

# ST THERESE PRIMARY SCHOOL

## Annual Report 2025

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# ST THERESE PRIMARY SCHOOL

## ANNUAL FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2025

### School Directory

**Ministry Number:** 1509

**Principal:** Laura Geaney

**School Address:** 463 Mt Albert Road, Mt Roskill, Auckland, 1041

**School Postal Address:** 463 Mt Albert Road, Mt Roskill, Auckland, 1041

**School Phone:** (09) 620 9441

**School Email:** [office@sttherese.school.nz](mailto:office@sttherese.school.nz)

**Accountant / Service Provider:** Inspired Accountants NZ Limited

### Members of the Board:

Name	Position	How Position Gained	Term Expired/ Expires
Benjamin Kurian	Presiding Member	Elected	Ongoing
Laura Geaney	Principal ex Officio		Ongoing
Jordan Gregory	Parent Representative	Elected	2025
Lute Ata	Parent Representative	Elected	2028
Mehari Kebede	Parent Representative	Elected	2028
Shiery Tanya	Parent Representative	Elected	2028
Rosemary Paterson	Minute Secretary		Ongoing
Father Arul	Proprietor Representative		Ongoing
Cicily Bankien	Staff Representative		2028
Vicky Goodier	Staff Representative		2025

# ST THERESE PRIMARY SCHOOL

Annual Financial Statements - For the year ended 31 December 2025

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# St Therese 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.

**Benjamin Kurian**

Benjamin Kurian



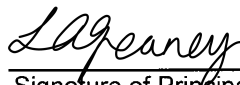
Signature of Presiding Member

21/05/2026

Date

**Laura Geaney**

Laura Ann Geaney



Signature of Principal

21/05/2026

Date

# St Therese 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	975,570	895,273	1,003,238
Locally Raised Funds	3	31,877	23,440	36,190
Use of Proprietor's Land and Buildings		806,250	-	875,000
Interest		19,841	13,000	21,670
<b>Total Revenue</b>		<b>1,833,538</b>	<b>931,713</b>	<b>1,936,098</b>
<b>Expense</b>				
Locally Raised Funds	3	5,018	5,990	3,326
Learning Resources	4	758,759	706,917	753,861
Administration	5	189,364	233,475	232,633
Interest		479	300	250
Property	6	864,939	49,440	941,604
Loss on Disposal of Property, Plant and Equipment		3,764	-	-
<b>Total Expense</b>		<b>1,822,323</b>	<b>996,122</b>	<b>1,931,674</b>
<b>Net Surplus / (Deficit) for the year</b>		<b>11,215</b>	<b>(64,409)</b>	<b>4,424</b>
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<b>11,215</b>	<b>(64,409)</b>	<b>4,424</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.

# St Therese 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>		533,072	533,067	518,799
Total comprehensive revenue and expense for the year		11,215	(64,409)	4,424
Contribution - Furniture and Equipment Grant		13,324	-	9,849
<b>Equity at 31 December</b>		557,605	468,658	533,072
Accumulated comprehensive revenue and expense		557,605	468,658	533,072
<b>Equity at 31 December</b>		557,605	468,658	533,072

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 Therese 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	92,705	32,036	86,445
Accounts Receivable	8	50,533	48,976	48,976
GST Receivable		5,566	3,531	3,531
Prepayments		7,413	9,349	9,349
Inventories	9	-	306	306
Investments		383,251	364,527	364,527
		<u>539,468</u>	<u>458,725</u>	<u>513,134</u>
<b>Current Liabilities</b>				
Accounts Payable	12	62,630	65,697	65,697
Provision for Cyclical Maintenance	13	21,800	17,746	17,746
Finance Lease Liability	14	2,232	1,165	1,165
		<u>86,662</u>	<u>84,608</u>	<u>84,608</u>
<b>Working Capital Surplus/(Deficit)</b>		<u>452,806</u>	<u>374,117</u>	<u>428,526</u>
<b>Non-current Assets</b>				
Property, Plant and Equipment	11	128,907	106,798	116,798
		<u>128,907</u>	<u>106,798</u>	<u>116,798</u>
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	13	17,695	12,257	12,257
Finance Lease Liability	14	6,413	-	-
		<u>24,108</u>	<u>12,257</u>	<u>12,257</u>
<b>Net Assets</b>		<u>557,605</u>	<u>468,658</u>	<u>533,072</u>
<b>Equity</b>		<u>557,605</u>	<u>468,658</u>	<u>533,072</u>

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

# St Therese 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		382,683	349,973	425,942
Locally Raised Funds		31,877	23,440	36,190
Goods and Services Tax (net)		(2,035)	-	271
Payments to Employees		(232,765)	(274,244)	(253,975)
Payments to Suppliers		(157,203)	(166,278)	(184,651)
Interest Paid		(479)	(300)	(250)
Interest Received		19,841	13,000	21,670
Net cash from/(to) Operating Activities		41,919	(54,409)	45,197
<b>Cash flows from Investing Activities</b>				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		(3,764)	-	-
Purchase of Property Plant & Equipment (and Intangibles)		(33,974)	-	(7,496)
Purchase of Investments		(148,724)	-	(147,471)
Proceeds from Sale of Investments		130,000	-	-
Net cash from/(to) Investing Activities		(56,462)	-	(154,967)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		13,324	-	9,849
Finance Lease Payments		7,480	-	4,736
Net cash from/(to) Financing Activities		20,804	-	14,585
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>6,261</b>	<b>(54,409)</b>	<b>(95,185)</b>
Cash and cash equivalents at the beginning of the year	7	86,445	86,445	181,632
<b>Cash and cash equivalents at the end of the year</b>	7	<b>92,705</b>	<b>32,036</b>	<b>86,445</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.

# St Therese Primary School

## Notes to the Financial Statements

### For the year ended 31 December 2025

#### 1. Statement of Accounting Policies

##### a) Reporting Entity

St Therese 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 Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the School buildings. The estimate is based on the School's 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 11.

### **Critical Judgements in applying accounting policies**

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

#### *Classification of leases*

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

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

**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 to buildings owned by the Proprietor are recorded at cost, less accumulated depreciation and impairment losses.

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

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

**Finance Leases**

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

**Depreciation**

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

The estimated useful lives of the assets are:

Building Improvements	10–75 years
Board-owned Buildings	10–75 years
Furniture and Equipment	10–15 years
Information and Communication Technology	3–5 years
Leased Assets held under a Finance Lease	Term of Lease
Library Resources	12.5% Diminishing value

**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 comparison to recent market transaction.

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) 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 to 10 year period. The economic outflow of this is dependent on the plan established by the School to meet this obligation and is detailed in the notes and disclosures of these accounts.

**o) Financial Instruments**

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

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.

**p) 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.

**q) Goods and Services Tax (GST)**

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

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

Commitments and contingencies are disclosed exclusive of GST.

**r) Budget Figures**

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

**s) Services received in-kind**

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

**2. Government Grants**

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Government Grants - Ministry of Education	382,683	349,973	425,942
Teachers' Salaries Grants	543,237	455,123	487,119
Ka Ora, Ka Ako - Healthy School Lunches Programme	49,650	90,177	90,177
	<u>975,570</u>	<u>895,273</u>	<u>1,003,238</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	6,185	9,000	11,072
Fees for Extra Curricular Activities	643	900	1,200
Trading	9,587	8,200	10,493
Fundraising and Community Grants	7,345	500	370
Other Revenue	8,117	4,840	13,055
	<u>31,877</u>	<u>23,440</u>	<u>36,190</u>
<b>Expense</b>			
Extra Curricular Activities Costs	4,712	5,990	3,326
Trading	306	-	-
	<u>5,018</u>	<u>5,990</u>	<u>3,326</u>
<i>Surplus/ (Deficit) for the year Locally Raised Funds</i>	<u>26,859</u>	<u>17,450</u>	<u>32,864</u>

Fundraising and Community Grants include a \$6,387 from Sport Auckland which is earmarked for Sports Equipment and Gear.

**4. Learning Resources**

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Curricular	29,612	29,250	53,700
Information and Communication Technology	8,610	10,500	8,376
Employee Benefits - Salaries	691,981	646,667	657,881
Staff Development	3,381	9,000	9,463
Depreciation	21,865	10,000	22,153
Other Learning Resources	3,310	1,500	2,288
	<u>758,759</u>	<u>706,917</u>	<u>753,861</u>

**5. Administration**

	<b>2025</b>	<b>2025</b>	<b>2024</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
Audit Fees	9,867	7,000	7,199
Board Fees and Expenses	5,608	12,400	12,288
Operating Leases	18,504	20,196	18,504
Other Administration Expenses	4,164	3,600	3,863
Employee Benefits - Salaries	84,021	82,700	83,213
Insurance	4,100	4,000	3,987
Service Providers, Contractors and Consultancy	13,450	13,402	13,402
Ka Ora, Ka Ako - Healthy School Lunches Programme	49,650	90,177	90,177
	<b>189,364</b>	<b>233,475</b>	<b>232,633</b>

**6. Property**

	<b>2025</b>	<b>2025</b>	<b>2024</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
Cyclical Maintenance	9,492	-	15,232
Heat, Light and Water	7,576	7,500	7,944
Repairs and Maintenance	6,482	6,996	9,408
Use of Land and Buildings	806,250	-	875,000
Other Property Expenses	35,139	34,944	34,020
	<b>864,939</b>	<b>49,440</b>	<b>941,604</b>

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	\$ 92,705	\$ 32,036	\$ 86,445
Cash and cash equivalents for Statement of Cash Flows	<u>92,705</u>	<u>32,036</u>	<u>86,445</u>

**8. Accounts Receivable**

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
Teacher Salaries Grant Receivable	\$ 50,533	\$ 48,976	\$ 48,976
Receivables from Exchange Transactions	-	-	-
Receivables from Non-Exchange Transactions	50,533	48,976	48,976
	<u>50,533</u>	<u>48,976</u>	<u>48,976</u>

**9. Inventories**

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
School Uniforms	\$ -	\$ 306	\$ 306
	<u>-</u>	<u>306</u>	<u>306</u>

**10. Investments**

The School's investment activities are classified as follows:

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
Current Asset	\$	\$	\$
Short-term Bank Deposits	383,251	364,527	364,527
Total Investments	<u>383,251</u>	<u>364,527</u>	<u>364,527</u>

**11. Property, Plant and Equipment**

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
<b>2025</b>	\$	\$	\$	\$	\$	\$
Furniture and Equipment	111,581	22,653	(2,944)	-	(16,773)	<b>114,517</b>
Information and Communication Technology	3,456	5,237	-	-	(2,648)	<b>6,045</b>
Leased Assets	820	9,848	(820)	-	(2,145)	<b>7,703</b>
Library Resources	941	-	-	-	(299)	<b>642</b>
	<u>116,799</u>	<u>37,738</u>	<u>(3,764)</u>	<u>-</u>	<u>(21,865)</u>	<u><b>128,907</b></u>

The net carrying value of furniture and equipment held under a finance lease is \$40,767 (2024: \$820)

*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	341,036	(226,520)	<b>114,516</b>	328,900	(217,319)	<b>111,581</b>
Information and Communication Technology	23,390	(17,344)	<b>6,046</b>	18,153	(14,697)	<b>3,456</b>
Leased Assets	9,848	(2,145)	<b>7,703</b>	7,901	(7,081)	<b>820</b>
Library Resources	16,030	(15,388)	<b>642</b>	16,030	(15,089)	<b>941</b>
	<u>390,304</u>	<u>(261,397)</u>	<u><b>128,907</b></u>	<u>370,984</u>	<u>(254,186)</u>	<u><b>116,798</b></u>

**12. Accounts Payable**

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Creditors	5,097	9,721	9,721
Accruals	7,000	7,000	7,000
Employee Entitlements - Salaries	50,533	48,976	48,976
	<u>62,630</u>	<u>65,697</u>	<u>65,697</u>
Payables for Exchange Transactions	62,630	65,697	65,697
	<u>62,630</u>	<u>65,697</u>	<u>65,697</u>

The carrying value of payables approximates their fair value.

**13. Provision for Cyclical Maintenance**

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Provision at the Start of the Year	30,003	12,257	14,771
Increase/(decrease) to the Provision During the Year	9,492	17,746	15,232
		-	
Provision at the End of the Year	<u>39,495</u>	<u>30,003</u>	<u>30,003</u>
Cyclical Maintenance - Current	21,800	17,746	17,746
Cyclical Maintenance - Non current	17,695	12,257	12,257
	<u>39,495</u>	<u>30,003</u>	<u>30,003</u>

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.

**14. Finance Lease Liability**

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

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
No Later than One Year	2,232	-	1,165
Later than One Year	6,413	-	-
	<u>8,645</u>	<u>-</u>	<u>1,165</u>
<b>Represented by</b>			
Finance lease liability - Current	2,232	1,165	1,165
Finance lease liability - Non current	6,413	-	-
	<u>8,645</u>	<u>1,165</u>	<u>1,165</u>

## 15. Related Party Transactions

The Proprietor of the School, the Roman Catholic Bishop 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 \$31,398 (2024: \$30,618). 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 \$2,291, (2024: \$820).

## 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 \$
<i>Board Members</i> Remuneration	2,245	2,185
<i>Leadership Team</i> Remuneration	269,804	259,289
Full-time equivalent members	2	2
Total key management personnel remuneration	272,049	261,474

There are **five** members of the Board excluding the Principal. The Board has held eight full meetings of the Board in the year. The Board also has Finance (**4 members**) and Property (**2 members**) committees that meet monthly and quarterly respectively. 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 1

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	140 - 150	130 - 140
Benefits and Other Emoluments	4 - 5'	4 - 5'
Termination Benefits	Nil	Nil

### Other Employees

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

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

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

## 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:

	<b>2025 Actual</b>	<b>2024 Actual</b>
Total	\$0	\$0
Number of People	Nil	Nil

## 18. Contingencies

There are no contingent liabilities 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.

### Pay Equity and Collective Agreement Funding Wash-up

In 2025 the Ministry of Education provided collective agreement and pay equity settlement funding. At the date of signing the financial statements, the School's final entitlement for the year ended 31 December 2025 has not yet been advised. The School has therefore not recognised an asset or a liability regarding this funding wash-up, which is expected to be settled in July 2026.

## 19. Commitments

### (a) Capital Commitments

At 31 December 2025, the Board had capital commitments of \$Nil (2024:\$Nil) :

**(b) Operating Commitments**

As at 31 December 2025, the Board has entered into the following contracts:

(a) operating lease of a Photocopier and Computers;

	2025 Actual \$	2024 Actual \$
No later than One Year	10,580	18,564
Later than One Year and No Later than Five Years	4,680	12,240
	15,260	30,804

The total lease payments incurred during the period were \$18,504 (2024: \$18,504).

**20. 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	92,705	32,036	86,445
Receivables	50,533	48,976	48,976
Investments - Term Deposits	383,251	364,527	364,527
Total financial assets measured at amortised cost	526,489	445,539	499,948

**Financial liabilities measured at amortised cost**

Payables	62,630	65,697	65,697
Finance Leases	8,645	1,165	1,165
Total financial liabilities measured at amortised cost	71,275	66,862	66,862

**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 the financial statements of St Therese School (Three Kings) for the year ended 31 December 2025**

The Auditor-General is the auditor of St Therese School (Three Kings) (the School). The Auditor-General has appointed me, Andrew Steel, using the staff and resources of Moore Markhams Wellington Audit, 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**

We have audited the financial statements of the School on pages 2 to 18, which comprise the statement of financial position as at 31 December 2025, and the statement of comprehensive income, statement of changes in equity and statement of cash flows for the year then ended, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion, the financial statements of the School:

- present fairly, in all material respects:
  - its financial position as at 31 December 2025, and
  - its financial performance and its 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 (Public Sector PBE Standards RDR)

Our audit was completed on 28 May 2026. This is the date at which our opinion is expressed.

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

### **Basis for Opinion**

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

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

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

### **Responsibilities of the Board for the financial statements**

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

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**

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 auditor, we have no relationship with, or interests in, the School.

A handwritten signature in black ink, appearing to read 'Andrew Steel', with a stylized flourish at the end.

Andrew Steel | **Moore Markhams Wellington Audit**  
On behalf of the Auditor-General | Wellington, New Zealand

## Analysis of variance reporting

**School name: St Therese School 2025**

**School number: 1509**

### Focus: READING

#### Strategic Aim:

- To continue strengthening literacy programmes and teaching practices at St Therese School through alignment with the refreshed English Curriculum.
- To further embed the Better Start Literacy Approach (BSLA) in Years 1–4.
- To further embed Writer's Toolbox across the school.
- To increase the number of students achieving AT or ABOVE the expected year level in Reading.

#### Annual Objectives:

- Better Start Literacy Approach (BSLA) will continue to be embedded across Years 1–4.
- Writer's Toolbox will continue to be used across the school.
- Targeted literacy support programmes will continue to operate to support students requiring additional assistance.
- Senior literacy programmes will continue.
- Professional learning and collaborative planning will support teachers to confidently integrate the updated curriculum expectations into classroom practice while maintaining the strong literacy foundations already established at St Therese School.

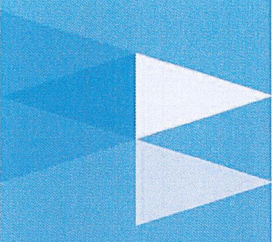
#### Target:

- 90% of all students will make at least 12 months progress in Reading over the school year. Target met with 92% of all students progressing at least 12 months over the school year.
- 87% of all students will be AT or ABOVE the expected year level in Reading by the end of 2025. Target partially met with 84% of all students achieving AT or ABOVE the expected year level in Reading.
- Students who were reported as ABOVE their year level in Reading in 2024 will continue to achieve ABOVE their year level in 2025. Target: 100% of students maintain achievement ABOVE expectation.

<b>Actions (what did we do?)</b>	<b>Outcomes (what happened?)</b>	<b>Reasons for the variance (why did it happen?)</b>	<b>Evaluation (where to next?)</b>
<p><b>Structured Literacy in the Junior School</b></p> <ul style="list-style-type: none"> <li>- The Better Start Literacy Approach (BSLA) continued to be embedded in Years 1-4, providing a structured approach to early reading development through the use of decodable texts and explicit teaching of foundational literacy skills.</li> <li>- Sunshine Online supported reading practice in junior classrooms and was also used to support English language learners.</li> <li>- Colourful Semantics was implemented to strengthen students' understanding of sentence structure and language comprehension, particularly for ESOL learners.</li> </ul>	<p><b>Structured Literacy in the Junior School</b></p> <ul style="list-style-type: none"> <li>- The embedding of BSLA strengthened students' phonological awareness and decoding skills, with consistent literacy practices used across junior classrooms.</li> <li>- Sunshine Online supported engagement and provided additional opportunities for ESOL students to develop English language structures while also enabling home support.</li> <li>- Colourful Semantics strengthened students' understanding of sentence structure and supported links between reading and writing, particularly for ESOL learners.</li> </ul>	<p><b>Overall Achievement against targets</b></p> <ul style="list-style-type: none"> <li>- Results fell slightly short of the overall achievement target, although results were very close to the expected level.</li> <li>- Consistent teaching approaches, targeted support programmes, and strong student engagement with reading, and assessment-informed teaching contributed positively to student progress across the school.</li> <li>- An increasing number of students entering the school throughout the year with additional learning needs or English language learning needs required additional time and support to develop foundational literacy skills.</li> </ul>	<p><b>Structured Literacy Development</b></p> <ul style="list-style-type: none"> <li>- With BSLA now well embedded in the junior school, the focus for 2026 will be extending structured literacy approaches into the senior school (Years 4-8). One senior teacher will undertake professional learning in structured literacy through the University of Canterbury, with implementation beginning in the senior classes.</li> <li>- Stronger connections between reading and writing programmes will continue to be developed, including closer alignment between spelling programmes and the structured literacy approach across the school.</li> </ul>
<p><b>Data-Informed Teaching and Targeted Support</b></p> <ul style="list-style-type: none"> <li>- Assessment information and analysis from classroom assessments and Writer's Toolbox data informed teaching and learning programmes.</li> <li>- Targeted support was provided through programmes such as Rainbow Reading, classroom teacher aide support, and specialist support from RTLb and RTLit (Resource Teacher of Literacy).</li> <li>- Teachers implemented targeted reading groups and differentiated programmes to meet the specific needs of learners.</li> </ul>	<p><b>Data-Informed Teaching and Targeted Support</b></p> <ul style="list-style-type: none"> <li>- Students receiving support through Rainbow Reading, teacher aide programmes, RTLb, and RTLit made pleasing progress.</li> <li>- Targeted reading groups and differentiated teaching enabled teachers to respond effectively to individual learning needs.</li> </ul>	<p><b>Progress Compared with Achievement</b></p> <ul style="list-style-type: none"> <li>- While some students remained below the expected level, most students identified as below expectation made accelerated progress during the year.</li> <li>- Students entering the school significantly below curriculum expectations required longer-term support before reaching the expected level.</li> </ul>	<p><b>Targeted Support and Acceleration</b></p> <ul style="list-style-type: none"> <li>- Programmes such as Rainbow Reading, RTLb support, RTLit support, and targeted teacher aide programmes will continue and will be regularly reviewed and refined to meet the needs of priority learners.</li> <li>- The employment of a bilingual teacher aide will support ESOL learners by assisting students who are new to English through a bilingual pathway.</li> <li>- Staff will continue to strengthen their use of Writer's Toolbox, including the reading comprehension tools within the platform, to support literacy development.</li> </ul>
<p><b>Senior Reading and Comprehension Development</b></p> <ul style="list-style-type: none"> <li>- Senior literacy programmes included guided reading, novel study groups, and comprehension groups to deepen understanding of texts.</li> <li>- PROBE and a range of comprehension tools were used to strengthen higher-order reading skills including inferencing, analysing texts, and reorganising information.</li> <li>- Teaching programmes supported the transition from learning to read in the junior school to reading to learn in the senior school, with a strong emphasis on comprehension and critical thinking.</li> </ul>	<p><b>Senior Reading and Comprehension Development</b></p> <ul style="list-style-type: none"> <li>- The use of guided reading, novel studies, comprehension groups, and PROBE tools strengthened students' comprehension skills.</li> <li>- Students showed increased ability to infer meaning, analyse texts, and reorganise information, supporting deeper understanding.</li> </ul>	<p><b>Impact of Literacy Programmes and Targeted Support</b></p> <ul style="list-style-type: none"> <li>- The continued embedding of structured literacy approaches strengthened students' phonics and decoding skills and supported the development of foundational reading knowledge.</li> <li>- Programmes such as Rainbow Reading, RTLb support, RTLit support, and targeted teacher aide specific literacy goals through highly individualised support.</li> <li>- These targeted interventions supported measurable progress for priority learners.</li> <li>- In the senior school, the explicit teaching of comprehension skills supported improved</li> </ul>	<p><b>Comprehension and Senior Reading Development</b></p> <ul style="list-style-type: none"> <li>- Teaching programmes will maintain a strong focus on inferencing, critical thinking, analysing texts, and reading to learn across the curriculum.</li> <li>- Reading will continue to be integrated across learning areas, particularly within the Year 7-8 programme, to strengthen comprehension and subject-based literacy skills.</li> </ul>

<p><b>Building a Culture of Reading</b></p> <ul style="list-style-type: none"> <li>- A strong focus was placed on promoting a culture of reading across the school through regular use of the school library, reading Book Week and reading challenges.</li> <li>- Partnerships with the Mt Roskill Public Library supported student access to a wide range of reading materials.</li> </ul>	<p><b>Building a Culture of Reading</b></p> <ul style="list-style-type: none"> <li>- Students demonstrated increased engagement with reading through regular library use, reading promotions, and schoolwide literacy events.</li> <li>- Partnerships with the Mt Roskill Public Library increased access to a wider range of texts.</li> </ul>	<p>abilities in inferring, analysing texts, and reorganising information.</p> <p><b>Assessment and Teaching Practice</b></p> <ul style="list-style-type: none"> <li>- The use of carefully selected assessment tools enabled staff to gather meaningful data and analyse student progress.</li> <li>- This data supported teachers to plan targeted instruction and respond effectively to student learning needs.</li> <li>- Collaborative work across year levels strengthened the use of clear learning progressions and consistent teaching practices, while engagement with the refreshed English Curriculum supported alignment of classroom programmes with updated expectations.</li> </ul>	<p><b>Curriculum Alignment and Professional Learning</b></p> <ul style="list-style-type: none"> <li>- Staff will continue to engage in professional learning related to the refreshed English Curriculum.</li> <li>- The school's SMS system HERO will be used to support the recording and monitoring of student progress within the new curriculum progressions.</li> <li>- Curriculum mapping across year levels will continue to be refined through collaboration between senior leadership and teaching staff.</li> </ul>
<p><b>Community Partnerships and Literacy Engagement</b></p> <ul style="list-style-type: none"> <li>- Duffy Books in Homes continued to support students in building their own home libraries through the provision of books.</li> <li>- Students participated in author visits, theatre performances linked to texts, and the Auckland Writers' Festival, providing authentic literacy experiences.</li> <li>- PwC Reading Sessions each term created opportunities for students to engage with texts and share their reading with community members.</li> </ul>	<p><b>Community Partnerships and Literacy Engagement</b></p> <ul style="list-style-type: none"> <li>- Duffy Books in Homes supported students in building personal book collections and increasing access to reading materials at home.</li> <li>- Author visits, theatre experiences, the Auckland Writers' Festival, and PwC reading sessions strengthened student engagement and highlighted the value and enjoyment of reading</li> </ul>	<p><b>Learner Groups</b></p> <ul style="list-style-type: none"> <li>- ESOL students made strong progress through targeted support programmes and classroom-based differentiation that ensured they remained actively involved in classroom learning.</li> <li>- Students requiring longer-term literacy support were supported through individualised programmes and specialist interventions.</li> <li>- Students who were already achieving above expectation maintained their achievement through extension opportunities and enrichment programmes.</li> </ul>	<p><b>Assessment and Data Use</b></p> <ul style="list-style-type: none"> <li>- Assessment practices will continue to be reviewed to ensure teachers have meaningful data to inform teaching and monitor progress.</li> <li>- The school will trial the MoE SMART assessment tool in 2026 to explore its effectiveness in supporting reading assessment.</li> <li>- Existing assessment tools including PROBE, running records, and BSLA assessment tools will continue to be used to track student progress.</li> </ul>
<p><b>Whānau Engagement in Literacy</b></p> <ul style="list-style-type: none"> <li>- Parent workshops were held to support families in understanding and supporting structured literacy approaches such as BSLA.</li> <li>- Families were provided access to Sunshine Online to support reading practice at home.</li> </ul>	<p><b>Whānau Engagement in Literacy</b></p> <ul style="list-style-type: none"> <li>- Parent workshops and access to resources such as Sunshine Online increased whānau understanding of how literacy is taught at school.</li> <li>- Parents developed a clearer understanding of structured literacy approaches and were better able to support reading practice at home, strengthening the home-school partnership in literacy learning.</li> </ul>	<p><b>External and Contextual Factors</b></p> <ul style="list-style-type: none"> <li>- Some students enrolling during the year arrived below expected curriculum levels, particularly students with additional learning needs or those new to English language learning.</li> <li>- These students required extended support to develop foundational literacy skills before reaching expected levels.</li> </ul>	<p><b>Engagement and Reading Culture</b></p> <ul style="list-style-type: none"> <li>- The school will continue to promote a strong culture of reading through library programmes, reading challenges, literacy events, and Book Week.</li> <li>- Partnerships with organisations such as Scholastic will support the introduction of book fairs and wider community reading engagement opportunities.</li> </ul>

# Tātaritanga raraunga



<p><b>Tuakana–Teina Reading Partnerships</b> - The school's Tuakana–Teina programme provided opportunities for senior students to read with and support junior learners, strengthening reading confidence and fostering positive relationships across the school.</p>	<p><b>Tuakana–Teina Reading Partnerships</b> - The Tuakana–Teina programme strengthened reading engagement for junior learners through positive role modelling by senior students.</p>		<p><b>Whānau Partnerships</b> - Support for parents and whānau to engage in reading at home will continue through parent information events, classroom communication, newsletters, and social media. - These initiatives will strengthen the home–school partnership in supporting literacy development.</p>
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# Analysis of variance reporting

School name: St Therese School 2025

School number: 1509

## Focus: WRITING

### Strategic Aim:

- To continue strengthening writing programmes and teaching practices at St Therese School through alignment with the refreshed English Curriculum.
- To increase the number of students achieving AT or ABOVE the expected year level in Writing.
- To further embed Writer's Toolbox tools and resources across the school.
- To support the progress and achievement of priority learners.

### Annual Objectives:

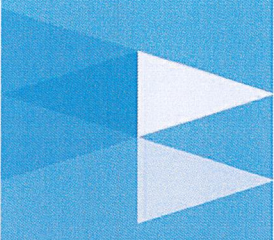
- SLT will support staff to strengthen writing programmes.
- Writing tools and resources will be further embedded across the school to strengthen students' understanding of the writing process and functions.
- Targeted support and extension groups will be provided for priority learners.

### Target:

- 90% of all students will progress at least 12 months over the school year. Target met with 92% of all students progressing at least 12 months over the school year.
- 78% of all students will be AT or ABOVE the expected year level in Writing by the end of 2025. Target partially met with 75% of all students achieving AT or ABOVE the expected year level in Writing.
- Students reported as ABOVE their year level in Writing in 2024 will continue to achieve ABOVE in 2025. Target met with 100% of students continuing to achieve above their year level.

<b>Actions (what did we do?)</b>	<b>Outcomes (what happened?)</b>	<b>Reasons for the variance (why did it happen?)</b>	<b>Evaluation (where to next?)</b>
<p><b>Professional Learning and Teacher Practice</b></p> <ul style="list-style-type: none"> <li>- Staff participated in ongoing professional learning and development focused on Writer's Toolbox and the refreshed English Curriculum to strengthen writing instruction across the school.</li> <li>- As a small staff, teachers worked collaboratively to ensure clear writing progressions across year levels and consistency in teaching practices.</li> </ul>	<p><b>Professional Learning and Teacher Practice</b></p> <ul style="list-style-type: none"> <li>- Teachers developed a deeper understanding of the refreshed English Curriculum and increased confidence in delivering writing programmes.</li> <li>- Classroom observations, feedback, and collaboration within and beyond the school strengthened teaching practice.</li> <li>- Moderation processes became more focused, with teachers using e-asTTle writing with increased confidence.</li> <li>- The Senior Leadership Team worked alongside teachers, maintaining strong awareness of classroom practice while supporting staff with the wider strategic direction of writing programmes.</li> </ul> <p><b>Strengthening Writing Instruction</b></p> <ul style="list-style-type: none"> <li>- Students demonstrated improved understanding of sentence types and paragraph structures, particularly through explicit teaching of writing functions.</li> <li>- The BSLA approach in the junior school strengthened students' phonological awareness, supporting the development of foundational writing skills.</li> <li>- Students used Writer's Toolbox real-time feedback tools to make meaningful improvements to their writing.</li> </ul>	<p><b>Overall Progress Against Target</b></p> <ul style="list-style-type: none"> <li>- The progress target was exceeded due to a consistent school-wide approach to writing instruction and clear alignment with the refreshed English Curriculum progressions.</li> <li>- Teachers used assessment data effectively, focusing on key assessment tools and analysing results to inform classroom practice.</li> <li>- Strong home-school communication supported parents and whānau to better understand writing expectations and support their children at home.</li> </ul>	<p><b>Continuing Effective Writing Programmes</b></p> <ul style="list-style-type: none"> <li>- The school will continue the current writing programmes and practices that supported student progress, including the use of Writer's Toolbox, explicit writing instruction, targeted support groups, and daily writing opportunities across the curriculum.</li> </ul>
<p><b>Strengthening Writing Instruction</b></p> <ul style="list-style-type: none"> <li>- Writing instruction prioritised the explicit teaching of sentence types, paragraph structures, and the function of writing.</li> <li>- Writing was integrated across the curriculum, with students engaging in regular daily writing opportunities.</li> <li>- Teachers worked collaboratively to ensure programmes progressively built students' writing skills across the school.</li> </ul> <p><b>Student Independence and Ownership</b></p> <ul style="list-style-type: none"> <li>- Students continued to use Writer's Toolbox including the AI real-time feedback tools, craft, improve and edit their writing.</li> <li>- Sentence Train resources were used particularly in the junior school to support students in constructing more effective sentences.</li> <li>- Strong writing was regularly celebrated and shared, strengthening students' confidence and motivation to write.</li> </ul>	<p><b>Student Independence and Ownership</b></p> <ul style="list-style-type: none"> <li>- Students increasingly used Writer's Toolbox tools independently to review and refine their writing.</li> <li>- Students showed growing confidence and ownership of their writing, particularly within the targeted boys' cohort.</li> <li>- Student voice indicated stronger self-perception as writers and increased willingness to engage with writing tasks.</li> </ul>	<p><b>Achievement Compared with Target</b></p> <ul style="list-style-type: none"> <li>- While the overall achievement target fell slightly short, many students demonstrated significant progress in their writing development throughout the year.</li> <li>- Some ESOL learners and students with additional learning needs made strong progress but had not yet reached the expected curriculum level by the end-of-year assessments.</li> </ul>	<p><b>Strengthening Writing Instruction</b></p> <ul style="list-style-type: none"> <li>- A continued focus will be placed on strengthening students' understanding of the function of sentences and paragraphs, ensuring students can apply these structures effectively in their writing.</li> <li>- Greater emphasis will be placed on the crafting and editing stages of the writing process, supporting students to refine and improve their work.</li> <li>- The integration of structured literacy approaches across reading and writing programmes will be strengthened to ensure consistent development of language and literacy skills.</li> </ul> <p><b>Professional Learning and Curriculum Alignment</b></p> <ul style="list-style-type: none"> <li>- Staff will continue to receive professional learning and development related to the refreshed English Curriculum, supported by external providers including Writer's Toolbox and the Ministry of Education.</li> <li>- Senior leadership will continue to monitor how curriculum changes and achievement objectives impact teaching and learning programmes across the school.</li> </ul>

<p><b>Engagement with Whānau and the School Community</b></p> <ul style="list-style-type: none"> <li>- Communication with parents and whānau strengthened understanding of the Writer's Toolbox writing process and how writing is taught in the classroom.</li> <li>- Student writing and writing achievements were regularly shared through school communication channels, supporting stronger home-school partnerships.</li> </ul>	<p><b>Engagement with Whānau and the School Community</b></p> <ul style="list-style-type: none"> <li>- Parents and whānau developed a stronger understanding of the writing programme and how writing is taught within the school.</li> <li>- The HERO SMS system enabled clearer reporting of student goals and progress within the curriculum, strengthening communication between school and home.</li> </ul>	<p><b>Factors Limiting Achievement</b></p> <ul style="list-style-type: none"> <li>- For some ESOL learners, the complexity of English language structures and vocabulary required additional time to master foundational writing skills.</li> <li>- Some students required further development in editing, refining, and crafting their writing, particularly in the final stages of the writing process.</li> <li>- In the junior composite class, the ongoing enrolment of new students throughout the year required additional differentiation to support learners entering at different stages of writing development. These challenges were addressed through targeted teacher aide support and structured classroom programmes.</li> </ul>	<p><b>Supporting Priority Learners</b></p> <ul style="list-style-type: none"> <li>- Continued focus will be placed on supporting ESOL learners, with ongoing professional learning for teacher aides and classroom teachers to strengthen programmes that support language development.</li> <li>- Support for ESOL learners will remain largely classroom-based, ensuring students remain engaged in the full classroom learning environment.</li> </ul>
<p><b>Assessment and Moderation</b></p> <ul style="list-style-type: none"> <li>- e-asTTle writing assessments were used to identify areas of need and inform teaching programmes.</li> <li>- Internal moderation processes were implemented to support consistent assessment practices.</li> <li>- Additional moderation with local schools helped strengthen reliability and consistency in teacher judgements.</li> </ul>	<p><b>Assessment and Moderation</b></p> <ul style="list-style-type: none"> <li>- e-asTTle writing assessments provided clearer insight into areas requiring further development across the school.</li> <li>- Writer's Toolbox tools supported immediate feedback and revision, allowing students to address areas for improvement more efficiently while still maintaining the importance of teacher conferencing.</li> </ul>	<p><b>Learner Group Patterns</b></p> <ul style="list-style-type: none"> <li>- ESOL learners demonstrated strong growth in foundational language skills and writing structures.</li> <li>- The targeted boys' writing group showed improved engagement and confidence in the writing process.</li> <li>- Priority learners benefited from strong collaboration between teachers, specialist support services, and families, ensuring a wraparound approach to learning.</li> <li>- Students already achieving above expectation continued to be extended through enrichment opportunities and authentic writing experiences.</li> </ul>	<p><b>Strengthening Student Engagement and Confidence</b></p> <ul style="list-style-type: none"> <li>- The targeted boys' writing engagement group will continue, focusing on oral language development, idea generation, and structured support through the writing process.</li> <li>- Student voice surveys and ongoing relationship-building will continue to support students' confidence and self-perception as writers.</li> </ul>
<p><b>Targeted Support and Extension</b></p> <ul style="list-style-type: none"> <li>- Teacher aides supported writing instruction within classrooms, working with support groups, extension groups, and ESOL learners.</li> <li>- Targeted programmes were implemented for senior boys requiring acceleration, focusing on oral language, idea development, and structured support in the writing process.</li> <li>- Student voice surveys were used to better understand students' perceptions of writing, informing teaching approaches and strategies to strengthen engagement.</li> </ul>	<p><b>Targeted Support and Extension</b></p> <ul style="list-style-type: none"> <li>- Teacher aides and classroom teachers effectively supported ESOL learners, priority learners, and targeted groups, enabling students to receive support appropriate to their learning needs.</li> <li>- ESOL learners demonstrated significant growth in oral language, idea generation, and the use of simple sentence structures.</li> <li>- The targeted boys' writing group showed increased engagement and confidence in writing, supported by oral language development and structured writing approaches.</li> <li>- Extension opportunities, including writing challenges and engagement with authors and writing events, supported students achieving above expectation.</li> </ul>		<p><b>Strengthening Teaching Practice</b></p> <ul style="list-style-type: none"> <li>- The school will continue to invest in resources and professional learning that support effective writing instruction.</li> <li>- Opportunities for teacher observations and collaborative practice, both within the school and with other schools, will continue to support professional growth.</li> </ul>



				<p><b>Future Programme Development</b></p> <ul style="list-style-type: none"><li>- As senior teachers undertake structured literacy training for Years 4–8 through the University of Canterbury, this learning will inform the development of spelling programmes in the senior school and further strengthen the writing programme.</li></ul>
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School name: St Therese School 2025

School number: 1509

## Focus: MATHEMATICS

### Strategic Aim:

- To increase the number of students achieving AT or ABOVE the expected year level in Mathematics.
- To strengthen students' conceptual understanding of mathematics.
- To align teaching practice with the refreshed Mathematics Curriculum, ensuring programmes reflect current curriculum expectations.

### Annual Objectives:

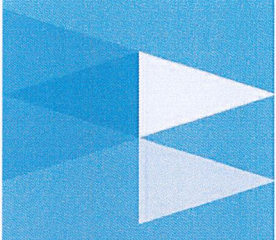
- Staff will continue to strengthen capability in delivering the Maths-No Problem! programme.
- Staff will engage in professional learning and collaborative work to align teaching programmes with the refreshed Mathematics Curriculum.
- Teaching programmes will prioritise the language of mathematics and mathematical journaling.

### Target:

- 85% of all students will progress at least 12 months over the school year. Target met with 87% of all students progressing at least 12 months over the school year.
- 72% of all students will be AT or ABOVE the expected year level in Mathematics by the end of 2025. Target partially met with 70% of all students achieving AT or ABOVE the expected year level in Mathematics.
- Students reported as ABOVE their year level in Mathematics in 2024 will continue to achieve ABOVE in 2025. Target met with 100% of students continuing to achieve above their year level.

<b>Actions (what did we do?)</b>	<b>Outcomes (what happened?)</b>	<b>Reasons for the variance (why did it happen?)</b>	<b>Evaluation (where to next?)</b>
<p><b>Professional Learning and Teacher Practice</b></p> <ul style="list-style-type: none"> <li>- Staff continued professional learning related to the Maths-No Problem! programme, using the programme's online resources to support in-school professional development.</li> <li>- Teachers engaged in classroom observations and peer observations to share effective practice and strengthen mathematics teaching across the school.</li> <li>- Staff worked collaboratively with the Senior Leadership Team to deepen understanding of the refreshed Mathematics Curriculum, including participation in Ministry-led online sessions and in-house professional learning.</li> </ul>	<p><b>Professional Learning and Teacher Practice</b></p> <ul style="list-style-type: none"> <li>- Teachers developed increased confidence in delivering mathematics programmes, particularly in managing composite classes and differentiating instruction.</li> <li>- Staff strengthened their understanding of the Maths-No Problem! programme and the refreshed Mathematics Curriculum, improving curriculum coverage and consistency of practice across the school.</li> <li>- Professional learning, peer observations, and collaborative discussions supported teachers to refine their practice and deepen their understanding of effective mathematics instruction.</li> </ul>	<p><b>Overall Progress Against Target</b></p> <ul style="list-style-type: none"> <li>- The progress target was exceeded due to consistent teaching practices across the school, supported by ongoing professional learning and a shared understanding of the Maths-No Problem! programme and refreshed curriculum expectations.</li> <li>- Strong collaboration between teachers, senior leadership, and teacher aides contributed to coherent programme delivery and effective classroom practice.</li> <li>- Partnerships with families helped reinforce foundational mathematical knowledge and encouraged discussion of mathematical thinking beyond the classroom.</li> </ul>	<p><b>Continuing Effective Practice</b></p> <ul style="list-style-type: none"> <li>- The school will continue implementing the Maths-No Problem! programme, ensuring consistent use of the CPA approach and explicit mathematics instruction across all classes.</li> <li>- New staff will be supported to develop confidence and capability in delivering the programme through ongoing in-school professional learning and mentoring.</li> <li>- Mathematics challenges, competitions, and Maths Week celebrations will continue to promote engagement and enthusiasm for mathematics across the school.</li> </ul>
<p><b>Classroom Teaching Practice</b></p> <ul style="list-style-type: none"> <li>- The Concrete–Pictorial–Abstract (CPA) approach remained a core component of classroom mathematics instruction.</li> <li>- Teachers placed strong emphasis on the explicit teaching of mathematical language and oral explanation of thinking, supporting students to articulate their strategies and reasoning.</li> <li>- Mathematics programmes prioritised the development of foundational number knowledge and basic facts, recognising the importance of these skills for conceptual understanding.</li> <li>- In composite classes, teaching programmes were carefully timetabled to ensure students received appropriate instruction aligned with year-level curriculum expectations, supported by strategic use of teacher aide support.</li> </ul>	<p><b>Classroom Teaching Practice</b></p> <ul style="list-style-type: none"> <li>- The Concrete–Pictorial–Abstract (CPA) approach supported students to develop stronger conceptual understanding by moving from hands-on exploration to abstract reasoning.</li> <li>- Teachers prioritised the language of mathematics and purposeful questioning, encouraging students to explain and justify their thinking rather than simply providing answers.</li> <li>- Students increasingly engaged in mathematical journaling and discussion, strengthening their ability to articulate mathematical reasoning and apply concepts to real-world contexts.</li> </ul>	<p><b>Achievement Compared with Target</b></p> <ul style="list-style-type: none"> <li>- While the achievement target fell slightly short, many students demonstrated significant progress in developing foundational mathematical understanding throughout the year.</li> <li>- Some cohorts of students required additional time to strengthen foundational number knowledge before consistently achieving at the expected curriculum level.</li> </ul>	<p><b>Strengthening Mathematical Language and Journaling</b></p> <ul style="list-style-type: none"> <li>- A stronger focus will be placed on mathematical journaling, enabling students to explain, record, and reflect on their mathematical thinking more consistently.</li> <li>- Teaching programmes will continue to emphasise the language of mathematics, with deliberate strategies to support ESOL learners through vocabulary preloading and explicit language instruction.</li> </ul>
<p><b>Strengthening Foundational Knowledge and Home–School Partnerships</b></p> <ul style="list-style-type: none"> <li>- Additional focus was placed on strengthening foundational number knowledge and basic facts, recognising their importance for student confidence and mathematical reasoning.</li> <li>- The school worked in partnership with families to support foundational skills at home, providing examples of classroom learning, explanations of the Maths-No Problem! approach, and access to the programme through the parent portal.</li> <li>- Communication channels were used to share videos, photos, and explanations of classroom mathematics practices to support parent</li> </ul>	<p><b>Strengthening Foundational Knowledge and Home–School Partnerships</b></p> <ul style="list-style-type: none"> <li>- A strong focus on basic facts, number knowledge, and early number formation strengthened foundational mathematical understanding in the junior school.</li> <li>- Home–school partnerships supported the development of these foundational skills, with families encouraged to engage in everyday mathematical conversations and activities at home.</li> <li>- Parents gained greater understanding of the Maths-No Problem! approach and the mathematics curriculum, helping them support their children's learning.</li> </ul>	<p><b>Factors Supporting Student Progress</b></p> <ul style="list-style-type: none"> <li>- The Concrete–Pictorial–Abstract (CPA) approach supported conceptual understanding by enabling students to move from hands-on learning to abstract reasoning.</li> <li>- The Explore phase of lessons encouraged curiosity and problem-solving, allowing students time to discuss strategies and justify their thinking.</li> <li>- A strong focus on mathematical language and oral explanation supported deeper understanding and helped students articulate their reasoning.</li> <li>- Teacher aide support, targeted teaching, and strong collaboration within the school contributed</li> </ul>	<p><b>Assessment and Data Use</b></p> <ul style="list-style-type: none"> <li>- The school will transition from GLOSS to PAT Mathematics as a key assessment tool for Years 4–8, providing more detailed data on student achievement and allowing comparisons with national benchmarks.</li> <li>- The SMART assessment tool will be trialled to further support analysis of student progress and achievement across the school.</li> <li>- Assessment data will continue to be used to inform teaching programmes and identify next steps for learners.</li> </ul>

<p>understanding of contemporary mathematics teaching approaches.</p> <p><b>Assessment and Data Use</b></p> <ul style="list-style-type: none"> <li>- Termly mathematics assessments were used to monitor progress and inform teaching programmes.</li> <li>- Teachers worked collaboratively to moderate assessment results, ensuring consistent Overall Teacher Judgements aligned with curriculum expectations.</li> <li>- Assessment data was used to identify learning needs and inform targeted instruction.</li> </ul>	<p><b>Assessment and Data Use</b></p> <ul style="list-style-type: none"> <li>- Assessment tools including JAM, GLOSS, and Maths-No Problem! unit assessments and reviews provided valuable information to inform teaching and monitor student progress.</li> <li>- Teachers used assessment data to evaluate both initial understanding and longer-term retention of mathematical concepts, helping to guide next steps in teaching programmes.</li> </ul>	<p>to improved engagement and progress for many learners.</p> <p><b>Factors Supporting Student Progress</b></p> <ul style="list-style-type: none"> <li>- The Concrete–Pictorial–Abstract (CPA) approach supported conceptual understanding by enabling students to move from hands-on learning to abstract reasoning.</li> <li>- The Explore phase of lessons encouraged curiosity and problem-solving, allowing students time to discuss strategies and justify their thinking.</li> <li>- A strong focus on mathematical language and oral explanation supported deeper understanding and helped students articulate their reasoning.</li> <li>- Teacher aide support, targeted teaching, and strong collaboration within the school contributed to improved engagement and progress for many learners.</li> </ul>	<p><b>Curriculum Alignment and Professional Learning</b></p> <ul style="list-style-type: none"> <li>- Staff will continue to engage in professional learning related to the refreshed Mathematics Curriculum, ensuring classroom programmes remain aligned with national expectations.</li> <li>- Senior leadership will continue to support staff through in-school professional development, collaborative planning, and classroom observations.</li> </ul>
<p><b>Targeted Support and Extension</b></p> <ul style="list-style-type: none"> <li>- Teacher aides supported mathematics groups within classrooms, providing targeted assistance for students requiring additional support or extension.</li> <li>- Additional small-group teaching sessions were provided for some students requiring further support with foundational skills.</li> <li>- RTLB support continued for students requiring specialised assistance in mathematics.</li> <li>- Extension opportunities were provided through mathematics challenges and external programmes, including Auckland University mathematics challenges and ICAS Mathematics.</li> </ul>	<p><b>Targeted Support and Extension</b></p> <ul style="list-style-type: none"> <li>- Targeted teacher aide support enabled students requiring additional support to strengthen foundational skills and participate more confidently in classroom mathematics learning.</li> <li>- Extension opportunities, including mathematics challenges and external competitions, provided enrichment for students achieving above expectation.</li> <li>- Feedback from former students indicated that the mathematics programme at St Therese School provided a strong foundation for learning at secondary school, supporting a smooth transition into college mathematics.</li> </ul>	<p><b>Learner Group Patterns</b></p> <ul style="list-style-type: none"> <li>- Priority learners benefited from targeted support and additional teaching time, enabling them to make progress in foundational mathematical skills.</li> <li>- Students achieving above expectation continued to be extended through enrichment opportunities such as mathematics challenges and external competitions.</li> <li>- Strong collaboration between teachers, support staff, and families supported a wraparound approach to student learning, contributing positively to overall progress.</li> </ul>	<p><b>Strengthening Home–School Partnerships</b></p> <ul style="list-style-type: none"> <li>- Communication with parents will continue to strengthen through the school's HERO SMS system, providing clear information about student progress and achievement in relation to the refreshed curriculum.</li> <li>- Parents will be supported to understand programme expectations and how they can assist their children with mathematics learning at home.</li> </ul>



			<p><b>Supporting Student Learning and Engagement</b></p> <ul style="list-style-type: none"><li>- The school will continue to ensure classrooms are well resourced for mathematics teaching and learning, including manipulatives and programme resources.</li><li>- Timetabling structures will continue to support daily mathematics instruction and effective teaching in composite classes.</li><li>- Additional support programmes, including the Navigators Homework Club, will continue to provide opportunities for students to practise and consolidate their mathematical learning.</li></ul>
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# Evaluation and Analysis of Student Progress and Achievement – 2025

## St Therese School

At St Therese School, we aim to provide rich learning experiences where all ākonga (students) can achieve success, grow in confidence, and live out our Catholic values. This report summarises student progress and achievement across the curriculum in 2025, drawing on assessment data, classroom observations, and feedback from students and whānau.

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### Progress and Achievement Overview

#### Reading

- **Achievement:** 87% of students were working at or above their expected curriculum level by the end of 2025.

- **Progress:** Approximately 90% of students made at least 12 months' progress during the year.

- **Notable Strengths:**

- Continued embedding of the Better Start Literacy Approach (BSLA) in junior classrooms strengthened foundational reading skills, particularly phonological awareness and decoding.
- Senior reading programmes focused on developing comprehension, inferencing, and critical thinking skills.
- A strong culture of reading was promoted through school and community initiatives including Book Week, library engagement, author visits, and reading challenges.

#### Writing

- **Achievement:** 75% of students were working at or above the expected curriculum level by the end of 2025.

- **Progress:** 92% of students made at least one year's growth in writing.

- **Notable Strengths:**

- Consistent use of Writer's Toolbox supported the development of sentence structures, paragraph organisation, and student independence in the writing process.
- Students demonstrated increased confidence in expressing their ideas and understanding the purpose and function of different types of writing.
- Writing across the curriculum and authentic publishing opportunities continued to strengthen engagement and motivation.

#### Mathematics

- **Achievement:** 70% of students were working at or above the expected curriculum level by the end of 2025.

- **Progress:** 87% of students made at least 12 months' progress during the year.

- **Notable Strengths:**

- Continued implementation of the Maths-No Problem! programme supported conceptual understanding and problem solving through the Concrete–Pictorial–Abstract approach.
- A strong emphasis on the language of mathematics and mathematical reasoning supported students to explain and justify their thinking.
- Mathematics journalling and discussion supported students to make connections between mathematics and real-life contexts.

## Groups Requiring Additional Support

We continue to closely monitor and support groups of students whose learning needs require additional support.

**ESOL learners:** As the number of ESOL learners at the school continues to grow, targeted language support and differentiated teaching approaches were used to support their progress across literacy and mathematics. Teacher aides and classroom programmes supported students to develop vocabulary and foundational language needed to access the curriculum.

**Learners requiring additional support:** Students working below expectation were supported through targeted programmes including:

- Teacher aide support within classroom programmes
- Targeted literacy and numeracy support groups
- RTLB involvement where appropriate

Individual learning plans and close monitoring ensured these learners received structured support and opportunities to make accelerated progress.

**Students achieving above expectation:** Extension opportunities were provided through enrichment activities, writing opportunities, and mathematics challenges to ensure these students continued to be challenged and engaged.

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## Curriculum-Wide Learning and Local Curriculum Impact

Across all learning areas, students continued to engage in a responsive and localised curriculum connected to real-world experiences and the values of the St Therese community.

Key features included:

- Strong integration of reading, writing, and oral language across all curriculum areas.
- Continued development of student voice and independence through reflection, journalling, and discussion.
- Engagement with community resources such as the Mt Roskill Library, literacy events, and wider community learning opportunities.
- Integration of Catholic values and cultural identity across learning programmes.

These experiences supported students to develop confidence, strengthen foundational literacy and numeracy skills, and see learning as meaningful and connected to their everyday lives.

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## Looking Ahead

In 2026, the school will continue to strengthen teaching and learning programmes across the curriculum by:

- Continuing to embed structured literacy approaches in reading and writing programmes.
- Strengthening the use of mathematical language and mathematical reasoning in classroom programmes.
- Refining assessment practices, including the introduction of PAT Mathematics to support clearer analysis of student achievement.
- Continuing to strengthen home-school partnerships, ensuring families are well informed about curriculum expectations and ways to support learning at home.
- Providing targeted support and extension opportunities to ensure all learners continue to make progress.

We are proud of the progress and achievements of our students in 2025. Through strong collaboration between staff, students, and whānau, St Therese School will continue to support every learner to grow in confidence and achieve success.



# St Therese School Three Kings

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Next review: Term 1 2027

## Te Tiriti o Waitangi

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This policy refers to **Te Tiriti o Waitangi** rather than **The Treaty of Waitangi** to align with the Education and Training Act 2020.

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St Therese School Three Kings acknowledges that a purpose of the Education and Training Act 2020 (s 4) is to establish and regulate an education system that honours Te Tiriti o Waitangi and supports Māori-Crown relationships. We recognise our responsibility to give effect to Te Tiriti o Waitangi and are guided by the articles of Te Tiriti o Waitangi in fulfilling this responsibility.

- **Article 1: Kāwanatanga | Honourable governance**

We are committed to equitable partnerships and genuine collaboration. We undertake governance, leadership, and decision making that is equitable and collective.

- **Article 2: Rangatiratanga | Māori self-determination**

We affirm tino rangatiratanga and mana motuhake. We honour the tikanga and kawa of mana whenua and ensure they are active participants in decisions that impact Māori in their takiwā (area).

- **Article 3: Ōritetanga | Equity**

We seek out and remove barriers and bias from systems, structures, and processes. We give status and mana to all aspects of te ao Māori. We pursue equity for all. We actively revitalise te reo Māori and appropriately observe tikanga Māori.

- **Te Ritenga | Spiritual and religious freedom**

We ensure people have the right to and freedom of their spiritual and religious beliefs. We honour Māori spirituality and integrate mātauranga Māori appropriately into school programmes.

As a Catholic school and an extension of the Church's mission, we honour our commitment to **Te Tiriti o Waitangi**. We acknowledge Wairuatanga me ngā Ritenga Māori, as set out by Bishop Pompallier, which provides for the protection of spiritual and religious freedom, including Christian denominations and Māori spiritual beliefs. We affirm people's rights to express their faith within their own cultural heritage, and recognise the importance of tikanga Māori and wairuatanga to tangata whenua.

We have particular regard to the National Education and Learning Priorities (NELP), which align with the education and learning objectives set out in the Education and Training Act (s 5.4). These objectives include instilling in each child and young person an appreciation of the importance of Te Tiriti o Waitangi and te reo Māori.

### Board responsibility

Under the Education and Training Act (s 127), a primary objective of the board in governing the school is to give effect to Te Tiriti o Waitangi by:

- working to ensure our plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori
- taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori
- achieving equitable outcomes for Māori students.

The board also operates an employment policy that complies with the principles of being a good employer. This includes our responsibility under the Education and Training Act (s 597) to recognise:

- the aims and aspirations of Māori
- the employment requirements of Māori
- the need for greater involvement of Māori in the education service.

### Engaging with mana whenua

St Therese School Three Kings is committed to establishing and strengthening our relationships with mana whenua. We seek to provide educational content that supports students to learn about the history, stories, and tikanga of our local hapū and iwi.

### Community partnership

We build relationships and partner with Māori to support rangatiratanga and Māori educational success as Māori (NELP Priority 2).

We engage regularly with our school community and we aim to include our Māori community in decision making by:

- creating opportunities for whānau Māori to meet together with school representatives
- having appropriate and accessible ways that whānau Māori can communicate with the school.

See [School Community Engagement Policy](#).

### Strategic planning

Strategic planning at St Therese School Three Kings underpins all school programmes and allows us to plan and evaluate how we are achieving our objectives and fulfilling our responsibilities. We seek to understand, consider, and respond to the needs and aspirations of our Māori community when developing our strategic goals.

- Our **strategic plan** includes strategies for giving effect to Te Tiriti o Waitangi.
- Our **annual implementation plan** includes how targets and actions will support Te Tiriti o Waitangi obligations.
- Our **annual report** includes how the school has given effect to Te Tiriti o Waitangi.

See [School Planning and Reporting](#).


As part of our strategic planning, we consider the aspirations our Māori community have for empowering their children to be successful as Māori. We seek to support the educational success of Māori students in ways that include, but are not limited to, academic achievement.

See [Māori Educational Achievement](#).

### School programmes

St Therese School Three Kings aims to instil in each child and young person an appreciation of the importance of Te Tiriti o Waitangi and te reo Māori. We ensure our plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori (Education and Training Act, s 5.4 and s 127). St Therese School Three Kings works to localise our school

curriculum and ensure school programmes reflect the identity and aspirations of our Māori community.

Our school curriculum aligns with Te Tiriti o Waitangi as a guiding principle of The New Zealand Curriculum and Te Marautanga o Aotearoa. We engage with Ka Hikitia Ka Hāpaitia (Māori Education Strategy) as a framework to ensure Māori students achieve success as Māori. See [Ka Hikitia Ka Hāpaitia](#)  (Ministry of Education).

In support of the NELP, we work to meaningfully incorporate te reo Māori and tikanga Māori into school programmes (NELP Priority 5), and we support staff to develop their teaching capability, knowledge, and skills to meet the needs of Māori students (NELP Priority 6).

See [Curriculum and Student Achievement Policy](#).

### Equitable outcomes

As a board, our objectives include ensuring every student is able to attain their highest possible standard in educational achievement, and giving effect to Te Tiriti o Waitangi by achieving equitable outcomes for Māori students (Education and Training Act, s 127).

We have high aspirations for every student and aim to identify and reduce barriers that prevent students from accessing, participating in, or remaining engaged in school. We partner with families and whānau to design and deliver education that responds to their needs, and sustains their identities, languages, and cultures (NELP Priorities 2 and 3).

Our school planning addresses how we can support students whose needs have not yet been well met. St Therese School Three Kings regularly reviews our progress towards achieving equitable outcomes, as set out in our strategic plan. We monitor achievement to provide support (including learning support) or extension programmes as required, and we are accountable and responsive to student and community needs through regular reporting and review.

See [Māori Educational Achievement](#) and [Learning Support](#).

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### Related topics

- [Board Responsibilities](#)
- [School Community Engagement Policy](#)
- [School Planning and Reporting](#)
- [Māori Educational Achievement](#)
- [Inclusive School Culture](#)


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### Legislation

- Education and Training Act 2020
- Treaty of Waitangi Act 1975 (Schedule 1)

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### Resources

- Ministry of Education | Te Tāhuhu o te Mātauranga: [The Education and Training Act 2020: Te Tiriti o Waitangi](#) 

#### Hei mihi | Acknowledgement

SchoolsDocs wishes to acknowledge Janelle Riki-Waaka (Tainui Awhiro, Ngāti Hauiti), Kaihautū of Riki Consultancy Ltd, who has supported the SchoolsDocs team through the process of reviewing and updating this policy, as well as providing expert advice on the content it contains.  
He mihi ka tika ki a Janelle mō tōna mahi āwhina ki a mātou.

**Release history: Term 3 2024, Term 4 2022, Term 4 2020**

<b>Last review</b>	Term 1 2024
<b>Topic type</b>	Core



# St Therese School Three Kings

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Next review: Term 2 2027

## Employment Policy

The board of St Therese School Three Kings complies with the principle of being a **good employer**, as required by the Education and Training Act 2020 (s 597). We implement this Employment Policy and associated policies to comply with being a good employer and we report on our compliance in our annual report.

St Therese School Three Kings supports the fair and proper treatment of staff members in all aspects of their employment, and builds employment relationships that are based on **good faith**. We comply with employment legislation and regulations, and all relevant employment agreements.

St Therese School Three Kings also complies with the **employment** provisions of our integration agreement, including processes for the appointment of special positions and acceptability requirements for special positions. We ensure the special character of our school is upheld in all aspects of **employment**.

The board takes all steps, so far as is reasonably practicable, to meet its primary duty of care obligations to ensure good and safe working conditions for all staff. See **Health, Safety and Welfare**.

To support our responsibilities as a good employer, we:

- aim to provide equal employment opportunities for all staff members – see **Equal Employment Opportunities**
- employ appropriately qualified staff members through a fair appointment process – see **Appointment Policy**
- ensure that the school is appropriately staffed and that we give effect to the conditions of all relevant employment agreements – see **School Staffing**
- ensure that all staff members maintain proper standards of integrity, conduct, and concern for the public interest, and the wellbeing of students attending our school – see **Staff Conduct**
- have a fair and consistent performance management process – see **Performance Management**
- provide opportunities for professional development to meet identified needs – see **Professional Development**
- have set processes for ending employment that comply with employment agreements and the requirements of the Employment Relations Act 2000 – see **Ending Employment**.

The board makes our employment policies available to staff.

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The principal assures the board that the school operates an employment policy that complies with the principle of being a good employer, that the policy (including our equal employment opportunities programme) is available to staff, and that a report on compliance is included in the annual report. See **Review Schedule and Board Assurances**.

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## Related policies

- **Te Tiriti o Waitangi**
- **School Planning and Reporting**
- **Staff Wellbeing and Safety**

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## Legislation

- Education and Training Act 2020
- Employment Relations Act 2000
- Public Service Act 2020

### Hei mihi | Acknowledgement

SchoolDocs appreciates the professional advice of the Anderson Lloyd legal team (Dunedin) in reviewing this policy.

**Release history: Term 4 2024, Term 3 2023, Term 1 2023, Term 3 2022, Term 3 2020**

### IN THIS SECTION

- Equal Employment Opportunities**
- Appointment Policy**
- Staff Induction**
- School Staffing**
- Staff Conduct**
- Performance Management**
- Professional Development**
- Personal Grievance**
- Secondary Employment**
- Ending Employment**

<b>Last review</b>	Term 2 2024
<b>Topic type</b>	Core

**ST THERESE SCHOOL  
KIWISPORTS FUNDING REPORT  
FOR THE YEAR ENDED 31 DECEMBER 2025**

Kiwisports is a Government funding initiative to support students' participation in organised sports. The table below outlines the funding received, spent and the level of participation noted during the year:

Funding received during the year - excluding GST	\$1213
Funding spent on: 1. Orienteering 2. Basketball 3. Volleyball	
Level of participation	100%