Assessment Analysis:

Our student achievement Writing Data end 2024, showed lower achievement levels and we were concerned about the students' oral language capabilities impacting on their ability to share ideas and communicate in a written form.

2024 - 2025 OUR GOALS WERE TO:

- ensure structured approaches to literacy (SLA) effective pedagogy and practices are evident and being purposefully planned and implemented in each Learning Community
- ensure assessment for learning practices were consistent and sustainable across our school learning communities
- build on the students prior knowledge and experiences through rich oral language approaches to teaching and learning.
- strengthen the richness of effective collaborative practice for our ākonga and teachers.

WE IDENTIFIED:

- Specific ākonga with learning needs that require a more structured approach to learning.
- Support programmes to improve progress and achievement in literacy/writing.
- The need to introduce literacy assessments, implement, analyse and use data information to support directed teaching and learning to address gaps
- The need to continue to grow and consolidate our leaders and teacher's skills and abilities to work collaboratively in a more consistent way to ensure all teachers and ākonga were successful when working in more collaborative spaces with aligned pedagogy and practice

From OUR IDENTIFIED EDUCATIONAL CHALLENGE - We needed to support our teachers to:

- To build the reo-ā-waha /oral language capability of our ākonga in order to support literacy progress
- To build kaitiaki kete of reo-ā-waha /oral language strategies that can be integrated across the curriculum

- To develop an understanding of the structured literacy approaches that support students to develop strong literacy foundations
- To know, understand and practice the systematic and explicit teaching of structured literacy approach elements - oral language, phonemic awareness, systematic phonics, handwriting, vocabulary, morphology, syntax, fluency, text structure, writing processes and comprehension.

#### IDENTIFIED ACTIONS

1. For our teachers to actively participate in the SLA PLD programme.
2. For our teachers to build a shared practice model around the teaching of structured literacy approaches
3. For our teachers to utilise the assessment tools effectively to gather valid and reliable data that identifies student strengths and areas of need/improvements
4. To design a kete of practice that runs across the school that provides equitable access for all ākonga to rich dialogic teaching and learning
5. To continue to build our whānau knowledge and skill to support children with oral language and writing activities at home.

#### ***2025 - Developing a local curriculum that enriches, reflects and connects with our communities.***

Our 2025 Opportunity:

We wanted to continue our (2023/2024) oral language pedagogical support for teachers to ensure that this becomes part of our everyday teaching and learning. We wanted ākonga to build on their current engagement and build cross curricular connections. We wanted to deepen ākonga agency and strengthen connection to their whanau, culture and communities.

We wanted our teachers to actively participate in SLA PLD and to implement SLA practice and approaches into their daily literacy programmes

Short Term Change:

Embedding and integrating Structured Literacy Approaches and practices across the curriculum

Short Term Outcomes:

Clear local curriculum documentation and a kete of resources for kaitiaki that connects to our place, our people and our community through 'story-telling'.

Student progress in reading and writing

Growth in effective practices and confidence to engage with local contexts.

Shift in Practice Outcomes:

Consistent planning and delivery of the scope and sequence of the English Learning Area  
 Embedding effective teaching practices and developing ways of evidencing that this is  
 happening and is impacting successfully on the learners

Evidence Process and Knowledge Areas:

Student and teacher voice through oral language strategies and approaches

Improvement in Reading/Writing data

<b>SUMMARY</b>					
<p>On reflection, the SLA PLD work our Years 0-3 teachers have completed has been highly effective in using data literacy to inform teaching practice. We have all the tools we need to continue the process of consolidation and integration of writing strategies and approaches into our local curriculum.</p>					
<p>We have some teachers who are new to the school who will need specific practice support with coaching, modelling and co-teaching by SLT and MLT leaders. Our 2025 PLD has provided us with the opportunity to take our teaching and learning to the next level of integration.</p>					
<p>Our writing data for the end of 2025 was very pleasing and we feel that this was because of our continued focus on reo-ā-waha/oral language strategies especially “serve and return”, “accountable talk” and “korero paki” as well as the introduction of Writers ToolBox, as a writing resource. Quality Assessment for Learning practices and our school-wide collaborative practice framework and expectations have also supported teacher capabilities in delivering writing in a structured, purposeful and engaging way.</p>					
<p>The introduction of Writers ToolBox for Year 5/6 students has inspired/motivated the students especially our boys who are enthusiastic about using the Writers’ Toolbox Learning Journey activities independently. As teachers become more conversant with this writing tool/resource, we will ensure learners are prepared and ready to use the tool in a way that will support their learning progress. This will help learners unpack what the different parts of the tool are for and how to utilise the feedback more effectively to support their writing progress and achievement.</p>					
<b>WRITING STUDENT ACHIEVEMENT DATA</b>					
Level	2024	2025	Level	2024	2025
At & Above	84%	85%	Below & Well Below	16%	15%
Male At & Above	78%	84%	Below & Well Below	22%	16%
Female	88%	87%	Below & Well	12%	13%

At & Above			Below		
Māori At & Above	74%	53%	Below & Well Below	26%	47%
Pasifika At & Above	64%	67%	Below & Well Below	36%	33%
Asian At & Above	92%	95%	Below & Well Below	8%	5%
MELAA At & Above	90%	75%	Below & Well Below	10%	25%
NZ European At & Above	84%	77%	Below & Well Below	16%	23%

#### NEXT STEPS:

- The SLA approaches will continue to be embedded into the daily Learning Community teaching and learning programme for Year 0-Year 3.
- Years 4-6 teachers and teachers new to HTCPS will have the opportunity to attend professional learning and development for this programme –
- Regular assessing and analysing of data will help identify target areas of need to promote movement of students through stages to assist with reading and writing.
- Ensure all phonics resources are available and accessible for teachers to use daily in their literacy programme.
- Kaitiaki/teachers will grow their understanding and capabilities of administering and analysing the Dibels and 20/40 weeks assessment to inform planning and implementation of strategies and approaches - identifying strengths and addressing gaps
- MoE Central funding has been applied for to continue with SLA PLD for Years 4-6 teachers inclusive of part-time teachers and Senior leadership team members.
- Collaborative Inquiries will focus on the implementation of this learning straight into the daily literacy programmes.

We will continue to focus on WRITING to lift student achievement:

- Introduction of Writers ToolBox for Year 4 teachers - continue with WT PLD workshops to strengthen capabilities of using the resources effectively.
- Share WT with families so students can be supported to write at home especially using the Learning Journey activities
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- Use of quality writing exemplars so students know what 'good looks like'
- Connecting with home – to share resources to support writing learning at home
- Focus on 'streamlining' our current assessment process and practices
- Having a stronger oral language focus and incorporating oral language strategies before writing will support learners with ideas, vocabulary., etc

- Teachers are working alongside ESOL teachers/Learning Assistants to address gaps
- Engaging our Māori and Pasifika learners by using writing/stories/books chosen by the learners that they will engage with and relate to
  
- Strengthen Kōrero Paki strategy with local stories that reflect our local curriculum
- Develop agreed Effective Teacher Practice Guidelines for literacy programmes
- Continue to support and monitor dialogic and narrative practice efficacy in our learning spaces for oral language development
- Focus on Pasifika cohort to lift achievement levels/shift from 67% to 75% or more at and above
- Align our planning, delivery and assessment practices with the English Learning Area of Te Mātaiaho (Curriculum Refresh)

Peta Lindstrom  
Principal  
25.02.2026



# Holy Trinity Catholic Primary School

Learn Love Serve  
Ka Ako Ka Aroha Ka Manaaki

## Compliance with Education and Training Act 2020 requirements to be a good employer for the year ending 31 December 2025.

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

Reporting on the principles of being a Good Employer	
<p>How have you met your obligations to provide good and safe working conditions?</p>	<p>Holy Trinity Catholic Primary School has and is compliant with the following policies and procedures:</p> <p><i>Holy Trinity Catholic Primary School operates in a Catholic environment and is committed to ensuring the safety and wellbeing, as far as is reasonably practicable, of students, employees, and visitors both at school and when away from the school on school business.</i></p> <p>Health and Safety including digital safety</p> <ul style="list-style-type: none"> <li>● Up to date emergency procedures and plans and evacuation procedures</li> <li>● Specific planning and processes for EOTC activities</li> <li>● Duty of Care - see Policy and Registers</li> <li>● Risk management procedure</li> <li>● Health and Hygiene</li> <li>● Hazard and injury register</li> </ul> <p>Employment Policy</p> <p>Student Behaviour/Education Management policy</p> <p>Worker Engagement and Participation</p> <p>Complaints Policy</p> <p>Wellbeing</p> <ul style="list-style-type: none"> <li>● Supportive and collegial work environment</li> <li>● Access to EAP</li> </ul> <p>Ongoing conversation with all staff and support from leadership where needed</p> <p>Induction</p> <p>Staff annual handbook updated and introduced to staff annually</p>
<p>What is in your equal employment opportunities programme?</p>	<p>We adhere to our EEO Policy and a range of procedures for employment.</p>

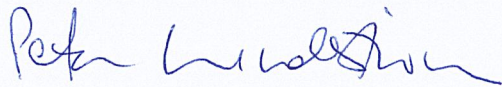
<p>How have you been fulfilling this programme?</p>	<p>The Equal Employment Opportunities policy ensures that all employees and applicants for employment are treated according to their skills, qualifications, abilities, and aptitudes, without bias or discrimination.</p> <p>Follow NZSTA and legislation processes with all appointments</p> <p>Advertise through the Education Gazette permanent teaching positions</p> <p>Invite applicants to make a pre site visit</p> <p>Use a compliant application form and process for all appointments - We carry out verification of all documentation</p> <p>Follow up with referees</p> <p>We shortlist and appoint using a matrix based on current job description and appointment criteria if appropriate</p> <p>An annual assurance of compliance with this is with EEO policy or procedures is given to the board</p> <p>Annual check carried out by Leadership and Board to ensure H and S and property is fit for purpose and all areas accessible</p>
<p>How do you practise impartial selection of suitably qualified persons for appointment?</p>	<p>Follow NZSTA and legislation processes with all appointments</p> <p>Advertise through the Ed Gazette permanent teaching position</p> <p>Encourage all applicants and enable a pre visit</p> <p>Use a compliant application form and process for all appointments - We carry out verification of all documentation</p> <p>Follow up with referees</p> <p>We shortlist and appoint using a matrix based on current job description and appointment criteria if appropriate</p> <p>Appointment panels are selected to ensure suitability of the person and no conflicts of interest</p>
<p>How are you recognising,</p> <ul style="list-style-type: none"> <li>- The aims and aspirations of Māori,</li> </ul>	<p>Aim to give effect to Te Tiriti o Waitangi in all processes</p> <p>Follow EEO principles</p> <p>Provide for school visits prior upon application and build relationships - Korero</p>

<ul style="list-style-type: none"> <li>- The employment requirements of Māori, and</li> <li>- Greater involvement of Māori in the Education service?</li> </ul>	<p>Offer the opportunity for whānau support at interviews, share pepeha and whakapapa links</p> <p>Facilitate reo conversations and embrace their feedback around all aspects of te ao Māori, te reo Māori, matauranga Māori - follow Tikanga</p> <p>Include a Te Tiriti o Waitangi element in the employment questions</p> <p>Support with appropriate professional learning and culturally responsive development</p> <p>Strengthening links to local iwi</p> <p>Employment criteria informed by whānau hui outcomes</p>
<p>How have you enhanced the abilities of individual employees?</p>	<p>Professional Growth Cycle - individual development and coaching opportunities</p> <p>Professional Development and Learning - Coaching and Mentoring within a school based system</p> <p>Varied professional learning and development programme</p> <p>Connection with development through the Kāhui Ako</p>
<p>How are you recognising the employment requirements of women?</p>	<p>Following the principles of EEO</p> <p>Conversations regarding return to work following parental leave</p> <p>Consider / facilitate flexible return to work plans following parental leave where possible</p>
<p>How are you recognising the employment requirements of persons with disabilities?</p>	<p>Through Health and Safety - ensuring that the school gives access to meet all staff and student needs</p> <p>Being open to adaptation as needed e.g. car parks, accessibility</p> <p>Support and voice as requested or needed (application form)</p>

Good employer policies should include provisions for an Equal Employment Opportunities (EEO) programme/policy . The Ministry of Education monitors these policies:

<b>Reporting on Equal Employment Opportunities (EEO) Programme/Policy</b>	<b>YES</b>	<b>NO</b>
Do you operate an EEO programme/policy?	YES	
Has this policy or programme been made available to staff?	YES	
Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?	YES	

Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	YES	
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?	YES	
Does your EEO programme/policy set priorities and objectives?	YES	



Peta Lindstrom

Principal

December 2025

December 2025

#### KIWISPORT FUNDING

KIWISPORT GRANT received 2025 = \$4,793.72

Kiwisport funds were used to supplement the costs of the school's Health and Physical Education programmes:

Netball	\$585.98	For Year 1-6 students
Craftlab	\$2250.00	For Year 1-6 students
Cross Country	\$313.04	For Year 5/6 students
Sailing and Water Safety Day	\$530.00	For Year 6 students
Volleyball Set	\$941.00	For Year 3-6 students

These programmes and events provided the opportunities for our students to experience a wide range of activities to encourage skill development and to keep themselves safe in the outdoors and in, on and around the water.

From the Health and P.E. Curriculum:

Movement Skills

Develop and apply, in context, a wide range of movement skills and facilitate the development of physical competence

Positive Attitudes:

Develop a positive attitude towards physical activity by extending personal capabilities and experiences

Overall Expenditure:

\$4620.02

Peta Lindstrom  
Principal