

# STELLA MARIS CATHOLIC PRIMARY SCHOOL

## ANNUAL FINANCIAL STATEMENTS

### FOR THE YEAR ENDED 31 DECEMBER 2025

#### School Directory

**Ministry Number:** 1663

**Principal:** Catherine Cyprian

**School Address:** 50 Silverdale Street

**School Postal Address:** P O Box 103, Silverdale, 0944

**School Phone:** 09 427 9189

**School Email:** [achieve@stellamaris.school.nz](mailto:achieve@stellamaris.school.nz)

**Accountant / Service Provider:**

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# STELLA MARIS CATHOLIC PRIMARY SCHOOL

Annual Financial Statements - For the year ended 31 December 2025

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# Stella Maris Catholic Primary School

## Statement of Responsibility

For the year ended 31 December 2025

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

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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2025 fairly reflects the financial position and operations of the School.

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

Sheree Buchanan  
Full Name of Presiding Member

CATHERINE CYPRIAN  
Full Name of Principal

[Signature]  
Signature of Presiding Member

[Signature]  
Signature of Principal

29 May 2026

29 May 2026

Date

Date

**Stella Maris Catholic Primary School**  
**Statement of Comprehensive Revenue and Expense**  
For the year ended 31 December 2025

		2025	2025	2024
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
<b>Revenue</b>				
Government Grants	2	2,837,578	2,574,373	2,540,029
Locally Raised Funds	3	379,221	188,050	325,272
Use of Proprietor's Land and Buildings		587,347	528,566	528,566
Interest		25,421	30,000	43,249
<b>Total Revenue</b>		<b>3,829,567</b>	<b>3,320,989</b>	<b>3,437,116</b>
<b>Expense</b>				
Locally Raised Funds	3	85,984	21,000	58,833
Learning Resources	4	2,801,084	2,486,900	2,584,055
Administration	5	217,403	201,138	208,189
Interest		2,808	3,000	3,662
Property	6	819,012	701,566	702,180
Loss on Disposal of Property, Plant and Equipment		66	-	699
<b>Total Expense</b>		<b>3,926,357</b>	<b>3,413,604</b>	<b>3,557,618</b>
<b>Net Surplus / (Deficit) for the year</b>		<b>(96,790)</b>	<b>(92,615)</b>	<b>(120,502)</b>
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<b>(96,790)</b>	<b>(92,615)</b>	<b>(120,502)</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.

**Stella Maris Catholic Primary School**  
**Statement of Changes in Net Assets/Equity**  
For the year ended 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
<b>Equity at 1 January</b>		972,045	963,567	1,048,511
Total comprehensive revenue and expense for the year		(96,790)	(92,615)	(120,502)
Contribution - Furniture and Equipment Grant		51,672	-	44,036
<b>Equity at 31 December</b>		926,927	870,952	972,045
Accumulated comprehensive revenue and expense		926,927	870,952	972,045
<b>Equity at 31 December</b>		926,927	870,952	972,045

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.

# Stella Maris Catholic Primary School Statement of Financial Position

As at 31 December 2025

		2025	2025	2024
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	7	436,123	396,428	465,018
Accounts Receivable	8	220,272	166,072	166,072
GST Receivable		23,030	8,589	8,589
Prepayments		15,214	8,476	8,476
Inventories	9	1,676	1,668	1,668
Investments	10	320,000	400,000	400,000
		1,016,315	981,233	1,049,823
<b>Current Liabilities</b>				
Accounts Payable	12	285,445	205,862	205,862
Revenue Received in Advance	13	7,572	4,174	4,174
Provision for Cyclical Maintenance	14	-	8,010	8,010
Finance Lease Liability	15	12,417	13,643	13,643
Funds held in Trust	16	9,428	-	3,497
		314,862	231,689	235,186
<b>Working Capital Surplus/(Deficit)</b>		701,453	749,544	814,637
<b>Non-current Assets</b>				
Property, Plant and Equipment	11	270,466	163,265	192,264
		270,466	163,265	192,264
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	14	30,233	20,899	13,899
Finance Lease Liability	15	14,759	20,958	20,957
		44,992	41,857	34,856
<b>Net Assets</b>		926,927	870,952	972,045
<b>Equity</b>		926,927	870,952	972,045

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

**Stella Maris Catholic Primary School**  
**Statement of Cash Flows**  
For the year ended 31 December 2025

		2025	2025	2024
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Cash flows from Operating Activities</b>				
Government Grants		826,029	774,373	825,228
Locally Raised Funds		365,473	184,000	322,789
International Students		14,074	4,050	7,687
Goods and Services Tax (net)		(14,441)	-	(2,788)
Payments to Employees		(843,878)	(727,200)	(894,561)
Payments to Suppliers		(388,690)	(306,813)	(376,200)
Interest Paid		(2,808)	(3,000)	(3,662)
Interest Received		27,470	30,000	42,420
Net cash from/(to) Operating Activities		(16,771)	(44,590)	(79,087)
<b>Cash flows from Investing Activities</b>				
Purchase of Property Plant & Equipment (and Intangibles)		(133,286)	(5,000)	(24,645)
Purchase of Investments		(200,000)	-	(193,494)
Proceeds from Sale of Investments		280,000	-	-
Net cash from/(to) Investing Activities		(53,286)	(5,000)	(218,139)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		51,672	-	44,036
Finance Lease Payments		(10,510)	(19,000)	(5,178)
Funds Administered on Behalf of Other Parties		-	-	1,148
Net cash from/(to) Financing Activities		41,162	(19,000)	40,006
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>(28,895)</b>	<b>(68,590)</b>	<b>(257,220)</b>
Cash and cash equivalents at the beginning of the year	7	465,018	465,018	722,238
<b>Cash and cash equivalents at the end of the year</b>	7	<b>436,123</b>	<b>396,428</b>	<b>465,018</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.

# Stella Maris Catholic Primary School

## Notes to the Financial Statements

### For the year ended 31 December 2025

#### 1. Statement of Accounting Policies

##### a) Reporting Entity

Stella Maris Catholic Primary School (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a School as described in the Education and Training Act 2020. The Board is of the view that the School is a public benefit entity for financial reporting purposes.

##### b) Basis of Preparation

###### **Reporting Period**

The financial statements have been prepared for the period 1 January 2025 to 31 December 2025 and in accordance with the requirements of the Education and Training Act 2020.

###### **Basis of Preparation**

The financial statements have been prepared on a going concern basis, and the accounting policies have been consistently applied throughout the period.

###### **Financial Reporting Standards Applied**

The Education and Training Act 2020 requires the School, as a Crown entity, to prepare financial statements with reference to generally accepted accounting practice. The financial statements have been prepared with reference to generally accepted accounting practice in New Zealand, applying Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime as appropriate to public benefit entities that qualify for Tier 2 reporting. The School is considered a Public Benefit Entity as it meets the criteria specified as 'having a primary objective to provide goods and/or services for community or social benefit and where any equity has been provided with a view to supporting that primary objective rather than for financial return to equity holders'.

###### **PBE Accounting Standards Reduced Disclosure Regime**

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

###### **Measurement Base**

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

###### **Presentation Currency**

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

###### **Specific Accounting Policies**

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

###### **Critical Accounting Estimates And Assumptions**

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

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

#### *Cyclical maintenance*

The School recognises its obligation to maintain the Proprietor's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the School buildings. The estimate is based on the School's best estimate of the cost of painting the School and when the School is required to be painted, based on an assessment of the School's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 14.

#### *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 15. Future operating lease commitments are disclosed in note 21b.

#### *Recognition of grants*

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

### **c) Revenue Recognition**

#### **Government Grants**

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

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

Teachers salaries grants are recorded as revenue when the School has the rights to the funding in the salary period they relate to. The grants are not received in cash by the School and are paid directly to teachers by the Ministry of Education.

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

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

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

#### **Other Grants where conditions exist**

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

### **Donations, Gifts and Bequests**

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

### **Interest Revenue**

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

### **d) Operating Lease Payments**

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

### **e) Finance Lease Payments**

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

### **f) Cash and Cash Equivalents**

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

### **g) Accounts Receivable**

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

### **h) Inventories**

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

### **i) Investments**

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

### **j) Property, Plant and Equipment**

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

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

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

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

### **Finance Leases**

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

### **Depreciation**

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

The estimated useful lives of the assets are:

Furniture and Equipment	3-10 years
Information and Communication Technology	2-3 years
Library Resources	8 years
Leased Assets held under a Finance Lease	Term of Lease

### **k) Impairment of property, plant, and equipment**

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

#### *Non cash generating assets*

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

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

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

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

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

### **l) Accounts Payable**

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

### **m) Employee Entitlements**

#### *Short-term employee entitlements*

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

#### *Long-term employee entitlements*

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

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

**n) Revenue Received in Advance**

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

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

**o) Funds Held in Trust**

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

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

**p) Shared Funds**

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

**q) Provision for Cyclical Maintenance**

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

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

The School carries out painting maintenance of the whole school over a 2 to 8 year period. The economic outflow of this is dependent on the plan established by the school to meet this obligation and is detailed in the notes and disclosures of these accounts.

**r) Financial Instruments**

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

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

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

**s) Borrowings**

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

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

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

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

Commitments and contingencies are disclosed exclusive of GST.

**u) Budget Figures**

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

**v) Services received in-kind**

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

## 2. Government Grants

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Government Grants - Ministry of Education	845,507	774,373	790,720
Teachers' Salaries Grants	1,980,163	1,800,000	1,707,771
Other Government Grants	11,908	-	41,538
	2,837,578	2,574,373	2,540,029

## 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	281,911	144,000	155,658
Fees for Extra Curricular Activities	44,597	-	128,991
Trading	18,495	21,000	29,204
Other Revenue	20,144	19,000	7,906
International Student Fees	14,074	4,050	3,513
	379,221	188,050	325,272
<b>Expense</b>			
Extra Curricular Activities Costs	50,687	-	26,739
Trading	22,786	21,000	32,075
International Student - Other Expenses	12,511	-	19
	85,984	21,000	58,833
<i>Surplus for the year Locally Raised Funds</i>	293,237	167,050	266,439

## 4. Learning Resources

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Curricular	46,393	42,500	109,579
Information and Communication Technology	22,694	23,500	20,237
Employee Benefits - Salaries	2,658,445	2,335,700	2,356,610
Staff Development	5,060	32,000	23,184
Depreciation	66,264	50,000	72,201
Other Learning Resources	2,228	3,200	2,244
	2,801,084	2,486,900	2,584,055

## 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	9,651	9,280	9,280
Board Fees and Expenses	14,107	15,100	15,942
Operating Leases	(5)	-	107
Other Administration Expenses	39,068	29,900	24,867
Employee Benefits - Salaries	133,800	125,000	137,610
Insurance	5,068	5,790	5,654
Service Providers, Contractors and Consultancy	15,714	16,068	14,729
	<u>217,403</u>	<u>201,138</u>	<u>208,189</u>

## 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>
Consultancy and Contract Services	40,580	40,000	34,457
Cyclical Maintenance	23,662	7,000	12,588
Heat, Light and Water	20,271	15,500	15,388
Rates	-	100	-
Repairs and Maintenance	51,654	26,200	17,647
Use of Land and Buildings	587,347	528,566	528,566
Employee Benefits - Salaries	70,042	64,000	61,848
Other Property Expenses	25,456	20,200	31,686
	<u>819,012</u>	<u>701,566</u>	<u>702,180</u>

The use of land and buildings figure represents 5% of the school's total property value. This is used as a proxy for the market rental of the property.

## 7. Cash and Cash Equivalents

	<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>
Bank Accounts	436,123	396,428	465,018
Cash and cash equivalents for Statement of Cash Flows	<u>436,123</u>	<u>396,428</u>	<u>465,018</u>

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

Of the \$436,123 Cash and Cash Equivalents \$7,572 is subject to restrictions for the following reasons:

- \$7,572 of Revenue Received in Advance is held by the school, as disclosed in note 13.

## 8. Accounts Receivable

	<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>
Receivables	12,787	12,281	12,281
Receivables from the Ministry of Education	19,815	-	-
Interest Receivable	2,794	4,843	4,843
Teacher Salaries Grant Receivable	184,876	148,948	148,948
	<u>220,272</u>	<u>166,072</u>	<u>166,072</u>
Receivables from Exchange Transactions	15,581	17,124	17,124
Receivables from Non-Exchange Transactions	204,691	148,948	148,948
	<u>220,272</u>	<u>166,072</u>	<u>166,072</u>

## 9. Inventories

	<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>
Stationery	1,676	1,668	1,668
	<u>1,676</u>	<u>1,668</u>	<u>1,668</u>

## 10. Investments

The School's investment activities are classified as follows:

	<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>
Current Asset			
Short-term Bank Deposits	320,000	400,000	400,000
Total Investments	<u>320,000</u>	<u>400,000</u>	<u>400,000</u>

## 11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2025	\$	\$	\$	\$	\$	\$
Furniture and Equipment	133,578	127,403	-	-	(29,256)	<b>231,725</b>
Information and Communication Technology	17,036	10,162	(66)	-	(16,149)	<b>10,983</b>
Leased Assets	27,252	6,967	-	-	(17,988)	<b>16,231</b>
Library Resources	14,398	-	-	-	(2,871)	<b>11,527</b>
	<u>192,264</u>	<u>144,532</u>	<u>(66)</u>	<u>-</u>	<u>(66,264)</u>	<u><b>270,466</b></u>

The net carrying value of equipment held under a finance lease is \$16,231 (2024: \$27,252)

### 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	2025	2025	2024	2024	2024
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Furniture and Equipment	639,305	(407,580)	<b>231,725</b>	513,889	(380,311)	<b>133,578</b>
Information and Communication Technology	134,289	(123,306)	<b>10,983</b>	130,844	(113,808)	<b>17,036</b>
Leased Assets	53,720	(37,489)	<b>16,231</b>	62,206	(34,954)	<b>27,252</b>
Library Resources	78,469	(66,942)	<b>11,527</b>	78,469	(64,071)	<b>14,398</b>
	<u>905,783</u>	<u>(635,317)</u>	<u><b>270,466</b></u>	<u>785,408</u>	<u>(593,144)</u>	<u><b>192,264</b></u>

## 12. Accounts Payable

	2025	2025	2024
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	83,904	28,734	28,734
Accruals	6,434	18,910	18,910
Employee Entitlements - Salaries	184,876	148,948	148,948
Employee Entitlements - Leave Accrual	10,231	9,270	9,270
	<u>285,445</u>	<u>205,862</u>	<u>205,862</u>
Payables for Exchange Transactions	285,445	205,862	205,862
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>285,445</u>	<u>205,862</u>	<u>205,862</u>

The carrying value of payables approximates their fair value.



### 13. Revenue Received in Advance

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Grants in Advance - Ministry of Education	-	-	-
Other Revenue In Advance	7,572	4,174	4,174
	7,572	4,174	4,174

### 14. Provision for Cyclical Maintenance

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Provision at the Start of the Year	21,909	21,909	13,640
Increase/(decrease) to the Provision During the Year	23,662	7,000	12,588
Use of the Provision During the Year	(15,338)	-	(4,319)
Provision at the End of the Year	30,233	28,909	21,909
Cyclical Maintenance - Current	-	8,010	8,010
Cyclical Maintenance - Non current	30,233	20,899	13,899
	30,233	28,909	21,909

Per the cyclical maintenance schedule, the School is next expected to undertake painting works during 2027. This plan is based on the School's 10 Year Property plan.

### 15. 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	14,539	13,643	16,160
Later than One Year	16,217	20,958	23,499
Future Finance Charges	(3,580)	-	(5,059)
	27,176	34,601	34,600
<b>Represented by</b>			
Finance lease liability - Current	12,417	13,643	13,643
Finance lease liability - Non current	14,759	20,958	20,957
	27,176	34,601	34,600



**16. Funds held in Trust**

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current			
Funds Held in Trust on Behalf of Third Parties - Non-current	9,428	-	3,497
	9,428	-	3,497

These funds relate to arrangements where the school is acting as an agent. These amounts are not revenue or expense of the school and therefore are not included in the Statement of Comprehensive Revenue and Expense.

**17. Related Party Transactions**

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

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

The Proprietor of the School (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 \$199,225 (2024: \$187,504). 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 \$9,428 (2024: \$3,497).

## 18. Remuneration

### Key management personnel compensation

Key management personnel of the School include all Board members, Principal, Associate Principal, Director of Religious Studies and School Administrator.

	<b>2025 Actual \$</b>	<b>2024 Actual \$</b>
<i>Board Members</i> Remuneration	5,240	5,315
<i>Leadership Team</i> Remuneration	585,020	484,020
Full-time equivalent members	5.00	4.00
Total key management personnel remuneration	590,260	489,335

There are 10 members of the Board excluding the Principal. The Board has held 11 full meetings of the Board in the year. The Board also has Finance (4 members) and Property (5 members) committees that met 7 and 4 times 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.

### Principal

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

	<b>2025 Actual \$000</b>	<b>2024 Actual \$000</b>
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	160 - 170	150 - 160
Benefits and Other Emoluments	4 - 5	0 - 5
Termination Benefits	-	-

### Other Employees

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

Remuneration \$000	<b>2025 FTE Number</b>	<b>2024 FTE Number</b>
100 - 110	8.00	3.00
110 - 120	1.00	2.00
120 - 130	1.00	0.00
	10.00	5.00

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

## 19. 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 Number of People	-	-



## 20. Contingencies

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

### Holidays Act Compliance – Schools Payroll

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

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

## 21. Commitments

### (a) Capital Commitments

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

### (b) Operating Commitments

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

## 22. 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	436,123	396,428	465,018
Receivables	220,272	166,072	166,072
Investments - Term Deposits	320,000	400,000	400,000
Total financial assets measured at amortised cost	976,395	962,500	1,031,090

### Financial liabilities measured at amortised cost

Payables	285,445	205,862	205,862
Finance Leases	27,176	34,601	34,600
Total financial liabilities measured at amortised cost	312,621	240,463	240,462

## 23. Events After Balance Date

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

## 24. Comparatives

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



## INDEPENDENT AUDITOR'S REPORT

### TO THE READERS OF STELLA MARIS PRIMARY SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2025

The Auditor-General is the auditor of Stella Maris Primary School (the School). The Auditor-General has appointed me, Cameron Town, using the staff and resources of Silks Audit Chartered Accountants Limited, to carry out the audit of the financial statements of the School on pages 2 to 19, that comprise the statement of financial position as at 31 December 2025, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

#### Opinion

In our opinion the financial statements:

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

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

#### Basis for our opinion

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

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

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

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

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

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

In preparing the financial statements, the Board is responsible for assessing the School's ability to continue as a going concern. The Board is also responsible for disclosing, as applicable, matters related to going concern and using the going concern basis of accounting, unless the Board intends to close or merge the School, or has no realistic alternative but to do so.

The Board's responsibilities arise from section 134 of the Education and Training Act 2020.

### **Responsibilities of the auditor for the audit of the financial statements**

Our objectives are to obtain reasonable assurance about whether the financial statements, as a whole, are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion.

Reasonable assurance is a high level of assurance, but is not a guarantee that an audit carried out in accordance with the Auditor-General's Auditing Standards will always detect a material misstatement when it exists. Misstatements are differences or omissions of amounts or disclosures, and can arise from fraud or error. Misstatements are considered material if, individually or in the aggregate, they could reasonably be expected to influence the decisions of readers taken on the basis of these financial statements.

For the budget information reported in the financial statements, our procedures were limited to checking that the information agreed to the School's approved budget.

We did not evaluate the security and controls over the electronic publication of the financial statements.

As part of an audit in accordance with the Auditor-General's Auditing Standards, we exercise professional judgement and maintain professional scepticism throughout the audit. Also:

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.

- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.
- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

We communicate with the Board regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Our responsibilities arise from the Public Audit Act 2001.

#### **Other information included in the Board's annual report**

The Board is required to prepare an annual report which includes the annual financial statements and the audit report, as well as a Statement of Variance, an Evaluation of the School's Students' Progress and Achievement, a Statement of Compliance with Employment Policy, and a Statement of KiwiSport funding. The Board is responsible for the other information that it presents alongside its annual financial statements.

The other information obtained at the date of our audit report includes copies of the Statement of Variance, Evaluation of the School's Students' Progress and Achievement, Statement of Compliance with Employment Policy, Report on how the school has given effect to Te Tiriti o Waitangi, and Statement of KiwiSport funding.

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

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

### **Independence**

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

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

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

## Stella Maris Catholic Primary School

### Members of the Board

<b>Name</b>	<b>Position</b>	<b>How Position Gained</b>	<b>Term Expired/ Expires</b>
Patricia Hammond	Presiding Member	Appointed	Mar 2025
Carl Mainwaring	Presiding Member	Elected	Sep 2025
Sheree Buchanan	Presiding Member	Elected	Sep 2028
Catherine Cyprian	Principal	ex Officio	
Theresa Harvey	Parent Representative	Elected	Sep 2025
Liz Hansen	Parent Representative	Elected	Sep 2025
Rebecca Pereira	Parent Representative	Elected	Sep 2025
Sheree Buchanan	Parent Representative	Appointed	Aug 2025
Brandon Heinrich	Parent Representative	Elected	Sep 2028
Rebecca Kale	Parent Representative	Elected	Sep 2028
Rachel Wakelin	Parent Representative	Elected	Sep 2028
Natasha Wilson	Parent Representative	Elected	Sep 2028
Olwyn Hobson	Staff Representative	Elected	Sep 2025
Erica Mainwaring	Staff Representative	Elected	Sep 2028
Rebecca Doyle	Proprietors Representative	Appointed	Sep 2025
Father Christopher Denham	Proprietors Representative	Appointed	Sep 2028
Patricia Hammond	Proprietors Representative	Appointed	Sep 2028
Philip Lee	Proprietors Representative	Appointed	Sep 2028
Francis Morton Jones	Proprietors Representative	Appointed	Sep 2028

## **Stella Maris Catholic Primary School**

### **Kiwisport**

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2025, the school received total Kiwisport funding of \$5,489 (excluding GST). The funding was spent on sporting endeavours.

## **Statement of Compliance with Employment Policy**

For the year ended 31st December 2025 the Stella Maris Catholic Primary School Board:

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



## STRATEGIC PLAN 2024-2025



### MISSION STATEMENT

As a Christ centred community, inspired by Mary and our Catholic faith, we will support, challenge and empower each other to strive for personal excellence to navigate life's journey.

### STRATEGIC GOALS

#### SPECIAL CHARACTER GOAL:

**To develop a personal relationship with God as people of Aotearoa, growing our knowledge of the Catholic faith, living and experiencing the values of Jesus with Mary as our guide.**

Teacher knowledge of the new RE curriculum, To Tātou Whakapono, Our Faith, will inform planning, teaching and learning, and assessment in RE.

Our revised Marian Values will be embodied in our school culture, special character and charism.

#### TEACHING AND LEARNING GOAL:

**To provide an engaging, relevant and responsive education for all learners in our school community.**

Teacher knowledge of the refreshed English and Mathematics curriculum, will ensure students participate in rich learning opportunities through the implementation of our Stella Maris Curriculum.

#### COMMUNITY GOAL:

**To build and enhance relationships in a safe and inclusive environment within our school, parish and wider community.**

Communication within our community will be streamlined to ensure our methods are impactful, timely and relevant.

#### HAUORA – WELL BEING:

**To foster the hauora of all members of our school community, so that they feel included, valued and respected, and a sense of belonging in a safe emotional and physical environment.**

Students will be supported to understand the importance of caring for themselves and others; they will be able to communicate their needs, ask for and accept help.

Through our Marian Values students will demonstrate an understanding and empathy for others, valuing and celebrating diversity.



SHINE FOR GOD



**2025 ANNUAL IMPLEMENTATION PLAN FOR  
SPECIAL CHARACTER GOAL**

<b>STRATEGIC GOAL: SPECIAL CHARACTER</b>	<b>To develop a personal relationship with God as people of Aotearoa, growing our knowledge of the Catholic faith, living and experiencing the values of Jesus with Mary as our guide.</b>		
<b>ANNUAL TARGET/GOAL:</b>	We will build awareness and grow understanding of the new RE curriculum, Tō Tātou Whakapono - Our Faith, with Kaiako, akonga and whanau.		
<p><b>WHAT DO WE EXPECT TO SEE BY THE END OF THE YEAR?</b></p> <ol style="list-style-type: none"> <li>1. Teacher knowledge of the new RE curriculum, To Tātou Whakapono, Our Faith, will inform planning, teaching and learning, and assessment in RE.</li> <li>2. The bi-culturalism of Aotearoa is reflected in RE teaching and learning.</li> <li>3. The revised Marian Values are embodied in our school culture, special character and charism.</li> </ol>			
<b>ACTIONS</b>	<b>WHO IS RESPONSIBLE?</b>	<b>HOW WILL WE MEASURE SUCCESS?</b>	<b>WHAT WE ACHIEVED</b>
Planning, teaching and learning, and resources will be guided by Tō Tatou Whakapono, Our Faith.	DRS/SLT Teachers RE Advisors - CEO.	Planning created by teams and teachers.  Resource bank developed.  Report to Board through Special Character Sub Committee.  Each plan will have the self assessments and affective domains created and used.  Student voice will be heard through	Year 5 and 6 teacher participated in the PLD for the new RE Curriculum each term.  DRS, Karl Hobman, led teacher meetings each term to support the development of planning and assessment based upon the new RE Curriculum.  All teachers are confident in accessing and using Tō Tatou Whakapono, Our Faith curriculum document to inform teaching and learning programmes.

		<p>the self assessments and affective domain.</p> <p>Assessments will be used to inform future planning.</p>	<p>An RE resource bank has been developed for shared resources.</p> <p>Teams/teachers have developed self-assessment resources for students to use to share their learning with whānau.</p>
<p>Give effect to Te Tiriti o Waitangi through a Catholic lens by incorporating tikanga Māori and Te Reo Māori into all aspects of our special character (e.g., Masses, liturgies, prayers, RE lessons)</p>	<p>DRS/SLT Teachers RE Advisors - CEO.</p>	<p>Planning will reflect and include bi-cultural links.</p> <p>Special character vocabulary in Te Reo will be evident across the school and in school communications, including waiata, himene, karakia in liturgies and Masses.</p> <p>Reciprocal relationship with mana whenua established.</p>	<p>Matariki week of cultural activities in mixed year level groups was held. This culminated in a liturgy, followed by community breakfast.</p> <p>Biculturalism is reflected in planning and teaching of RE curriculum.</p> <p>Kapa Haka performance at Kahui Ako Kapa Haka Showcase reflected our Special Character.</p>
<p>Communicate and embed our revised Marian Values within our community.</p>	<p>DRS/SLT Teachers</p>	<p>Monthly reporting in BOT reports Special Character meeting.</p> <p>Values are seen, heard and felt through staff, student and community voice and action.</p> <p>Whanau engagement through school newsletters</p> <p>Charism awards and Special Character certificates awarded at assemblies emphasise the Marian Values.</p>	<p>Marian Values are well embedded in the class programmes and are reflected through behaviour management, school and team assemblies (certificates, charism award)</p> <p>General comment in reports includes a reflection on Special Character.</p> <p>Re-introduced Masses at school celebrated by Fr Chris and Fr James. Atrium Masses in term 2, class Masses for Year 4-6 in term 3.</p>

		Artwork developed and displayed in school environment.  Reporting to parents will include student goals related to Marian Values.	
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**NEXT STEPS:**

- We have employed 3 new teachers for 2026 – they will attend Teachers New to Catholic Schools PLD in term 1.
- Planning of term 1 RE focus – Ā Tātou Whakapapa – Our Story.
- Continue to develop self assessment practices and engage parents on comments.
- Establish relationship with Te Herenga o Waka Orewa (local Marae)
- Internal review for 2026 to focus on Dimension 2, Growth in Knowledge – with a particular focus on giving RE programme high status in teaching.



**2025 ANNUAL IMPLEMENTATION PLAN FOR  
TEACHING AND LEARNING GOAL**

<b>STRATEGIC GOAL: TEACHING AND LEARNING</b>	To provide an engaging, relevant and responsive education for all learners in our school community.		
<b>ANNUAL TARGET/GOAL:</b>	To implement our Local Curriculum across the school.		
<p><b>WHAT DO WE EXPECT TO SEE BY THE END OF THE YEAR?</b></p> <ol style="list-style-type: none"> <li>1. Kaiako will have a growing understanding of the revised English and Mathematics curriculum.</li> <li>2. Structured literacy practices will enhance student learning and achievement in literacy.</li> <li>3. The Maths, No Problem resource will be implemented across the school to enhance student learning and achievement in mathematics.</li> <li>4. The Stella Maris Learner Capabilities will be used by staff and students, and reported to parents.</li> <li>5. Student Inquiry Framework will be embedded in our teaching and learning practice.</li> <li>6. Kaiako and akonga giving authentic effect to Te Tiriti o Waitangi</li> </ol>			
<b>ACTIONS</b>	<b>WHO IS RESPONSIBLE?</b>	<b>HOW WILL WE MEASURE SUCCESS?</b>	<b>WHAT WE ACHIEVED</b>
Kaiako will implement the refreshed English and Mathematics curriculum.	SLT Teachers	<p>Yr 0-3 teachers will have participated in PLD for structured literacy in term 1. Liz Kane’s Little Learners Love Literacy (Yr 0-3) programme will be implemented across all yr 0-3 classes.</p> <p>Yr 4-6 teachers will have participated in PLD for structured literacy in term 2. Liz Kane’s The Code (Yr 4-6) will be implemented across all Yr 4-6 classes.</p>	<p>Structured Literacy: Week 0 – 2 days were used for unpacking the English Curriculum, linking teaching sequences across reading, writing, oral language, developing unit plan templates that would enable teachers to begin teaching SL while waiting on SL PLD.</p> <p>Yr 0-3 teachers participated in PLD for Structured Literacy in term 1, and follow up Zoom sessions – Liz Kane’s Little Learners Love Literacy.</p> <p>Mel Hogg then supported the teachers to implement the programme.</p>

		<p>Student achievement data in literacy will show improved achievement.</p> <p>All teachers will have taken part in PLD for the Maths, No Problem programme. Maths, No Problem will be implemented across all classes Yr 1-6.</p> <p>Student achievement data in mathematics will show improved achievement.</p> <p>Parent information sessions will be held on how to help at home in line with the new English and Mathematics curriculum documents.</p>	<p>The Board gave an additional \$6000 to the English Budget for the purchase of Little Learner Love Literacy resources to enable the programme be taught as expected. Teachers and teacher aides also made many resources (a new laminating machine had to be purchased) Year 4-6 teachers participated in PLD for Structured Literacy in June, and follow up Zoom sessions – Liz Kane’s The Code and writing. Tracey Law then supported the teachers in the implementation and adjustments to the SL teaching in Year 4-6. We have identified through our assessment results that comprehension needs to have a stronger focus in literacy programmes. This will be taken into account as teachers are planning their programmes for 2026.</p> <p>Mathematics:  Week 0 – Teachers participated in a full day Zoom workshop PLD on the implementation of Maths, No Problem programme. Teachers have used the Maths, No Problem programme across the school throughout the year. The Board provided an additional \$7000 for the purchase of maths resources to use alongside Maths, No Problem – we found that much more equipment was required than was already available in class. Teachers and teacher aides also made resources for using in maths. Natasha Kain, Tracey Law and Olwyn Hobman created How to Help at home sheets for each year level in Maths for whānau to use to support</p> <p>In team meetings teachers used much of the time to</p>
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			<p>discuss and share strategies, resources, ideas for SL and Maths programmes.</p> <p>See below for Assessment summary/analysis of PAT Results. (full report attached)</p>
<p>Students, supported by teachers and parents, will use the Learner Capabilities to set, action and reflect on learning goals.</p>	<p>SLT Teachers Students Parents</p>	<p>Student voice is evident in students ability to articulate their next steps using the Learner Capabilities.</p> <p>The Learner Capabilities are seen, heard and felt through staff and student voice and action.</p> <p>Parents are engaged in their student's learning.</p>	<p>The Learner Capabilities have been introduced to students, with the language shifting from Key Competencies. Learner Capabilities are being used in the reporting to parents as well as supporting the learning in the classrooms.</p>
<p>Kaiako and students will use the Student Inquiry Framework to co-construct rich learning opportunities</p>	<p>Teachers Students</p>	<p>Evidence in planning.</p> <p>Students participate in rich learning opportunities</p> <p>Student feedback</p> <p>Students articulating the inquiry process.</p>	<p>With all of the changes in curriculum the full introduction of the Inquiry Framework has been postponed until next year.</p>
<p>Give effect to Te Tiriti o Waitangi through a Māori world view by incorporating tikanga Māori and Te Reo Māori into all aspects of our teaching and learning programmes.</p>	<p>SLT Teachers Support staff</p>	<p>Established relationship with mana whenua.</p> <p>Tikanga Māori, Te Reo Māori and the Māori world view will be seen, heard and felt in the school environment.</p>	<p>We have yet to establish a relationship with mana whenua.</p> <p>Te Ao Māori, Te Reo Māori and Tikanga Māori are reflected in the classroom programmes, liturgies and assemblies. We continued with our week of Matariki, culminating in liturgy and shared community breakfast. Te Ao Māori is strongly reflected in our RE programmes and Special Character.</p>

## TEACHING AND LEARNING GOAL – ASSESSMENT ANALYSIS OF PAT RESULTS 2025

### LISTENING PAT

#### YEAR 3:

TERM 1: 86% of Year 3 students are working at or above expectation (45/52)

TERM 4: 94% of Year 3 students are working at or above expectation (49/52)

An increase of 8%

#### YEAR 4:

TERM 1: 88% of Year 4 students are working at or above expectation (50/57)

TERM 4: 95% of Year 4 students are working at or above expectation (55/58)

An increase of 7%

#### YEAR 5:

TERM 1: 83 % of Year 5 students are working at or above expectation (46/55)

TERM 4: 91% of Year 5 students are working at or above expectation (51/56)

An increase of 8%

#### YEAR 6:

TERM 1: 83% of Year 6 students are working at or above expectation (46/55)

TERM 4: 98% of Year 6 students are working at or above expectation (55/56)

An increase of 15%

#### MĀORI STUDENTS - Yr 3 -6:

TERM 1: 77% of Māori students are achieving at or above expectation (13/17)

TERM 4: 83% of Māori students are achieving at or above expectation (14/17)

### READING COMPREHENSION PAT

#### YEAR 4:

TERM 1: 82% of Year 4 students are working at or above expectation (48/59)

TERM 4: 84% of Year 4 students are working at or above expectation (52/62)

An increase of 2%

#### YEAR 5:

TERM 1: 81% of Year 5 students are working at or above expectation (47/58)

TERM 4: 77% of Year 5 students are working at or above expectation (45/58)

A decrease of 4%

#### YEAR 6:

TERM 1: 93% of Year 6 students are working at or above expectation (57/61)

**TERM 4: 84% of Year 6 students are working at or above expectation (50/59)**

A decrease of 9%

**MĀORI STUDENTS - Yr 4-6:**

TERM 1: 57% of Māori students are achieving at or above expectation (8/14)

**TERM 4: 64% of Māori students are achieving at or above expectation (9/14)**

**VOCABULARY PAT**

**YEAR 4:**

TERM 1: 82% of Year 4 students are working at or above expectation (48/59)

**TERM 4: 95% of Year 4 students are working at or above expectation (58/61)**

An increase of 12%

**YEAR 5:**

TERM 1: 82% of Year 5 students are working at or above expectation (48/59)

**TERM 4: 88% of Year 5 students are working at or above expectation (54/61)**

An increase of 6%

**YEAR 6:**

TERM 1: 93% of Year 6 students are working at or above expectation (55/59)

**TERM 4: 93% of Year 6 students are working at or above expectation (54/58)**

An increase of 0%

**MĀORI STUDENTS - Yr 4-6:**

TERM 1: 50% of Māori students are achieving at or above expectation (7/14)

**TERM 4: 83% of Māori students are achieving at or above expectation (10/13)**

**PUNCTUATION AND GRAMMAR**

**YEAR 4:**

TERM 1: 88% of Year 4 students are working at or above expectation (52/59)

**TERM 4: 91% of Year 4 students are working at or above expectation (56/62)**

An increase of 3%

**YEAR 5:**

TERM 1: 80% of Year 5 students are working at or above expectation (45/57)

**TERM 4: 85% of Year 5 students are working at or above expectation (53/62)**

An increase of 5%

**YEAR 6:**

TERM 1: 89% of Year 6 students are working at or above expectation (51/58)

TERM 4: 92% of Year 6 students are working at or above expectation (55/58)

An increase of 3%

**MĀORI STUDENTS - Yr 4-6:**

TERM 1: 64% of Māori students are achieving at or above expectation (9/14)

TERM 4: 64% of Māori students are achieving at or above expectation (9/14)

**MATHEMATICS PAT**

**YEAR 4:**

TERM 1: 82% of Year 4 students are working at or above expectation (48/59)

TERM 4: 97% of Year 4 students are working at or above expectation (60/62)

An increase of 15%

**YEAR 3:**

TERM 1: 81% of Year 5 students are working at or above expectation (49/60)

TERM 4: 87% of Year 5 students are working at or above expectation (54/62)

An increase of 6%

**YEAR 6:**

TERM 1: 87% of Year 6 students are working at or above expectation (51/58)

TERM 4: 84% of Year 6 students are working at or above expectation (50/59)

A decrease of 3%

**MĀORI STUDENTS – Yr 4-6:**

TERM 1: 65% of Māori students are achieving at or above expectation (9/14)

TERM 4: 74% of Māori students are achieving at or above expectation (11/14)

**WHAT WE DID TO INCREASE STUDENT ACHIEVMENT**

**REASON FOR VARIANCE**

**NEXT STEPS**

Introduction of Maths, No Problem resource for teaching and learning in Mathematics.

Target students were identified and discussed at team meetings – teachers sharing what was working, what wasn't, sharing ideas and

Teacher understanding and knowledge of the refreshed English and Maths curriculum is developing. Teachers are focusing on these documents in teacher and team meetings, and in planning.

Continue to monitor our target students and develop targeted teaching and learning programmes that address their needs.

<p>strategies, making changes to programmes as necessary.</p> <p>Teachers introduced workshops for students who needed extra support following structured lessons.</p> <p>Target students working in small groups with teacher or teacher aide – breaking down instructions and tasks into small achievable pieces.</p> <p>Use of physical materials in Maths.</p> <p>Targeted teaching of basic facts knowledge in maths</p> <p>Little Learners Love Literacy programme introduced for Year 0-3. The Code and Ochre programmes introduced for Year 4-6.</p> <p>Year 5-6 target students extra daily Code lessons with teacher aide in small group.</p> <p>All classroom teachers participated in Structured Literacy and Maths, No Problem professional learning. Week 0 in January was spent unpacking the English and Maths Curriculum. Teacher Only Day – led by Maths, No Problem facilitator</p>	<p>While not all students in the “Towards expectation” or “Towards with support” bracket of achievement moved into “At expectation”, most students in these brackets in Reading, Writing and Maths did show progress. For a number of them it was not an accelerated progress which would have moved them into the “At expectation” bracket.</p> <p>In the Year 5 there are and large number of target students who display high levels of anxiety – time has been spent developing strategies to help them self-regulate, build resilience.</p> <p>The support provided through differentiated learning programmes, and additional teacher aide support enabled programmes to be developed that would support the learning and achievement of the target students. In the Year 4 and Year 6 cohorts there was a large number of students who required regular support.</p> <p>Comprehension PAT results show a drop in achievement. We believe this is due to the shift to the structured literacy programme, which has less focus on comprehension strategies than we have previously taught.</p>	<p>Continue to implement the Structured Literacy and Structured Mathematics programmes alongside the new English and Maths curriculum.</p> <p>Build teaching of specific comprehension strategies into teaching and learning programmes. Ensure these are linked to the English curriculum.</p> <p>Continue to build student resilience and growth mindset. Continue to use Pause, Breathe, Smile and the Zones of Regulation strategies in class.</p> <p>Teachers to unpack the changes in the English and Maths curriculum that were introduced in October.</p>
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Regular communication with parents – how to help at home and importance of attendance.

Emotional regulation strategies – Zones of Regulation, Mindfulness strategies, Growth Mindset.



**2025 ANNUAL IMPLEMENTATION PLAN FOR  
COMMUNITY GOAL**

<b>STRATEGIC GOAL: COMMUNITY</b>	<b>To build and enhance relationships in a safe and inclusive environment within our school, parish and the wider community.</b>
<b>ANNUAL TARGET/GOAL:</b>	To streamline the way we communicate with our community to ensure our methods are impactful, timely and relevant

**WHAT DO WE EXPECT TO SEE BY THE END OF THE YEAR?**

1. Feedback to the whanau and stakeholders the outcomes of the survey and how that will inform our future communication channels.
2. To have clear guidelines of the purpose of each communication channel.
3. To have clear guidelines of what and when we are communicating.
4. Communication channels reflect the needs of the community.
5. School website will be reviewed and updated.

<b>ACTIONS</b>	<b>WHO IS RESPONSIBLE?</b>	<b>HOW WILL WE MEASURE SUCCESS?</b>	<b>WHAT WE ACHIEVED</b>
Analyse the results of the survey carried out at the end of 2024 to establish pros and cons of each communication form	Sub committee of main stakeholders - staff, board and PTFA	Available analytics for existing communication forms Communication tools and strategies ensure the families receive relevant information in a timely manner.	We have been streamlining communication and timeliness of communication throughout the year.  Priority was given to English, Maths and RE curriculum updates this year.
Make recommendations based on the findings	Sub committee of main stakeholders - staff, board and PTFA	Communication matrix showing how and why each communication channel will be used	A sub-committee within the School Board has been formed to carry out the work of the upgrade of the school website early in 2026. This work will also take into account feedback from the communication survey and investigate the tools we use.
Review and update school website	Sub committee of main stakeholders - staff, board and PTFA	Updated website is active and used by community. Information on website is up to date.	



**2025 ANNUAL IMPLEMENTATION PLAN FOR  
HAUORA - WELL BEING GOAL**

<b>STRATEGIC GOAL: HAUORA/WELL BEING</b>	<b>To foster the hauora of all members of our school community, so that they feel included, valued and respected, and a sense of belonging in a safe emotional and physical environment.</b>		
<b>ANNUAL TARGET/GOAL:</b>	Students will be supported to understand the importance of caring for themselves and others; they will be able to communicate their needs, ask for and accept help. Through our Marian Values students will demonstrate an understanding and empathy for others, valuing and celebrating diversity.		
<b>WHAT DO WE EXPECT TO SEE BY THE END OF THE YEAR?</b> <ol style="list-style-type: none"> <li>1. Consultation with akonga around inclusion, respect, being valued and belonging.</li> <li>2. Analysis of data and see how they align with Marian Values.</li> <li>3. Action plan in place to address identified areas of need</li> <li>4. Akonga developing the capability to communicate effectively, and use strategies to support their hauora.</li> </ol>			
<b>ACTIONS</b>	<b>WHO IS RESPONSIBLE?</b>	<b>HOW WILL WE MEASURE SUCCESS?</b>	<b>WHAT WE ACHIEVED</b>
Carry out a survey with students to understand their experiences of being valued, respected and included. (use NZCER wellbeing survey)	All staff	Student voice through well being survey.  Analysis of survey results will provide information for developing an action plan.  Discussion of findings with staff and students.	The results of the NZCER Wellbeing survey showed that the majority of our students felt happy and supported at school.  Teachers discuss target students, including those with health and behaviour needs, and share strategies in team meetings.
Develop an action plan to address needs and raise	Staff SLT and staff	Teachers using strategies in their classes to address the needs of akonga	

capabilities of kaiako to support students	SENCo		Teachers seek support from SENCo and use strategies from RTLB and other support agencies.
<p>Implement class programmes to support needs of akonga</p> <ul style="list-style-type: none"> <li>• Pause, Breathe, Smile</li> <li>• Growth Mindset</li> <li>• Positive Puberty</li> <li>• Life Education</li> </ul>	Teaching staff Teacher aides	<p>Students are using Pause, Breathe, Smile strategies.</p> <p>Students are demonstrating a Growth Mindset – the power of YET.</p> <p>Positive shift from baseline behaviour.</p> <p>Students new to Stella Maris are settled and happy.</p>	<p>Pause, Breathe, Smile mindfulness strategies are used in class.</p> <p>Teachers are promoting Growth Mindset in their classrooms.</p> <p>Morning prayer routines allow children to share their concerns and worries.</p> <p>The Marian Values are reflected in certificates and Charism awards in assemblies, and support behaviour management and well being.</p>
Reinforce learning around Hauora through certificates, recognition within classes, Charism awards, peer recognition	Teachers Akonga	<p>Re-survey akonga in term 3 and compare results.</p> <p>Action plan adjusted to address results of survey and any shift in needs.</p>	<p>We have promoted the Marian Values regularly in the school newsletter encouraging families to use them at home.</p>
Carry out one to one staff check ins twice a year.	Principal Staff members	<p>Staff members able to discuss what is going well, what their challenges are, possible solutions. (15 minute interview times with principal twice yearly)</p> <p>Action plan put in place to address challenges as needed.</p>	<p>Principal met with each teacher to discuss what is going well, challenges and how to help. Need to find ways to meet with support staff also.</p>



**How We Have Given Effect to Te Tiriti o Waitangi**  
**2025**

Te Reo is integrated into everyday classroom programmes. It is especially integrated into our Special Character and RE lessons, liturgies and prayers through himene, waiata, prayer and RE terms. The RE curriculum, To Tatou Whakapono – Our Faith helps us to include Katorikatanga into our teaching and learning programmes.

We held a Matariki week of art, waiata and storytelling, which culminated in a beautiful liturgy and shared school community breakfast for our whole school community.

Use of himene (Māori hymns) and Te Reo responses at the Parish Mass for the Feast of the Assumption and our end of year Thanksgiving Mass.

Year 6 Students attended a Connections Day for all year 6 students in the Kahui Ako – himene, prayer responses and waiata were part of the Mass, activities and sharing.

Teachers are encouraged to use the Auckland Catholic Diocese resource “Te Kāmaka” that promotes tūturu Māori, tūturu Katorika (authentically Māori, authentically Catholic). They are encouraged to share resources to help grow this valuable resource.

We have an active Kapa Haka that meets and practices weekly, and participated in the Kahui Ako (North Shore Catholic Schools) Kapa Haka Showcase at Rosmini. They also performed for the school and Grandparents’ Day. They led the school in a mihi whakatau to welcome our Japanese student visitors and their teachers, and played a leading role in our Matariki liturgy.

Te Ao Māori is woven into each of our term concepts for inquiry.

<b>Māori student achievement - PAT Results 2025</b>		
The Year 3 students only sit the Listening Comprehension test. There are 3 Māori students in Year 3.		
The Year 4 to 6 students sit all of the tests. There are 14 students in the Year 4-6 group.		
The results below are for the whole Māori student cohort rather than individual year groups to avoid identification of students, as there is a small number of students in each year group.		
	<b>Term 1</b> % of students achieving at or above expectation	<b>Term 4</b> % of students achieving at or above expectation
<b>Listening Comprehension</b>	77%	83%
<b>Reading Comprehension</b>	57%	64%
<b>Vocabulary</b>	50%	77%
<b>Punctuation and Grammar</b>	64%	64%
<b>Mathematics</b>	65%	64%



**2025 PAT RESULTS**

**LISTENING COMPREHENSION**

<b>YEAR 3 - LISTENING</b>						
	All Students		Boys		Girls	
	Term 1	Term 4	Term 1	Term 4	Term 1	Term 4
Towards with support (Stanine 1)						
Towards expectation (Stanine 2-3)	7 13%	3 6%	5 21%	3 13%	2 7%	
At expectation (Stanine 4-6)	35 67%	31 60%	15 63%	15 63%	20 71%	16 57%
Beyond expectation (Stanine 7-8)	9 17%	11 21%	4 17%	3 13%	5 1%	8 29%
Well beyond expectation (Stanine 9)	1 2%	7 13%		3 13%	1 4%	4 14%
Total number of students	52	52	24	24	28	28
TERM 1: 86% of Year 3 students are working at or above expectation (45/52)						
TERM 4: 94% of Year 3 students are working at or above expectation (49/52)						
An increase of 8%						

<b>YEAR 4 - LISTENING</b>						
	All Students		Boys		Girls	
	Term 1	Term 4	Term 1	Term 4	Term 1	Term 4
Towards with support (Stanine 1)	1 2%				1 4%	
Towards expectation (Stanine 2-3)	6 11%	3 5%	3 9%	2 6%	3 13%	1 4%
At expectation (Stanine 4-6)	31 54%	17 29%	19 58%	11 32%	12 50%	6 25%
Beyond expectation (Stanine 7-8)	10 18%	27 47%	7 21%	14 41%	3 13%	13 54%
Well beyond expectation (Stanine 9)	9 16%	11 19%	4 12%	7 21%	5 21%	4 17%
Total number of students	57	58	33	34	24	24
TERM 1: 88% of Year 4 students are working at or above expectation (50/57)						
TERM 4: 95% of Year 4 students are working at or above expectation (55/58)						
An increase of 7%						

YEAR 5 - LISTENING						
	All Students		Boys		Girls	
	Term 1	Term 4	Term 1	Term 4	Term 1	Term 4
Towards with support (Stanine 1)	1 2%	1 2%		1 3%	1 3%	
Towards expectation (Stanine 2-3)	8 15%	4 7%	3 12%	2 7%	5 17%	2 7%
At expectation (Stanine 4-6)	37 67%	30 54%	19 76%	13 47%	18 60%	17 63%
Beyond expectation (Stanine 7-8)	5 9%	13 23%	2 8%	7 24%	3 10%	6 22%
Well beyond expectation (Stanine 9)	4 7%	8 14%	1 4%	6 21%	3 10%	2 7%
Total number of students	55	56	25	29	30	27
TERM 1: 83 % of Year 5 students are working at or above expectation (46/55)						
TERM 4: 91% of Year 5 students are working at or above expectation (51/56)						
An increase of 8%						

YEAR 6 - LISTENING						
	All Students		Boys		Girls	
	Term 1	Term 4	Term 1	Term 4	Term 1	Term 4
Towards with support (Stanine 1)	1 2%				1 3%	
Towards expectation (Stanine 2-3)	8 15%	1 2%	3 12%		5 17%	1 3%
At expectation (Stanine 4-6)	37 67%	19 76%	19 76%	9 41%	18 60%	14 41%
Beyond expectation (Stanine 7-8)	5 9%	2 8%	2 8%	11 50%	3 10%	11 32%
Well beyond expectation (Stanine 9)	4 7%	1 4%	1 4%	2 9%	3 10%	8 24%
Total number of students	55	56	25	22	30	34
TERM 1: 83% of Year 6 students are working at or above expectation (46/55)						
TERM 4: 98% of Year 6 students are working at or above expectation (55/56)						
An increase of 15%						

## READING COMPREHENSION

<b>YEAR 4 - COMPREHENSION</b>						
	All Students		Boys		Girls	
	Term 1	Term 4	Term 1	Term 4	Term 1	Term 4
Towards with support (Stanine 1)	2 3%	4 6%	2 6%	4 11%		
Towards expectation (Stanine 2-3)	9 15%	6 10%	5 15%	3 8%	4 16%	3 12%
At expectation (Stanine 4-6)	31 53%	27 44%	20 59%	16 44%	11 44%	11 42%
Beyond expectation (Stanine 7-8)	13 22%	23 37%	6 18%	12 33%	7 28%	11 42%
Well beyond expectation (Stanine 9)	4 7%	2 3%	1 3%	1 3%	3 12%	1 4%
Total number of students	59	62	34	36	25	26
TERM 1: 82% of Year 4 students are working at or above expectation (48/59) TERM 4: 84% of Year 4 students are working at or above expectation (52/62) An increase of 2%						

<b>YEAR 5 - COMPREHENSION</b>						
	All Students		Boys		Girls	
	Term 1	Term 4	Term 1	Term 4	Term 1	Term 4
Towards with support (Stanine 1)	3 5%	3 5%	2 7%	2 7%	1 3%	1 4%
Towards expectation (Stanine 2-3)	8 14%	10 17%	5 18%	5 17%	3 10%	5 18%
At expectation (Stanine 4-6)	32 55%	35 60%	14 50%	18 60%	18 60%	17 61%
Beyond expectation (Stanine 7-8)	12 21%	8 14%	5 18%	4 13%	7 23%	4 14%
Well beyond expectation (Stanine 9)	3 5%	2 3%	2 7%	1 3%	1 3%	1 4%
Total number of students	58	58	28	30	30	28
TERM 1: 81% of Year 5 students are working at or above expectation (47/58) TERM 4: 77% of Year 5 students are working at or above expectation (45/58) A decrease of 4%						

YEAR 6 - COMPREHENSION						
	All Students		Boys		Girls	
	Term 1	Term 4	Term 1	Term 4	Term 1	Term 4
Towards with support (Stanine 1)	1 2%	2 2%		1 3%	1 3%	
Towards expectation (Stanine 2-3)	3 5%	8 14%	1 4%	2 5%	2 5%	3 8%
At expectation (Stanine 4-6)	38 62%	38 64%	19 83%	19 50%	19 50%	23 64%
Beyond expectation (Stanine 7-8)	16 26%	10 17%	3 13%	2 9%	13 34%	8 22%
Well beyond expectation (Stanine 9)	3 5%	2 3%			3 8%	2 6%
Total number of students	61	59	23	23	38	36
TERM 1: 93% of Year 6 students are working at or above expectation (57/61) TERM 4: 84% of Year 6 students are working at or above expectation (50/59) A decrease of 9%						

## VOCABULARY

<b>YEAR 4 - VOCABULARY</b>						
	All Students		Boys		Girls	
	Term 1	Term 4	Term 1	Term 4	Term 1	Term 4
Towards with support (Stanine 1)		2 3%		2 6%		
Towards expectation (Stanine 2-3)	11 19%	1 2%	7 21%		4 16%	1 4%
At expectation (Stanine 4-6)	27 46%	30 49%	17 50%	18 51%	10 40%	12 46%
Beyond expectation (Stanine 7-8)	20 34%	28 46%	9 26%	15 43%	11 44%	13 50%
Well beyond expectation (Stanine 9)	1 2%		1 3%			
Total number of students	59	61	34	35	25	26
TERM 1: 82% of Year 4 students are working at or above expectation (48/59) TERM 4: 95% of Year 4 students are working at or above expectation (58/61) An increase of 12%						

<b>YEAR 5 - VOCABULARY</b>						
	All Students		Boys		Girls	
	Term 1	Term 4	Term 1	Term 4	Term 1	Term 4
Towards with support (Stanine 1)		1 2%		1 3%		
Towards expectation (Stanine 2-3)	11 19%	6 10%	4 14%	4 13%	7 23%	2 7%
At expectation (Stanine 4-6)	27 46%	32 52%	12 43%	14 45%	15 48%	18 60%
Beyond expectation (Stanine 7-8)	20 34%	22 36%	12 43%	12 39%	8 26%	10 33%
Well beyond expectation (Stanine 9)	1 2%				1 3%	
Total number of students	59	61	28	31	31	30
TERM 1: 82% of Year 5 students are working at or above expectation (48/59) TERM 4: 88% of Year 5 students are working at or above expectation (54/61) An increase of 6%						

YEAR 6 - VOCABULARY						
	All Students		Boys		Girls	
	Term 1	Term 4	Term 1	Term 4	Term 1	Term 4
Towards with support (Stanine 1)		1 2%				1 3%
Towards expectation (Stanine 2-3)	4 7%	3 5%	2 9%	1 4%	2 6%	2 6%
At expectation (Stanine 4-6)	35 59%	40 69%	14 61%	16 70%	21 58%	24 69%
Beyond expectation (Stanine 7-8)	17 29%	12 21%	6 26%	6 26%	11 31%	6 17%
Well beyond expectation (Stanine 9)	3 5%	2 3%	1 4%		2 6%	2 6%
Total number of students	59	58	23	23	36	35
TERM 1: 93% of Year 6 students are working at or above expectation (55/59) TERM 4: 93% of Year 6 students are working at or above expectation (54/58) An increase of 0%						

## PUNCTUATION AND GRAMMAR

<b>YEAR 4 – P &amp; G</b>						
	All Students		Boys		Girls	
	Term 1	Term 4	Term 1	Term 4	Term 1	Term 4
Towards with support (Stanine 1)	2 3%	3 5%	2 6%	3 8%		
Towards expectation (Stanine 2-3)	5 8%	3 5%	2 6%	2 6%	3 12%	1 4%
At expectation (Stanine 4-6)	41 69%	34 55%	24 71%	17 47%	17 68%	17 65%
Beyond expectation (Stanine 7-8)	10 17%	16 26%	5 15%	8 22%	5 20%	8 31%
Well beyond expectation (Stanine 9)	1 2%	6 10%	1 3%	6 17%		
Total number of students	59	62	34	36	25	26
TERM 1: 88% of Year 4 students are working at or above expectation (52/59) TERM 4: 91% of Year 4 students are working at or above expectation (56/62) An increase of 3%						

<b>YEAR 5 – P &amp; G</b>						
	All Students		Boys		Girls	
	Term 1	Term 4	Term 1	Term 4	Term 1	Term 4
Towards with support (Stanine 1)	4 7%	4 6%	2 7%	4 13%	2 7%	
Towards expectation (Stanine 2-3)	8 14%	5 8%	4 15%	3 9%	4 13%	2 7%
At expectation (Stanine 4-6)	30 53%	30 48%	13 48%	13 41%	17 57%	17 57%
Beyond expectation (Stanine 7-8)	9 16%	17 27%	4 15%	8 25%	5 17%	9 30%
Well beyond expectation (Stanine 9)	6 11%	6 10%	4 15%	4 13%	2 7%	2 7%
Total number of students	57	62	27	32	30	30
TERM 1: 80% of Year 5 students are working at or above expectation (45/57) TERM 4: 85% of Year 5 students are working at or above expectation (53/62) An increase of 5%						

Year 6 – P & G						
	All Students		Boys		Girls	
	Term 1	Term 4	Term 1	Term 4	Term 1	Term 4
Towards with support (Stanine 1)	2 3%		1 5%		1 3%	
Towards expectation (Stanine 2-3)	4 7%	3 5%	1 5%	1 4%	3 8%	2 6%
At expectation (Stanine 4-6)	32 55%	33 57%	16 73%	15 65%	16 44%	18 51%
Beyond expectation (Stanine 7-8)	17 29%	19 33%	4 18%	6 26%	13 36%	13 37%
Well beyond expectation (Stanine 9)	3 5%	3 5%		1 4%	3 8%	2 6%
Total number of students	58	58	22	23	36	35
TERM 1: 89% of Year 6 students are working at or above expectation (51/58) TERM 4: 92% of Year 6 students are working at or above expectation (55/58) An increase of 3%						

## MATHEMATICS

<b>YEAR 4 - MATHEMATICS</b>						
	All Students		Boys		Girls	
	Term 1	Term 4	Term 1	Term 4	Term 1	Term 4
Towards with support (Stanine 1)		1 2%		1 3%		
Towards expectation (Stanine 2-3)	11 19%	1 2%	6 18%	1 3%	5 20%	
At expectation (Stanine 4-6)	33 56%	32 52%	16 47%	13 36%	17 68%	19 73%
Beyond expectation (Stanine 7-8)	14 24%	21 34%	11 34%	15 42%	3 12%	6 23%
Well beyond expectation (Stanine 9)	1 2%	7 11%	1 3%	6 17%		1 4%
Total number of students	59	62	34	36	25	26
TERM 1: 82% of Year 4 students are working at or above expectation (48/59) TERM 4: 97% of Year 4 students are working at or above expectation (60/62) An increase of 15%						

<b>YEAR 5 - MATHEMATICS</b>						
	All Students		Boys		Girls	
	Term 1	Term 4	Term 1	Term 4	Term 1	Term 4
Towards with support (Stanine 1)	1 2%	3 5%		3 9%	1 3%	
Towards expectation (Stanine 2-3)	10 17%	5 8%	7 23%	2 6%	3 10%	3 10%
At expectation (Stanine 4-6)	29 48%	36 58%	11 37%	15 47%	18 60%	21 70%
Beyond expectation (Stanine 7-8)	17 28%	10 16%	10 33%	7 22%	7 23%	3 10%
Well beyond expectation (Stanine 9)	3 5%	8 13%	2 7%	5 16%	1 3%	3 10%
Total number of students	60	62	30	32	30	30
TERM 1: 81% of Year 5 students are working at or above expectation (49/60) TERM 4: 87% of Year 5 students are working at or above expectation (54/62) An increase of 6%						

YEAR 6 - MATHEMATICS						
	All Students		Boys		Girls	
	Term 1	Term 4	Term 1	Term 4	Term 1	Term 4
Towards with support (Stanine 1)						
Towards expectation (Stanine 2-3)	7 12%	9 15%	2 9%	2 9%	5 14%	7 19%
At expectation (Stanine 4-6)	35 60%	25 42%	12 52%	9 39%	23 66%	16 44%
Beyond expectation (Stanine 7-8)	13 22%	19 32%	9 39%	9 39%	4 11%	10 28%
Well beyond expectation (Stanine 9)	3 5%	6 10%		3 13%	3 9%	3 8%
Total number of students	58	59	23	23	35	36
TERM 1: 87% of Year 6 students are working at or above expectation (51/58) TERM 4: 84% of Year 6 students are working at or above expectation (50/59) A decrease of 3%						

Māori student achievement - PAT Results 2025		
<p>The Year 3 students only sit the Listening Comprehension test. There are 3 Māori students in Year 3.</p> <p>The Year 4 to 6 students sit all of the tests. There are 14 students in the Year 4-6 group.</p> <p>The results below are for the whole Māori student cohort rather than individual year groups to avoid identification of students, as there is a small number of students in each year group.</p>		
	Term 1 % of students achieving at or above expectation	Term 4 % of students achieving at or above expectation
<b>Listening Comprehension</b>	77%	83%
<b>Reading Comprehension</b>	57%	64%
<b>Vocabulary</b>	50%	77%
<b>Punctuation and Grammar</b>	64%	64%
<b>Mathematics</b>	65%	64%