



ST. TERESA'S SCHOOL

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2024

School Directory

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ST TERESA'S SCHOOL

Annual Financial Statements - For the year ended 31 December 2024

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St Teresa's School

Members of the Board

For the year ended 31 December 2024

Name	Position	How Position Gained	Term Expired/ Expires
Motu Togiaso	Presiding Member	Elected Sep 2022	Sept 2025
Ngahuia King	Parent Representattive	Elected Sep 2022	Sept 2025
Michelle Mohan	Parent Representattive	Re-Elected Sep 2022	Sept 2025
Riki Nawai	Parent Representattive	Co-Opted 2023	Sept 2025
Palepa Letiu	Proprietor Representative	Appointed Oct 2019	
Julie Casey	Proprietor Representative	Appointed Oct 2019	
Randy Blantucas	Proprietor Representative	Appointed Oct 2019	
Fr. Sean Mary	Proprietor Representative	Appointed	
Lydia Sula	Staff Representative		Sept 2025
Jacqueline Andrews	Principal (ex officio)	Appointed	

St Teresa's School

Statement of Responsibility

For the year ended 31 December 2024

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 2024 fairly reflects the financial position and operations of the School.

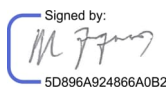
The School's 2024 financial statements are authorised for issue by the Board.

Motu Togiasso

Jacqueline Andrews

Full Name of Presiding Member

Full Name of Principal

Signed by:

5D896A924866A0B2

Signed by:

64B1D8E236357840

Signature of Presiding Member

Signature of Principal

23/05/2025

23/05/2025

Date:

Date:

St Teresa's School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Revenue				
Government Grants	2	1,482,062	1,407,579	1,546,351
Locally Raised Funds	3	87,292	54,250	82,363
Use of Proprietor's Land and Buildings		612,344	396,762	612,344
Interest		25,527	19,450	19,527
Total Revenue		2,207,225	1,878,041	2,260,585
Expense				
Locally Raised Funds	3	18,613	18,600	27,392
Learning Resources	4	1,343,493	1,410,552	1,471,852
Administration	5	92,036	96,346	107,004
Interest		1,020	847	843
Property	6	699,450	500,963	705,071
Loss on Disposal of Property, Plant and Equipment		-	-	279
Total Expense		2,154,612	2,027,308	2,312,441
Net Surplus / (Deficit) for the year		52,613	(149,267)	(51,856)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		52,613	(149,267)	(51,856)

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 Teresa's School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Equity at 1 January		503,791	512,912	524,374
Total comprehensive revenue and expense for the year		52,613	(149,267)	(51,856)
Contributions from the Ministry of Education		-	-	-
Distributions to the Ministry of Education		-	-	-
Contribution - Furniture and Equipment Grant		27,800	5,700	31,273
Equity at 31 December		584,204	369,345	503,791
Accumulated comprehensive revenue and expense		584,204	369,345	503,791
Reserves		-	-	-
Equity at 31 December		584,204	369,345	503,791

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 Teresa's School

Statement of Financial Position

As at 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Current Assets				
Cash and Cash Equivalents	7	33,452	11,398	6,515
Accounts Receivable	8	110,146	87,025	85,949
GST Receivable		5,787	7,183	7,183
Prepayments		7,125	7,995	7,995
Inventories	9	1,825	906	906
Investments	10	446,846	230,000	370,000
		605,181	344,507	478,548
Current Liabilities				
Accounts Payable	12	134,008	120,275	119,693
Borrowings	13	2,753	-	-
Revenue Received in Advance	14	5,352	230	7,536
Provision for Cyclical Maintenance	15	21,486	3,246	18,057
Finance Lease Liability	16	8,902	7,632	8,356
		172,501	131,383	153,642
Working Capital Surplus/(Deficit)		432,680	213,124	324,906
Non-current Assets				
Property, Plant and Equipment	11	209,330	202,810	228,135
		209,330	202,810	228,135
Non-current Liabilities				
Borrowings	13	9,636	-	-
Provision for Cyclical Maintenance	15	34,656	34,656	33,007
Finance Lease Liability	16	13,514	11,933	16,243
		57,806	46,589	49,250
Net Assets		584,204	369,345	503,791
Equity		584,204	369,345	503,791

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

St Teresa's School

Statement of Cash Flows

For the year ended 31 December 2024

	Note	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Cash flows from Operating Activities				
Government Grants		519,341	420,779	564,306
Locally Raised Funds		89,125	54,250	81,205
Goods and Services Tax (net)		1,396	-	(4,132)
Payments to Employees		(333,943)	(342,660)	(433,078)
Payments to Suppliers		(198,637)	(257,214)	(229,517)
Interest Paid		(1,020)	(847)	(843)
Interest Received		24,131	19,449	16,093
Net cash from/(to) Operating Activities		100,393	(106,243)	(5,966)
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(33,286)	(25,435)	(61,212)
Purchase of Investments		(76,846)	140,000	(60,000)
Net cash from/(to) Investing Activities		(110,132)	114,565	(121,212)
Cash flows from Financing Activities				
Furniture and Equipment Grant		27,800	5,700	31,273
Finance Lease Payments		(3,513)	(9,139)	(7,164)
Loans Received		12,389	-	-
Net cash from/(to) Financing Activities		36,676	(3,439)	24,109
Net increase/(decrease) in cash and cash equivalents		26,937	4,883	(103,069)
Cash and cash equivalents at the beginning of the year	7	6,515	6,515	109,584
Cash and cash equivalents at the end of the year	7	33,452	11,398	6,515

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.

St Teresa's School

Notes to the Financial Statements

For the year ended 31 December 2024

1. Statement of Accounting Policies

a) Reporting Entity

St Teresa's 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 2024 to 31 December 2024 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 15.

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 16. Future operating lease commitments are disclosed in note 20.

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 years
Board-owned Buildings	10 years
Furniture and Equipment	10 years
Information and Communication Technology	5 years
Motor Vehicles	5-10 years
Textbooks	3 years
Leased Assets held under a Finance Lease	As per finance agreement
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.

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 grants and payments where there are unfulfilled obligations for the Group 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 international students, should the School be unable to provide the services to which they relate.

o) 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 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.

p) Financial Instruments

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

The School's financial liabilities comprise accounts payable, borrowings, finance lease liability, and painting contract liability. Financial liabilities are 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.

q) 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.

r) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

s) Budget Figures

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

t) Services received in-kind

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

2. Government Grants

Government Grants - Ministry of Education
Teachers' Salaries Grants

2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
529,141	422,019	575,720
952,921	985,560	970,631
1,482,062	1,407,579	1,546,351

3. Locally Raised Funds

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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Revenue			
Donations and Bequests	34,987	22,500	35,140
Fees for Extra Curricular Activities	3,546	3,500	2,272
Trading	12,472	7,500	11,616
Fundraising and Community Grants	35,846	18,750	19,765
Other Revenue	441	2,000	13,570
	87,292	54,250	82,363
Expense			
Extra Curricular Activities Costs	5,400	6,100	5,642
Trading	10,678	11,500	20,563
Fundraising and Community Grant Costs	2,535	1,000	1,187
	18,613	18,600	27,392
Surplus/ (Deficit) for the year Locally Raised Funds	68,679	35,650	54,971

4. Learning Resources

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Curricular	48,796	66,214	57,552
Information and Communication Technology	10,375	10,344	9,809
Employee Benefits - Salaries	1,219,732	1,258,379	1,339,501
Staff Development	10,539	19,500	10,975
Depreciation	53,421	54,865	53,084
Other Learning Resources	630	1,250	931
	1,343,493	1,410,552	1,471,852

5. Administration

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Audit Fees	9,344	6,367	6,064
Board Fees	6,170	9,494	20,440
Operating Leases	85	-	-
Other Administration Expenses	24,383	27,485	29,132
Employee Benefits - Salaries	52,054	53,000	51,368
	92,036	96,346	107,004

6. Property

	2024	2024	2023
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Consultancy and Contract Services	31,045	35,450	33,279
Cyclical Maintenance	5,078	6,901	4,116
Heat, Light and Water	9,132	9,500	8,377
Rates	7,241	6,000	4,384
Repairs and Maintenance	12,844	18,700	7,368
Use of Land and Buildings	612,344	396,762	612,344
Employee Benefits - Salaries	13,449	17,000	16,270
Other Property Expenses	8,317	10,650	18,933
	699,450	500,963	705,071

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

	2024	2024	2023
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Bank Accounts	33,452	11,398	6,515
Cash and cash equivalents for Statement of Cash Flows	33,452	11,398	6,515

Of the \$33,452 Cash and Cash Equivalents, \$5,352 of Revenue Received in Advance is held by the School, as disclosed in note 14.

8. Accounts Receivable

	2024	2024	2023
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Receivables from the Ministry of Education	3,128	-	1,281
Interest Receivable	7,526	6,131	6,130
Teacher Salaries Grant Receivable	99,492	80,894	78,538
	110,146	87,025	85,949
Receivables from Exchange Transactions	7,526	6,131	6,130
Receivables from Non-Exchange Transactions	102,620	80,894	79,819
	110,146	87,025	85,949

9. Inventories

	2024	2024	2023
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
School Uniforms	1,825	906	906
	1,825	906	906

10. Investments

The School's investment activities are classified as follows:

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Current Asset			
Short-term Bank Deposits	446,846	230,000	370,000
Total Investments	446,846	230,000	370,000

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2024						
Buildings - School	7,745	13,765			(3,490)	18,020
Furniture and Equipment	138,616	3,580			(23,733)	118,463
Information and Communication Technology	47,612	11,159	(600)		(15,956)	42,215
Leased Assets	24,236	6,712			(9,001)	21,947
Library Resources	9,926	-			(1,241)	8,685
	228,135	35,216	(600)	-	(53,421)	209,330

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.

	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Buildings - School	46,838	(28,818)	18,020	33,073	(25,328)	7,745
Furniture and Equipment	374,205	(255,742)	118,463	370,625	(232,009)	138,616
Information and Communication Technology	256,027	(213,812)	42,215	245,468	(197,856)	47,612
Leased Assets	33,559	(11,612)	21,947	32,229	(7,993)	24,236
Library Resources	66,285	(57,600)	8,685	66,285	(56,359)	9,926
	776,914	(567,584)	209,330	747,680	(519,545)	228,135

12. Accounts Payable

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Creditors	20,245	24,799	24,799
Accruals	10,194	9,117	6,714
Banking Staffing Overuse	400	-	4,336
Employee Entitlements - Salaries	99,492	80,894	78,538
Employee Entitlements - Leave Accrual	3,677	5,465	5,306
	134,008	120,275	119,693
Payables for Exchange Transactions	134,008	120,275	119,693
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	134,008	120,275	119,693

The carrying value of payables approximates their fair value.

13. Borrowings

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Loans due in one year	2,753	-	-
	<u>2,753</u>	<u>-</u>	<u>-</u>
Loans due after one year	9,636	-	-
	<u>9,636</u>	<u>-</u>	<u>-</u>

The school has borrowings at 31 December 2024 of \$12,389 (31 December 2023 \$0). This loan is from the EECA for the purpose of LED lighting upgrade. The loan is unsecured, interest free and the loan is payable with interest in equal instalments of \$688.

14. Revenue Received in Advance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Grants in Advance - Ministry of Education	3,289	-	7,306
Other revenue in Advance	2,063	230	230
	<u>5,352</u>	<u>230</u>	<u>7,536</u>

15. Provision for Cyclical Maintenance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Provision at the Start of the Year	51,064	51,064	46,948
Increase to the Provision During the Year	5,078	6,901	4,116
Use of the Provision During the Year	-	(20,063)	-
Provision at the End of the Year	<u>56,142</u>	<u>37,902</u>	<u>51,064</u>
Cyclical Maintenance - Current	21,486	3,246	18,057
Cyclical Maintenance - Non current	34,656	34,656	33,007
	<u>56,142</u>	<u>37,902</u>	<u>51,064</u>

Per the cyclical maintenance schedule the school is next expected to undertake painting works during 2025 This plan is based on the schools 10 Year Property Plan is prepared by a Ministry of Education appointed consultant.

16. Finance Lease Liability

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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
No Later than One Year	9,791	8,000	8,616
Later than One Year and no Later than Five Years	14,155	13,000	15,543
Future Finance Charges	(1,530)	(1,435)	(1,125)
	<u>22,416</u>	<u>19,565</u>	<u>23,034</u>
Represented by			
Finance lease liability - Current	8,902	7,632	8,356
Finance lease liability - Non current	13,514	11,933	16,243
	<u>22,416</u>	<u>19,565</u>	<u>24,599</u>

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

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

The Proprietor provides land and buildings free of charge for use by the School Board as noted in Note 1(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'.

18. Remuneration

Key management personnel compensation

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

	2024 Actual \$	2023 Actual \$
<i>Board Members</i>		
Remuneration	3,300	3,680
<i>Leadership Team</i>		
Remuneration	254,811	373,342
Full-time equivalent members	2	3
Total key management personnel remuneration	<u>258,111</u>	<u>377,022</u>

There are 9 members of the Board excluding the Principal. The Board had held 8 full meetings of the Board in the year. The Board also has Property Committee (4 members) that met 5 times this year. As well as these regular meetings, including preparation time, the Chair 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:

	2024 Actual \$000	2023 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	130-140	140-150
Benefits and Other Emoluments	0-5	0-5

Other Employees

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

Remuneration \$000	2024 FTE Number	2023 FTE Number
100 - 110	0.00	1.00
110 - 120	2.00	2.00
	<u>2.00</u>	<u>3.00</u>

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

19. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2024 (Contingent liabilities and assets at 31 December 2023: nil).

Holidays Act Compliance – Schools Payroll

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

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

Pay Equity and Collective Agreement Funding Wash-up

In 2024 the Ministry of Education provided additional funding for both the Support Staff in Schools' Collective Agreement (CA) Settlement and the Teacher Aide Pay Equity Settlement. At the date of signing the financial statements the School's final entitlement for the year ended 31 December 2024 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 2025.

20. Commitments

(a) Capital Commitments

at 31 December 2024, the Board had no capital commitment.

(b) Operating Commitments

As at 31 December 2024, the Board has entered into no contracts.

21. Financial Instruments

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

Financial assets measured at amortised cost

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Cash and Cash Equivalents	33,452	11,398	6,515
Receivables	110,146	87,025	85,949
Investments - Term Deposits	446,846	230,000	370,000
Total financial assets measured at amortised cost	<u>590,444</u>	<u>328,423</u>	<u>462,464</u>

Financial liabilities measured at amortised cost

Payables	134,008	120,275	119,693
Borrowings - Loans	9,636	-	-
Finance Leases	22,416	19,565	24,599
Total financial liabilities measured at amortised cost	<u>166,060</u>	<u>139,840</u>	<u>144,292</u>

22. Events After Balance Date

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

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF ST TERESA'S SCHOOL'S FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2024

The Auditor-General is the auditor of St Teresa's School (the School). The Auditor-General has appointed me, Warren Johnstone, using the staff and resources of BDO Christchurch Audit Limited, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 3 to 18, that comprise the statement of financial position as at 31 December 2024, 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.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2024; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector Public Benefit Entity Standards Reduced Disclosure Regime.

Our audit was completed on 23 May 2025. 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 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 opinion.

Responsibilities of the Board for the financial statements

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

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

In preparing the financial statements, the Board is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board is also responsible for disclosing, as applicable, matters related to going concern and using the going concern basis of accounting, unless there is an intention to close or merge the School, or there is 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 assess the risk of material misstatement arising from the school payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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 responsible for the other information. The other information comprises the Members of the Board, Giving effect to the Tiriti o Waitangi Report, Kiwisport Report, Special and Contestable Funding Report, Reporting on the principles of being a Good Employer, Statement of Variance and Analysis of Variance.

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 independence requirements of 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) (PES 1)* issued by the New Zealand Auditing and Assurance Standards Board.

Other than the audit, we have no relationship with, or interests in, the School.



Warren Johnstone
BDO Christchurch Audit Limited
On behalf of the Auditor-General
Christchurch, New Zealand

Giving effect to te Tiriti o Waitangi

At St. Teresa's we are proud of our multicultural community and work hard to ensure our students feel safe and a real sense of belonging. This means that we acknowledge their culture, identity, and values. In order to do so with authenticity we have cultural representation on our staff and on our board.

As a board and as individuals we are on a journey to give effect to te Tiriti o Waitangi. Doing so requires us to ensure that our plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori and te ao Māori.

The staff we have take all reasonable steps to make instruction available in te reo Māori and tikanga Māori. Our teachers are expected to meet the standards of Our Code, Our Practice which states that teachers should have a comprehensive knowledge of te Tiriti and make it part of their teaching practice. For example, by:

- using te reo correctly and often in class
- teaching the history of Aotearoa New Zealand accurately.

The Code also expects teachers to "affirm Māori learners as tangata whenua and support their educational aspirations" by:

- encouraging te reo in the classroom
- helping our children learn about things they are interested in
- knowing the local history of where we are from, and
- encouraging our children to explore their whakapapa in their learning.

We have high expectations for all our students, including our Māori students who achieve equitable outcomes in their education

Since 2014 we have been on a journey of developing our teaching and learning approaches in line with Learning Through Play Pedagogy. This focuses on oral language in keeping with Māori oral traditions, as well as ensuring movement, music and storytelling are part of daily rituals. Our children are engaged in learning approaches that excite them and their whānau, as the children themselves choose their educational programmes, learning about the things they are interested in.

We consult with our community at least twice a year, meeting to develop our connections and grow relationships. Only a small number of our families are connected to their local iwi and have aspirations to truly engage in this community. We are working hard to help them establish these connections and take pride in their heritage.

Kiwi Sport Funding

Kiwi Sport is a Government funding initiative to support student participation in organised sport. In 2024 the school received \$2,654.76. This was used to provide for:

- Swimming lessons for all year 1-6 students, each child having up to 10 swimming lessons.
- A group of children having extra swimming lessons during school hours.
- Our seniors, years 5-8 attended surfing lessons at Scarborough Beach.

The number of students who participated in organised sports in 2024 was approximately 175.

Special and contestable funding:

During the year the school received \$80,281.50 ESOL funding. This was used to assist in the salary payment of two teacher aides who work with our ELL students and to release teachers to attend a professional learning group.

We also received \$575.00 from RTLB to assist with meeting individual needs of our students. This was put towards the teacher aide salaries.

Compliance with Education and Training Act 2020 requirements to be a good employer for the year ending 31 December 2024.

Reporting on the principles of being a Good Employer

How have you met your obligations to provide good and safe working conditions?	Robust policies and procedures in place which are followed. Our special character and core values based on Gospel values are evident in our relationships with our staff members. We are aware of our requirements and desire to ensure we are a good employer.
What is in your equal employment opportunities programme?	Showed commitment to equal opportunities in all aspects of employment including recruitment, training, promotion and conditions of service.
How have you been fulfilling this programme?	We comply with the Integration Act.
How do you practise impartial selection of suitably qualified persons for appointment?	Selected the person most suited to the position in terms of skills, experience, qualifications and aptitude ensured that employment and personnel practices were fair and free of any bias.
How are you recognising, – The aims and aspirations of Maori, – The employment requirements of Maori, and – Greater involvement of Maori in the Education service?	We are committed to honouring the Te Tiriti Waitangi and this is reflected in our school documentation and school programmes.
How have you enhanced the abilities of individual employees?	Regular and ongoing PLD opportunities within and outside of school. Staff working collaboratively to enable staff to learn from and support each other.
How are you recognising the employment requirements of women?	We meet all Equal Employment Opportunity requirements. We work to eliminate bias and discrimination.
How are you recognising the employment requirements of persons with disabilities?	EAP provided if needed. Catholic Parish Priests are available to support children and staff as required. We work to eliminate bias and discrimination.

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



St. Teresa's School - 3543 Statement of Variance 2024

Together, in our Catholic faith, we grow healthy minds, strong bodies and loving hearts.

Strategic Theme 1: Inspiring our children to develop a personal relationship with Jesus Christ

Annual Initiative	Providing a spiritually rich prayer and Religious Education programme
Target	Teachers demonstrate their focus on Religious Education through the professional delivery of every lesson employing an increasing repertoire of teaching strategies in authentic contexts, reflecting a Catholic worldview.
Baseline	Teacher knowledge of the new Religious Education Curriculum is developing as they are led through the document in planning new R.E. Unit plans, in a collaborative manner. Teacher knowledge of our Sexuality Programme is varied, due to staff changes.

Planned Action: Development of high-quality R.E. planning through structured support

Outcome: Working towards. Teachers collaborating in order to plan engaging lessons.

Variance/Commentary: No significant variance. Teachers received targeted support as planned.

Planned Action: Modelling, team teaching, and lesson observation to enhance teaching quality

Outcome: Mostly achieved. Lydia modelled lessons and team-taught in senior areas.

Variance/Commentary: Observations and feedback will become part of teacher PGC.

Planned Action: Virtues programme implementation across all hubs

Outcome: Achieved with adaptations.

Variance/Commentary: Adjustments were made to ensure virtues were more deeply understood and lived out.

Planned Action: Supporting teacher development in various prayer forms

Outcome: Partially achieved. Lydia modelled prayer in Te Rangimarie, but broader implementation could be strengthened.

Variance/Commentary: More structured professional development sessions on prayer forms could be beneficial.

Recommendations for Future Planning

1. Provide additional professional development focused on a variety of prayer forms.
2. Continue refining the Virtues Programme to ensure it remains impactful and sustainable.
3. Teachers to continue to plan collaboratively, seek feedback from peer in order to improve the quality of teaching and learning

This report highlights the successes achieved and areas for further development in our Religious Education programme. Continued reflection and adaptation will ensure ongoing improvement in fostering students' faith and personal relationship with Jesus Christ.

Strategic Theme 2: Developing whole children through a play rich learning curriculum

	Initiative 1	Initiative 2
Annual Initiative	Strengthening Individual Teacher Capability and Collective Capacity	Articulate and measure what we value
Target	All staff continue to grow their professional knowledge	Community understanding of the equal value of the whole child
Baseline	Staff coming to terms with curriculum changes and varied student needs	Some staff members are able to articulate our philosophy We talk about educating the whole child but have no formal system of reporting student SPICES

Initiative 1

Planned Action: Enhance Staff Confidence in Teaching ELL Students

Outcome: Ongoing.

Variance/Commentary: Leadership roles were established to drive the initiative, focusing on digitizing ELL data and improving programme access. Key milestones included the completion of digital ELL forms. Ongoing professional development will further enhance staff confidence.

Planned Action: Enhance Teacher Aides' Capability for Supporting Students with Learning Challenges

Outcome: Ongoing

Variance/Commentary: Teacher aides have engaged in Ministry-funded professional development, including training in communication skills for autistic students. Collaboration with external experts and structured training have increased their competencies. Continued training in neurodiversity-affirming practices will sustain growth.

Planned Action: Increase Staff Confidence in Structured Literacy

Outcome: Ongoing

Variance/Commentary: Multiple staff members participated in professional development for Structured Literacy. The implementation of Helen Wells' writing programme and additional training under government-funded initiatives marked key progress. Ongoing professional development ensures sustained implementation across classrooms.

Planned Action: Boost Teacher Confidence in the New Maths Curriculum

Outcome: Ongoing

Variance/Commentary: Senior teachers engaged in professional development sessions, leading to increased confidence in applying new curriculum concepts. Continued professional development will further embed curriculum integration.

Planned Action: Enhance Teacher Capability in Health and Physical Education

Outcome: Ongoing

Variance/Commentary: Engagement with Healthy Active Learners (HAL) increased staff capability and student participation. Training, modelled lessons, and a community map of local sports clubs and parks fostered stronger home-school connections. Continued support from HAL experts will sustain momentum.

Conclusion:

Substantial progress has been made in strengthening teacher capability and collective capacity. Initiatives in ELL education, teacher aide training, structured literacy, maths curriculum implementation, and health and physical education have led to visible improvements. Continued professional development and resource allocation will sustain this progress.

Initiative 2:

Planned Action: Redevelop reporting to parents to reflect whole-child development

Outcome: Partially achieved. Reports were redesigned and shared.

Variance/Commentary: Parent engagement was lower than expected, particularly on Hero.

Planned Action: Collect feedback from parents to refine reporting

Outcome: Limited response initially; efforts increased.

Variance/Commentary: Initial lack of feedback delayed refinements. Seeking structured parent feedback remains a priority.

Planned Action: Provide support for parents accessing reports on Hero

Outcome: Achieved.

Variance/Commentary: A delay in realising the notification issue impacted engagement. Social media videos were introduced to support navigation.

Planned Action: Adapt reports to improve clarity and effectiveness

Outcome: Achieved. Updates made in December for younger students and Year 7/8 students.

Variance/Commentary: Further refinement may be needed as government mandates evolve.

Recommendations for Future Planning

1. Actively seek structured parent feedback earlier in the year to refine reporting.
2. Continue efforts to educate parents on navigating Hero through videos and direct communication.
3. Monitor government mandates on reporting to ensure compliance and seamless transitions.
4. Continue to refine reporting formats to ensure accessibility and clarity for all year levels.

This report highlights progress made and areas for continued development in our play-rich learning curriculum and parent reporting systems.

Strategic Theme 3: Empower all stakeholders to be active contributors

Annual Initiative	Annual Initiative 1	Annual Initiative 2	Annual Initiative 3
	Educate our parent body on why we value a play rich learning environment	Develop meaningful connections	Develop a culturally rich learning environment for all
Target	All staff contribute and work collegially, in the pursuit of improved own and organisational practice, showing leadership, particularly in areas of responsibility.	Teachers engage in reciprocal, collaborative learning focussed relationships with colleagues and agencies	All members of our community will feel a sense of belonging Whānau and community are actively included and valued in the education of our children
Baseline	Areas of strength are evident within the school environment.	Some connections are well developed.	Some of our cultural groups are very active in the school.

Annual Initiative 1:

Planned Action: Regular parent evenings to educate our parents

Outcome: Partially achieved. Will continue to engage all cultural groups.

Variance/Commentary: Met with all our cultural groups except the African families.

Planned Action: Create a parent information booklet for new parents

Outcome: Work in progress

Variance/Commentary: We are working on refreshing our website which we intend to share with our community to help educate them regarding our learning pedagogy.

Kahui ako has been working towards developing a booklet that we will look to alter to fit our school.

Planned Action: Grow parents' understanding through regular communication by instigating a Newsletter and Notice board.

Outcome: Achieved, we are communicating weekly via our Newsletter and Notice board

Variance/Commentary: We are receiving positive feedback regarding the newsletter.

Annual Initiative 2:

Planned Action: Encourage parents/community to volunteer their time and talents

Outcome: Achieved, but still more work to do.

Variance/Commentary: We are developing positive parent & community involvement with sharing knowledge and talents, sport team support, and cultural groups support. We would like more support at school during the week. We will continue to encourage parents and the community to share skills.

Annual Initiative 3:

Planned Action: Create opportunities for authentic, cultural community engagement

Outcome: Partially achieved but this action still remains a work in progress

Variance/Commentary: We successfully met with our Indian, Filipino, and Pasifika groups. However engagement with our African community has been challenging due to new babies and shyness. We will continue to encourage participation.

The Onam festival was a wonderful connection with the Indian community, who are passionate about sharing their culture and our cultural festival was a great success, with excellent parent support and student engagement.

Planned Action:

Meaningfully incorporate te reo Maori and tikanga Maori into our everyday life

- Make connection with Tuahiwi Marae
- Attend workshops
- Use of Kāhui Ako te reo Māori resource

Outcome: Achieved. Will continue to work on incorporating te reo Maori and tikanga Maori into our everyday life.

Variance/Commentary: Key staff attended two workshops at Tuahiwi Marae. The second workshop focusing on land sales in the 1800s and Ngāi Tahu's treaty grievances. We held a second Mihi Whakatau to welcome new students and staff, and are aiming to hold one each term in 2025.

Planned Action: Research the cultural narrative on our school

Outcome: Achieved. Research has been ongoing throughout the year.

Variance/Commentary: Cultural narrative research has progressed well. Staff have worked together to write the narrative in a child-friendly language. From this we will create a presentation which will be released on the school website in Term 1 2026.

This report highlights progress made and areas for continued development in our play-rich learning curriculum and parent reporting systems.

Recommendations for Future Planning

Annual Initiative 1: Educate our Parent Body

- Expand Parent Education Evenings: Host regular events to educate parents on play-rich learning, including all cultural groups.
- Distribute Parent Information Booklet: Provide new parents with an informative booklet and update the school website with resources.
- Enhance Communication Channels: Improve the weekly newsletter and notice board to keep parents informed.

Annual Initiative 2: Develop Meaningful Connections

- Encourage Volunteerism: Invite parents and community members to volunteer, aiming for more support during school hours.
- Strengthen Involvement: Foster positive involvement in school activities, including sports and cultural groups.

Annual Initiative 3: Develop a Culturally Rich Learning Environment

- Foster Authentic Cultural Engagement: Create more opportunities for genuine cultural engagement and inclusion.
- Incorporate Te Reo Maori and Tikanga Maori: Continue integrating te reo Maori and tikanga Maori into daily life, hold regular Mihi Whakatau, and attend workshops.
- Research and Share Cultural Narrative: Finalise and present the school's cultural narrative in child-friendly language on the website.

Analysis of Variance

Strategic Theme 2	Developing whole children through a play based learning curriculum
Annual Initiative 1	Strengthening individual teacher capability and collective capacity.
Target	Student Achievement data: 3 Year 5 students and 3 Year 7 students who are working below their expected curriculum level in Reading.
Baseline	The 3 Year 6 students working at Level 1a and the 3 Year 7 students working at Level 2p.

Actions	Teachers reviewed the data to determine the specific learning needs of our target students. The children were withdrawn from the classroom programme, in a small group 3x per week to target reading comprehension by doing a novel study. The focus of the programme was discussion, literal comprehension, inference and written responses to incorporate sentence formation where possible as well.
Outcomes	2 students made 1 sub level shift in progress 4 students made 2 sub level shifts in progress
Reasons for the variance	Key factors contributing to the results are: -All of the children are ELL learners.
Evaluation	All 6 students were thoroughly engaged in their learning and put in their best effort. This was evident in progress made. We found withdrawing students in a small group to be effective for learning. The environment was quieter and more focused to target learning needs.
Planning for 2025	These 6 students will continue to be part of a targeted and structured Literacy programme working on both reading and writing. We intend to use the Lexia Reading programme and Writer's Toolbox to support these learners in making progress to meet their expected curriculum level.

St. Teresa's Reading Data End of Year 2024

Reading	Below	Not yet	At	Above	Total
Whole School	10	38	52	66	166
Maori	1	3	1	1	6

Reading	Below		Not yet		At		Above		Total
	No	%	No	%	No	%	No	%	
Asian	3	2.4%	29	23.2%	38	30.4%	55	44%	125
MELAA	1	10%	1	10%	6	60%	2	20%	10
Maori	1	16.6%	3	50%	1	16.6%	1	16.6%	6
NZ/European			3	27.3%	3	27.3%	5	45.4%	11
Pasifika	5	35.7%	2	14.3%	4	28.6%	3	21.4%	14
Total	10	6%	38	22.9%	52	31.3%	66	39.8%	166

	Below		Not yet		At		Above		Total
	No	%	No	%	No	%	No	%	
Female	4	4.6%	12	13.8%	30	34.5%	41	47.1%	87
Male	6	7.6%	26	33%	22	27.8%	25	31.6%	79
Total	10	6%	38	23%	52	31.3%	66	39.7%	166

Reading	Below		Not yet		At		Above		Total
	No	%	No	%	No	%	No	%	
Y0					6	100%			6
Y1			15	88.2%	2	11.8%			17
Y2	0		10	40%	7	28%	8	32%	25
Y3	2	15.4%	1	7.7%	1	7.7%	9	69.2%	13
Y4	1	4%	1	4%	10	40%	13	52%	25
Y5	1	5.3%	3	15.7%	6	31.6%	9	47.4%	19
Y6	1	5.5%	2	11.1%	7	38.9%	8	44.5%	18
Y7	2	10%	3	15%	3	15%	12	60%	20
Y8	3	13%	3	13%	10	43.5%	7	30.5%	23
Total	10	6%	38	23%	52	31.3%	66	39.7%	166

St. Teresa's Mathematics Data End of Year 2024

Mathematics	Below	Not yet	At	Above	Total
Whole School	12	37	63	57	169
Maori	1	2	1	2	6

Mathematics OTJ	Below		Not yet		At		Above		Total
	No	%	No	%	No	%	No	%	
Asian	7	5.5%	27	21.1%	47	36.7%	47	36.7%	128
MELAA	1	10%	2	20%	5	50%	2	20%	10
Maori	1	16.6%	2	33.4%	1	16.6%	2	33.4%	6
NZ/European			1	9.1%	7	63.6%	3	27.3	11
Pasifika	3	21.4%	5	35.8%	3	21.4%	3	21.4%	14
Total	12	7.1%	37	21.9%	63	37.3%	57	33.7%	169

	Below		Not yet		At		Above		Total
	No	%	No	%	No	%	No	%	
Female	6	6.8%	18	20.5%	32	36.4%	32	36.4%	88
Male	6	7.4%	19	23.5%	31	38.3%	25	30.8%	81
Total	12	7.1%	37	21.9%	63	37.3%	57	33.7%	169

Maths	Below		Not yet		At		Above		Total
	No	%	No	%	No	%	No	%	
Y0					3	50%	3	50%	6
Y1	0		4	23.5%	12	70.6%	1	5.9%	17
Y2	0		2	8%	19	76%	4	16%	25
Y3	0		4	30.8	5	38.4%	4	30.8	13
Y4	3	12%	9	36%	4	16%	9	36%	25
Y5	1	5.2%	1	5.2%	5	26.4%	12	63.2%	19
Y6	2	10%	6	30%	5	25%	7	35%	20
Y7	2	9.6%	5	23.8%	5	23.8%	9	42.8%	21
Y8	4	17.4%	6	26.1%	5	21.7%	8	34.8%	23
Total	12	7.1%	37	21.9%	63	37.3%	57	33.7	169

St. Teresa's Writing Data End of Year 2024

Writing	Below	Not yet	At	Above	Total
Whole School	24	48	66	29	167
Maori	3	1	1	1	6

Writing	Below		Not yet		At		Above		Total
	No	%	No	%	No	%	No	%	
Asian	11	8.7%	39	30.7%	53	41.7%	24	18.9%	127
MELAA	2	20%	2	20%	6	60%	0		10
Maori	3	50%	1	16.6%	1	16.6%	1	16.6%	6
NZ/European	2	18.2%	4	36.4%	2	18.2%	3	27.2%	11
Pasifika	6	46.2%	2	15.4%	4	30.8%	1	7.6%	13
Total	24	14.3%	48	28.7%	66	39.5%	29	17.3%	167

Writing	Below		Not yet		At		Above		Total
	No	%	No	%	No	%	No	%	
Female	10	11.3%	16	18.2%	40	45.5%	22	25%	88
Male	14	17.7%	32	40.5%	26	33%	7	8.8%	79
Total	24	14.4%	48	28.7%	66	39.6%	29	17.3%	167

Writing	Below		Not yet		At		Above		Total
	No	%	No	%	No	%	No	%	
Y0					6				6
Y1	0	0%	13	76.5%	4	23.5%	0	0%	17
Y2	1	4%	10	40%	14	56%	0	0%	25
Y3	1	7.7%	3	23%	5	38.5%	4	30.8%	13
Y4	3	12.6%	7	29.1%	12	50%	2	8.3%	24
Y5	0	0%	4	22.3%	6	33.3%	8	44.4%	18
Y6	7	35%	3	15%	4	20%	6	30%	20
Y7	6	28.5%	6	28.5%	8	38.2%	1	4.8%	21
Y8	6	26%	2	8.7%	7	30.5%	8	34.8%	23
Total	24	14.5%	48	28.7%	66	39.4%	29	17.4%	167