



St John's College

2025 Annual Report



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Statement of Variance

| Strategic Goal 1: Elevate the Catholic Character of the College and be the school of choice for Waikato Catholic boys. | | | | | |
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| Strategic Plan | Annual Plan Actions | Who | When | Costs | Review of 2025 Analysis of Variance |
| 1.1 A detailed plan and funding model are in place for a chapel that will establish at the school a centre for prayer and reflection | Finalise plans and develop costings/financial modelling/fundraising plan and project management plan | STO and BoT | 2025 | | BoT has finished its Business plan. Work in progress plans completed. |
| 1.2 Increasing numbers of boys are being confirmed in the Catholic faith and living a life with a love of Christ | Develop strategy with new DCC Support youth Mass at 6:45 at Cathedral | DCC | T3 | \$500 | Unfortunately only a few students put their hands up for this last year so it didn't run. We need to get onto this early and look at how to encourage more boys. This is the second year that it hasn't run. |
| 1.3 All staff are confident in their support of the Catholic character of the school | Continue to run a catechetical paper each year at the college for up to 8 staff Seek out Catholic teachers to join staff | JBA and DCC STO | | \$300 | We ran the old testament course at the end of last year with 7 staff over three days (one was not an RE teacher as we have widened the scope). |

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| | <p>DCC to maintain centralised record system of staff/papers/hours in school</p> <p>DCC to develop programme of catholic character staff meetings for 2025</p> <p>DCC to establish catholic character staff team and devise regular meeting schedule</p> | <p>DCC</p> <p>DCC</p> <p>DCC</p> | | <p>Brian is going to check with the Diocese as he thinks there may have been a change in how it is calculated.</p> <p>We have had little movement of staff up to 2025 however at the end of 2025 we have had several. We have employed three Catholic staff at the end of 2025 one in RE one Science and one Maths.</p> <p>Although Brian used other staff at times there was no formal group created.</p> <p>Brain ran an effective and interesting series of meetings. We need to look at how to look at the programme for 2026.</p> |
| <p>1.4 Through the Marist Man ethos, students develop a sense of what it is to be a man of Faith, Integrity and Service</p> | <p>Marist Man signage in new admin space/student reception</p> <p>Regular references to Marist man by staff in classrooms and around school</p> | <p>TWE</p> <p>All teachers</p> <p>DKA/JSM/TWE</p> | T1 | <p>\$2000</p> <p>Other signage has been completed including the Admin area.</p> |

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| | Signage around the school, Develop collaterals for rooms for MM | DKA | T1 | | Documentation for this was created but needs work. |
| | Develop and embed Integrity document | JBA | T2 | | This year we have 2 new leadership roles for service at yr 13. |
| | Develop and embed Faith document | JSM | T2 | | To do 2026: Website for examples needs to be updated. Marist Man needs to be updated on the webpage. |
| | Have list of service opportunities (in and out of school) for students to choose from | JSM | T2 | | |
| | Service examples on website so boys are aware of opportunities | | | | |

Strategic Goal 2: Develop a culture where all students aspire to fulfil their academic potential

| Strategic Outcomes | Annual Actions | Who | When | Costs | Progress Indicators |
|---|--|--|---|-------|--|
| <p>2.1 All students are supported by high quality teachers and resources to achieve success in their chosen pathway</p> | <p>Establish Teaching & Learning group to focus on developing pedagogy and practice.</p> <p>T&L group to prioritise PLD opportunities for 2025</p> <p>Faculties to review new NCEA L1 at end of year</p> <p>Review Google Classroom training plan for 2025</p> | <p>DTE</p> <p>T&L</p> <p>HOFs</p> <p>DTE</p> <p>DTE/JSM</p> <p>HOFs/</p> <p>TWE</p> <p>JSM/T&L/WSL</p> | <p>T2/3</p> <p>T1</p> <p>T1</p> <p>T3</p> <p>T2</p> | | <p>T & L group has been much better and has been extended to roles such as SENCO largely driven by DTE so we will need to look at the leadership model.</p> <p>Faculties reviewed programmes in general. Did not focus specifically on NCEA L1.</p> <p>Review not completed.</p> <p>2026: Google classroom basics to be covered in PLD session with staff.</p> <p>All school on BYOD from 2026 but not all Faculties fully utilising BYOD. However it is not</p> |

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| | <p>Focused PLD plan to develop and extend use of BYOD (Senior School)</p> | <p>WSL/JSM</p> | | <p>compulsory. For example not a lot of use in Maths.</p> |
| | <p>Cap Ex purchasing to support curriculum delivery</p> | <p>JSM</p> | | <p>Some monies spent in 2025 but insufficient - more capital expenditure available to improve student outcomes. Issue is not enough ideas coming from HOFs.</p> |
| | <p>Develop SJC a more agile version of impact coaching model. New Lesson obs template.</p> | <p>RMA ADR/SLT</p> | | <p>New Lesson observation tool developed but yet to be rolled out to the faculties</p> |
| | <p>WSLs develop and implement plan to support SJC annual plan</p> | | | <p>Within developed a plan to support the annual plan. Initiative (WSLs) no longer in use for 2026 - Kāhui Ako disestablished.</p> |
| | <p>Devise a system of release to help staff secure peer observations</p> | | | <p>System created with a document to be used. Very few staff used this in 2025 and wasn't utilised fully.</p> |

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| | <p>Continuing with PLD resources for 9/10LIT</p> <p>Academic dean to work with SLT to develop/implement action plan around their work in 2025</p> | | | <p>Resources purchased throughout the year including Writer's Toolbox. Effective and ongoing into 2026.</p> <p>Academic Council was effective, providing tutorials (tuakana/teina).</p> <p>2026: Look at M/E target students, monitoring.</p> |
| <p>2.2 A broad range of learning pathways meets the needs of all students, including Priority Learners</p> | <p>Improve proportion of L3 Māori/Pacific students gaining UE</p> <p>T&L group to undertake curriculum review to open up pathway discussions and lead future curriculum planning.</p> | <p>ADR/JKE/DLY/SQU/Yr11/12 Deans</p> <p>T&L</p> <p>ADR/JKE/DLY/SQU/DTE</p> <p>JSM</p> | <p>T1/2</p> <p>T3</p> | <p>UE results for Māori 2025 40% (10 of 25 students) compared to 42.9% in 2024 (9 of 21 students)</p> <p>UE results for Pasifika 2025 33.3% (5 of 15 students) compared to 26.9% in 2024 (7 of 26 students)</p> <p>We undertook surveys of those students engaged in the non-academic pathway to better</p> |

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| | <p>Action plan developed to promote STEM pathways for Māori and Pasifika students - 2025 focus on Year 9/10 students</p> <p><i>Undertake student surveys/interviews</i> to further our understanding of student pathways and curriculum needs.</p> <p>Development of Māori/Pacific focused career education to secure aspirations and career pathways</p> | SQU | T2 | | <p>understand their needs. 2026 will see us to a similar survey for those on academic pathways</p> <p>Strategic thinking and learning pathways review conducted by T&L group. Suggestions include -</p> <p>Broader base of subjects in Year 13 to cater for non UE students. The focus going forward needs to be on number of students gaining UE.</p> <p>Survey done - focus on non-academic pathways only. Request for a L3 Building and Construction course as a result.</p> <p>Sarah, Jacob & Di have worked together to look at best possible aspirational options for our students</p> |
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| <p>2.3 Academic success is encouraged, valued and celebrated across the school</p> | <p>HOFs to develop consistent approach to celebrating academic success using assemblies</p> <p>Develop use of Eagle to instil a culture of academic success</p> <p>Improve visibility of Academic leaders particularly in the junior school</p> <p>Utilise academic council to provide mentoring</p> <p>Celebrate the Cambridge programme we are now doing</p> | <p>HOFs</p> <p>TWE/SMT</p> <p>DKA/ADR</p> <p>ADR</p> <p>JSM</p> | <p>T1</p> | <p>There were some HoF who spoke to excellent work.</p> <p>Eagle #1 included academic results for 2024; Eagle #4 included recognition of academic prize winners. A mixture of academic pieces included alongside sporting, cultural successes.</p> <p>2026: Each Eagle has a specific allocated space for academic updates and recognition.</p> <p>Leaders as part of the Academic council were involved with the Junior School with mentoring and tutoring.</p> <p>Offered during break times every week – students used it based on their needs.</p> |
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| | <ul style="list-style-type: none"> review maths results from 2024 and implement plan for improvement | | | | <p>Social Sciences have agreed to implement Global Perspectives for the top Yr 10 class in 2026.</p> <p>Maths - Mark Plant has developed Jiyang Shi to take Cambridge Math for 2026. This is good for future proofing.</p> <p>2026: Look into Cambridge to bring into school in the future.</p> |
| <p>2.4</p> <p>For 85% of students to realise/better their NCEA target</p> <p>NCEA Level 1 Pass Rates</p> <p>Achieved - 44%, Merit 17%, Excellence 5.5%</p> <p>NCEA Level 2 Pass Rates</p> <p>Achieved - 49%, Merit 18%, Excellence 10%</p> | <p>Aspirational pass rates</p> <ul style="list-style-type: none"> Level 1 - 95% Level 2 - 93% Level 3 - 88% <p>Develop appropriate intervention strategies to support students achieving the Lit/Num CAA's in Year 11</p> | <p>ALL staff</p> <p>HOFs</p> <p>ADR</p> | | | <p>Actual Overall pass rates</p> <p>Level 1 - 87.8%</p> <p>Level 2 - 95.4%</p> <p>Level 3 - 91.9%</p> <p>Level 1 breakdown</p> <p>Achieved - 51.7%</p> <p>Merit - 28.5%</p> <p>Excellence - 7.6%</p> |

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| <p>NCEA Level 3 Pass Rates</p> <p>Achieved - 43%, Merit 15%, Excellence 8%</p> <p>Māori Targets</p> <p>L1 - 93%, L2 - 92%, L3 - 84%</p> <p>Pasifika Targets</p> <p>L1 - 91%, L2 - 90%, L3 - 84%</p> | <p>Individual coaching meetings with identified Year 13 students</p> | | | <p>Level 2 breakdown</p> <p>Achieved - 61.9%</p> <p>Merit - 22.9%</p> <p>Excellence - 10.6%</p> <p>Level 3 breakdown</p> <p>Achieved - 64.7%</p> <p>Merit - 16.8%</p> <p>Excellence - 10.4%</p> <p>UE achievement</p> <p>2024 = 56.4%</p> <p>2025 = 51.5%</p> <p>2025 had 12.7% not able to get UE and a total of 32.4% unlikely to get</p> |
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| | | | | <p>UE based on subject selection (internal subjects with no leeway)</p> <p>Māori pass rates</p> <p>L1 - 82.8%, L2 - 88.9%, L3 - 88%</p> <p>Pasifika pass rates</p> <p>L1 - 60%, L2 - 90.9%, L3 - 80%</p> |
| <p>2.4 The school works closely with its community to achieve consistently high attendance rates across all cohorts.</p> | <p>Follow directives as outlined in MOE STEPS programme</p> <p>Regular attendance target - 70% of students attending 90%+</p> <p>90% of absences explained within 5 days of return to school.</p> <p>Community letters to our learning community to</p> | <p>DKA/JSM</p> <p>Deans/DKE/JSM</p> <p>Form tchrs/ Deans/SPE</p> <p>DKA/JSM/Deans</p> | | <p>Plan implemented. Letters sent home for those students falling below 90% each term and whenever students had 10/15 days absent.</p> <p>2025 final Everyday matters report has our regular attendance rate at 74%</p> |

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| | reinforce attendance expectations | | | | 2026: PAROT set up to send automatic emails to staff regarding student attendance (daily/weekly). |
| | Review Kamar letters - regular attendance letters going home to students of concern | | | | |

| Strategic Goal 3: Enhance student & staff wellbeing through developing resilience, inclusiveness, a sense of selfPL & belonging | | | | | |
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| Strategic Outcomes | Annual Actions | Who | When | Costs | Progress Indicators |
| 3.1 The Pastoral Care team is sufficiently resourced to cater for the needs of all students, staff and whānau | Provide Deans with KAMAR PLD to promote proactive Deaning - focus on attendance | JSM/DKA | | | <p>New deans attend Pastoral course</p> <p>PLD run regarding attendance and Deans role. Not all Deans completed expected outcomes (recording in KAMAR)</p> |
| 3.2 The Learning Support system identifies all students of need and staff are able to support their different learning needs | ESOL for domestic students identified and managed effectively by SENCO, ensuring and testing completed in a timely manner and appropriate funding is applied for. | STO | T1 & T3 | | <p>Learning Assistant appointed for ESOL (as a Limited Authority to Teach) - ESOL qualifications.</p> <p>2 classes formed for ESOL students in 2025. 1 focussed on long term students, 1 on short term students. Will continue in 2026.</p> <p>Review of GATE not completed.</p> |

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| | Undertake formal review of GATE provisions for SJC students SENCO role/IEP/SAC Review | SLT SLT/HKA | | | Review of SENCO/IEP/SAC ongoing. |
| 3.3 Students and staff have a strong sense of personal identity | Well-being survey for staff/students Provide students opportunities to share their cultural identity during assembly | DMC | | | Students surveyed through Kaahui Ako role. Staff survey ongoing. Improvement from 2024. Increased cultural singing across assemblies. Ongoing in 2026 to continue to build. |
| 3.4 Students have the tools they need to thrive in the face of the challenges life may present | Regular catch ups with counsellors | CMO | | | Guidance team continue to engage in multiple PLD opportunities. Regular face-to-face contact with SLT for updates. |
| 3.5 An inclusive, nurturing environment imbues respect and love of oneself, others and Christ | All students to have deepened understanding of our Marist Man ethos | | | | Going well. 15% increase in MM from 2024. Introduction of Marist Man honours board in 2025. 6 supreme |

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| | | | | | award winners (Marist Man for 4 years in a row). |
| 3.6 Māori and Pasifika students thrive in an environment which reflects Te Tiriti and uses culturally appropriate strategies to support their engagement and achievement | Internal signage which reflects the bicultural nature of our school | STO/JKE | T1 | ? cost of signage | We have completed most of the school with a few places to complete. |
| | Haka actions for wahine | JKE/JRA | T3 & T4 | NIL | Alexis ran these sessions with 8 to 10 female staff in T3 & T4. Staff received graduation certificates |
| | Follow up and review progress on Te Pumaomao action plans | SMT/JKE | | | Staff completed PLD in T4. Cultural Responsiveness Group planning and delivered to staff |
| | To continue to develop Fale Pasifika form classes - improved structure/form and reason to be | DLY | | | I feel that we need to do some work here, concerned that we are not making the progress we should from a 'internal culture' point of view. |
| | Review and amend Pasifika action plan | DLY/SLT | | | Review was completed. STO met with the respective Deans.. |
| | Encourage staff to take up PLD opportunities in Te Reo Māori and Te Ao Maori in subject areas | JKE | | | Funding was withdrawn by MOE for this for staff. |

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| | Review development of cultural competencies within curriculum faculties | SMT | | | HoFs completed review with DTE. |
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| Strategic Goal 4: Strengthen our community connections to provide more opportunities for our students | | | | | |
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| Strategic Outcomes | Annual Actions | Who | When | Costs | Progress Indicators |
| 4.1 Opportunities for mentoring, worksite visits, work experience and career pathways are developed in conjunction with the business community | Greater links with foundation and careers faculty developed to ensure appropriate speakers and links are developed for our students. Do this through choosing appropriate people to speak, as opposed to opening it up to all. | SQU | Ongoing | <i>Thank you gifts (Careers budget)</i> | In terms of Foundation representatives speaking to general groups of students, this has not happened as originally hoped; hoping for it to happen in 2026. |
| | Ensure all eight Year 10 classes take part in the SSEP programme, visiting at least one employer's workplace, as well as have at least one business visit them in their Science classes (to promote STEM based career pathways). | SQU SLT | Throughout 2025 Throughout 2025 (initial meeting with UoW T1) | <i>Buses for workplace visits, + employer morning teas (Careers budget)</i> | All eight Year 10 Core Classes took part in the SSEP Programme in 2025, working with either Stafford Engineering, INEX, Waikato Regional Council, NZ Aero or Fulton Hogan. A group of 40 Year 10 students attended the |

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| | <p>Further leverage links with UoW for Year 10s (in particular) to promote STEM based career pathways</p> <p>Limited group of at-risk students externally mentored</p> | | | | <p>'Discover U' day at the UoW.</p> |
| <p>4.2 Alumni and members of the school community are invited to volunteer as speakers, mentors, role models and positive examples of faith, service, local and diverse cultures, achievement and diverse career paths</p> | <p>Use foundation members for mentoring programme</p> <p>Use Alumni database to make contact with appropriate speakers to work with different cohorts of students. As above, do this through choosing appropriate people to speak, as opposed to opening it up to all.</p> | <p>DKA</p> <p>SLT</p> <p>SQU</p> | <p>T2/T3</p> <p>Ongoing</p> | <p><i>Thank you gifts (Careers budget)</i></p> | <p>This is a difficult one to get people available during the day. We will schedule in 2 speakers for assemblies 2026.</p> |
| <p>4.3 Closer connections are established between the school, the community and the SJC Foundation to encourage philanthropy</p> | <p>Gather feedback/stakeholder survey regarding involvement in events such as father/son breakfasts, father/son days in the workshop etc</p> | <p>SLT</p> <p>STO</p> | <p>Term 1</p> | | <p>This a is a 'slow burn'.</p> <p>However I have seen more engagement such as two old boy reunions (40 and 25) who came to look at school and meet me.</p> |

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| | Regular feedback from foundation (bi-monthly) | | | | |
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2026 Strategic and Annual Plan - Saint John's College

This is the annual plan for the year which is used to report to the BoT.

| Strategic Goal 1: Elevate the Catholic Character of the College and be the school of choice for Waikato Catholic boys. | | | | | |
|--|---|------------------------|-------------|--------------|----------------------------|
| Strategic Plan | Annual Actions | Who | When | Costs | Progress Indicators |
| 1.5 A detailed plan and funding model are in place for a chapel that will establish at the school a centre for prayer and reflection | Engage with Business case. Look to explore funding options | STO and BoT | 2026 | | |
| 1.6 Increasing numbers of boys are being confirmed in the Catholic faith and living a life with a love of Christ | Sacraments of initiation before Easter. Develop timetable – consider how best to get the boys to attend. Liaise with Bishop DCC to attend youth mass at 6pm to support boys to attend | New DCC | T3 | \$500 | |
| 1.7 All staff are confident in their support of the Catholic character of the school | Continue to run a catechetical paper each year at the college for up to 8 staff DCC to maintain centralised record system of staff/papers/hours in school – review how hours are calculated. | JBA and DCC STO | | \$300pp | |

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| | <p>DCC to establish catholic character staff team and devise regular meeting schedule.</p> <p>Every form class starts the day with the school prayer and prayer is encouraged to start all classes</p> | DCC | | | |
| | | DCC | | | |
| | | DCC | | | |
| 1.8 Through the Marist Man ethos, students develop a sense of what it is to be a man of Faith, Integrity and Service | <p>Updated website with MM information.</p> <p>Develop google site to promote service hours and for students to log service hours – utilise Launchpad for this</p> <p>Support new service leaders to develop their role profile within the student leadership team. Develop their job description.</p> <p>Develop a simplified professionally produced posters that explains Faith, Integrity & Service</p> | TWE | | \$2000 | |
| | | All teachers | | | |
| | | DKA/JSM/TWE | T1 | | |
| | | DKA | T1 | | |
| | | JBA | T2 | | |
| | | JSM | T2 | | |

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| | | JSM | T2 | | |
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| Strategic Goal 2: Develop a culture where all students aspire to fulfil their academic potential | | | | | |
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| Strategic Outcomes | Annual Actions | Who | When | Costs | Progress Indicators |
| 2.5 All students are supported by high quality teachers and resources to achieve success in their chosen pathway | Prepare for implementation of new yr 9 & 10 curriculum for 2027. Year 9 English and Maths implementation in 2026 | DTE | T2/3 | | |
| | | T&L | T1 | | |
| | T & L group to identify the next step for PLD for the school moving forward | HOFs | T1 | | |
| | Track Year 13 students' progress towards gaining UE. | DTE | T3 | | |
| | SLT + Academic Dean to develop plan to improve UE achievement | DTE/JSM | | | |
| | Cap Ex purchasing to support curriculum delivery – sharing with HoFs and then wider staff. Spending needs to have direct impact on improving student outcomes | HOFs/ TWE JSM/T&L/WSL | T2 | | |

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| | <p>Use SJC lesson obs tool undertaken by growth coach. Growth coach to encourage staff to utilise peer observations to support meeting goals</p> <p>Academic Dean to monitor M/E target students</p> | <p>WSL/JSM</p> <p>JSM</p> <p>RMA</p> <p>ADR/SLT</p> | | | |
| <p>2.6 A broad range of learning pathways meets the needs of all students, including Priority Learners</p> | <p>Improve proportion of L3 Māori/Pacific students gaining UE</p> <p>Investigate UE approved options/standards in exchange for non-UE standards.</p> <p>Support SENCO to implement the SPEC programme for year 10.</p> <p>Continue to interact with the uni for the Maori Pasika opportunities.</p> | <p>ADR/JKE/DLY/SQU/Yr11/12 Deans</p> <p>T&L</p> <p>ADR/JKE/DLY/SQU/DTE</p> <p>JSM</p> <p>SQU</p> | <p>T1/2</p> <p>T3</p> <p>T2</p> <p>T2</p> | | |

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| <p>2.7 Academic success is encouraged, valued and celebrated across the school</p> | <p>Eagle to include a standing space to focus on academic</p> <p>Support Social Science department with implementation of Global Perspectives course for top yr 10 class.</p> <p>Utilise SCT to support staff to develop effective classroom practice that accelerates achievement</p> <p>SCT to work with T& L group.</p> | <p>HOFs</p> <p>TWE/SMT</p> <p>DKA/ADR</p> <p>ADR</p> <p>JSM</p> | <p>T1</p> | | |
| <p>2.4</p> <p>For 85% of students to realise/better their NCEA target</p> <p>NCEA Level 1 Pass Rates</p> <p>Achieved - 44%, Merit 17%, Excellence 5.5%</p> <p>NCEA Level 2 Pass Rates</p> | <p>Aspirational pass rates</p> <ul style="list-style-type: none"> • Level 1 - 95% • Level 2 - 93% • Level 3 - 88% <p>Develop appropriate intervention strategies to support students achieving the Lit/Num CAA's in Year 11</p> | <p>ALL staff</p> <p>HOFs</p> | | | |

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| <p>Achieved - 49%, Merit 18%, Excellence 10%</p> <p>NCEA Level 3 Pass Rates</p> <p>Achieved - 43%, Merit 15%, Excellence 8%</p> <p>Māori Targets</p> <p>L1 - 93%, L2 - 92%, L3 - 84%</p> <p>Pasifika Targets</p> <p>L1 - 91%, L2 - 90%, L3 - 84%</p> | <p>Individual coaching meetings with identified Year 13 students</p> | <p>ADR</p> | | | |
| <p>5. The school works closely with its community to achieve consistently high attendance rates across all cohorts.</p> | <p>Regular attendance – 2025 was at 74% of students attending 90+%. Goal is to keep it at or above 70%</p> <p>Use PAROT (KAMAR add-on) to support teachers in maintaining accurate roll data.</p> | <p>DKA/JSM</p> <p>Deans/DKE/JSM</p> <p>Form tchrs/ Deans/SPE</p> <p>DKA/JSM/Deans</p> | | | |

| Strategic Goal 3: Enhance student & staff wellbeing through developing resilience, inclusiveness, a sense of self & belonging | | | | | |
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| Strategic Outcomes | Annual Actions | Who | When | Costs | Progress Indicators |
| 3.7 The Pastoral Care team is sufficiently resourced to cater for the needs of all students, staff and whānau | New Deans to complete all/any PD required. | JSM/DKA | | | |
| 3.8 The Learning Support system identifies all students of need and staff are able to support their different learning needs | <p>SENCO to ensure staff are regularly reminded about students with SAC students and their requirements</p> <p>SCT to observe Learning assistants to review how they are being used and work with staff to utilise them better.</p> <p>SENCO role/IEP/SAC Review</p> | <p>STO</p> <p>SLT</p> <p>SLT/HKA</p> | T1 & T3 | | |
| 3.9 Students and staff have a strong sense of personal identity | Provide students opportunities to share their cultural identity during assembly/Mass | | | | |

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| | Review student data collect in 2025 to inform actions in 2026 | | | | |
| 3.10 Students have the tools they need to thrive in the face of the challenges life may present | New programme implemented by guidance counsellors to support students with anxiety Extra day of guidance counselling | CMO | | | |
| 3.11 An inclusive, nurturing environment imbues respect and love of oneself, others and Christ | As this is the 5 th year and the first time boys can achieve Marist Man for 5 years, need to look at how we can celebrate this | | | | |
| 3.12 Māori and Pasifika students thrive in an environment which reflects Te Tiriti and uses culturally appropriate strategies to support their engagement and achievement | Support all staff to learn the actions and kupu for the Haka With the removal from the MoE around the expectations around Matauranga Māori we need to look at what we as a school are going to do to continue to support Te Tiriti and what that looks like as a school Continue links with Ngati Wairere and Ngati Haua | STO/JKE JKE/JRA SMT/JKE DLY DYL/SLT | T1 | ? cost of signage | |

| | | | | | |
|--|---|-----------------------|--|--|--|
| | <p>With new SLT person as the liaison look to grow the effectiveness of the fale and whanau form classes.</p> <p>Provide staff with increased opportunities to improve Te Reo and strengthening tikanga</p> | <p>JKE</p> <p>SMT</p> | | | |
|--|---|-----------------------|--|--|--|

Strategic Goal 4: Strengthen our community connections to provide more opportunities for our students

| Strategic Outcomes | Annual Actions | Who | When | Costs | Progress Indicators |
|---|---|---|--|---|---|
| <p>4.4 Opportunities for mentoring, worksite visits, work experience and career pathways are developed in conjunction with the business community</p> | <p>Greater links with foundation and careers faculty developed to ensure appropriate speakers and links are developed for our students. Do this through choosing appropriate people to speak, as opposed to opening it up to all.</p> <p>Ensure all eight Year 10 classes take part in the SSEP programme, visiting at least one employer’s workplace, as well as have at least one business visit them in their Science classes (to promote STEM based career pathways).</p> <p>Further leverage links with UoW, as well as other businesses and providers, for Year 10s (in particular) to promote STEM based career pathways</p> | <p>SQU</p> <p>SQU</p> <p>SQU</p> <p>SLT</p> | <p>Ongoing</p> <p>Throughout 2025</p> <p>Throughout 2025 (initial meeting with UoW T1)</p> | <p><i>Thank you gifts (Careers budget)</i></p> <p><i>Buses for workplace visits, + employer morning teas (Careers budget)</i></p> | <p>Ensure SSEP programmes are fully supported</p> |

| | | | | | |
|---|--|-------------------|----------------------|---|--|
| | Limited group of at-risk students externally mentored | | | | |
| 4.5 Alumni and members of the school community are invited to volunteer as speakers, mentors, role models and positive examples of faith, service, local and diverse cultures, achievement and diverse career paths | <p>Use foundation members for mentoring programme</p> <p>Use Alumni database to make contact with appropriate speakers to work with different cohorts of students. As above, do this through choosing appropriate people to speak, as opposed to opening it up to all.</p> | DKA SLT SQU | T2/T3 Ongoing | <i>Thank you gifts (Careers budget)</i> | Two successful old boys to present at assemblies |
| 4.6 Closer connections are established between the school, the community and the SJC Foundation to encourage philanthropy | <p>Gather feedback/stakeholder survey regarding involvement in events such as father/son breakfasts, father/son days in the workshop etc</p> <p>Regular feedback from foundation (bi-monthly)</p> | SLT STO | Term 1 | | |

| Attendance data: Week 1 to 40 - St John's College - 995 students. | | | | | | | | | |
|---|--|-----|--|-----|--|----|---|----|--|
| Type | Regularly attending (Attending more than 90%) | | Irregular absence (Attending more than 80% and up to 90%) | | Moderately absent (Attending more than 70% and up to 80%) | | Chronically absent (Attending 70% or less) | | |
| | Number | % | Number | % | Number | % | Number | % | |
| All | 691 | 70% | 232 | 23% | 45 | 5% | 22 | 2% | |
| Asian | 135 | 78% | 34 | 20% | 4 | 2% | 1 | 1% | |
| European | 387 | 74% | 107 | 21% | 24 | 5% | 3 | 1% | |
| Māori | 101 | 53% | 62 | 32% | 12 | 6% | 16 | 8% | |
| MELAA | 14 | 70% | 5 | 25% | 1 | 5% | 0 | 0% | |
| Other | 5 | 83% | 1 | 17% | 0 | 0% | 0 | 0% | |
| Pasifika | 49 | 63% | 23 | 29% | 4 | 5% | 2 | 3% | |
| Level 9 | 164 | 77% | 45 | 21% | 4 | 2% | 0 | 0% | |
| Level 10 | 137 | 61% | 65 | 29% | 19 | 8% | 3 | 1% | |
| Level 11 | 153 | 74% | 36 | 17% | 8 | 4% | 10 | 5% | |
| Level 12 | 148 | 73% | 47 | 23% | 3 | 1% | 5 | 2% | |
| Level 13 | 89 | 62% | 39 | 27% | 11 | 8% | 4 | 3% | |

Statement of compliance with employment policy

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

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

| Reporting on the principles of being a Good Employer | |
|--|--|
| How have you met your obligations to provide good and safe working conditions? | <p>We have a number of policies that relate to staff which are regularly reviewed and revised by our Board of Trustees. These policies are available to all staff via our intranet and include:</p> <ul style="list-style-type: none"> • Appointment Policy • Performance Management • Employment Agreements • Concerns and Complaints • Inclusive School Culture • Staff Conduct • Bullying and Harassment • Professional Development <p>We hold a health and safety committee meeting each term. Our staff wellbeing programme includes free access to professional counselling as well as regular staff morning teas and an end of year function and other gestures to recognise our staff.</p> |
| What is in your equal employment opportunities programme? How have you been fulfilling this programme? | <p>Detailed in our Equal Employment Opportunities policy.</p> <p>This programme is part of our recruitment practice and our school culture.</p> |
| How do you practise impartial selection of suitably qualified persons for appointment? | Detailed in our Appointment Policy |
| How are you recognising, <ul style="list-style-type: none"> – The aims and aspirations of Māori, – The employment requirements of Māori, and – Greater involvement of Māori in the Education service? | <p>Māori students make up approximately 20 per cent of our school roll.</p> <p>We actively seek to employ Māori while adhering to our Appointments policy. Our Māori Dean is also part of our Senior Management Team and implements our Strategi Plan for Māori students. All our staff are encourage to undertake Te Reo and tikanga programmes funded the school's Board.</p> |
| How have you enhanced the abilities of individual employees? | <p>In 2025, St John's College engaged in the following professional development opportunities:</p> <ul style="list-style-type: none"> • 50 staff (both teachers and support staff) engaged in external PLD funded via the PLD committee • 1 teacher completed his Master's degree • 1 teacher is working on his PhD • 1 staff member started post graduate study • All teachers participated in three teacher only days with specific curriculum focus |

| | |
|---|--|
| | <ul style="list-style-type: none"> • All teachers received periodic subject specific PLD on Monday afternoons and Thursday mornings • All staff engaged in our PLD refresh programme revisiting topics such as Tapasa, classroom management, writer's toolbox, differentiation, and technology to support teaching and learning, • Languages, Mathematics, and Physical Education staff attended national conferences in their subject areas. • All staff engaged in eight professional learning sessions increasing their knowledge around Catholic Character • 7 staff undertook SC501 Understanding the Old Testament paper run through Catholic Theological College |
| How are you recognising the employment requirements of women? | Approximately one third of our teaching staff are female. Forty per cent of our Senior Leadership Team are female and fifty per cent of our Heads of Faculty are female. Our staff policies recognise the employment requirements of women. All female staff were encouraged to learn the school haka with specific actions for women. |
| How are you recognising the employment requirements of persons with disabilities? | Most of our buildings are accessible to people with disabilities. Our EEO policy aims to promote and inclusive and safe work environment. |

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

| 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? | Yes | |
| Has your EEO programme/policy appointed someone to coordinate compliance with its requirements? | Yes | |
| Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy? | | No |
| Does your EEO programme/policy set priorities and objectives? | | No |

Statement of KiwiSport funding

For the Year Ended 31 December 2025

In the 2025 the school received Kiwisport funding of \$25,139.28 (2024: \$24,440.13). The funding was applied towards the wages of a Sport Manager who works to promote sport to the students to lead the delivery of a comprehensive sports programme offering a wide variety of opportunities for students.

ST JOHN'S COLLEGE HILLCREST

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2025

School Directory

| | |
|---------------------------------------|--|
| Ministry Number: | 136 |
| Principal: | Shane Tong |
| School Address: | 85 Hillcrest Road, Hamilton |
| School Postal Address: | P O Box 11086, Hillcrest, Hamilton |
| School Phone: | 07 856 7091 |
| School Email: | reception@stjohns-hamilton.school.nz |
| Accountant / Service Provider: | Simply Accounting Ltd |

Members of the Board:

| Name | Position | How Position Gained | Term Expired/ Expires |
|-------------------|-----------------------------------|----------------------------|----------------------------------|
| Richard Doohan | Presiding Member & Proprietor Rep | Elected | 2028 |
| Richard Spelman | Presiding Member | Elected | 2025 |
| Shane Tong | Principal ex Officio | | |
| Damian Mills | Parent Representative | Elected | 2028 |
| Ben Palmer | Parent Representative | Elected | 2028 |
| Jolie Fenwick | Parent Representative | Elected | 2028 |
| Bridget Sonntag | Parent Representative | Elected | 2028 |
| Brendan Muir | Parent Representative | Elected | 2028 |
| Andrew Webby | Parent Representative | Elected | 2025 |
| Briar Virtue | Parent Representative | Elected | 2025 |
| Kathy Duff | Parent Representative | Elected | 2025 |
| Malcolm Barr | Staff Representative | Elected | 2028 |
| Andrea Dela Rue | Staff Representative | Elected | 2025 |
| Finn Beagley | Student Representative | Elected | 2028 |
| Aiden Butler | Student Representative | Elected | 2025 |
| Tony Fraser-Jones | Proprietor Representative | Elected | 2028 |
| Megan May | Proprietor Representative | Elected | 2028 |
| Emalene Cull | Proprietor Representative | Elected | 2028 |
| Rick Cartmill | Proprietor Representative | Elected | 2025 |

ST JOHN'S COLLEGE HILLCREST

Annual Financial Statements - For the year ended 31 December 2025

Index

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| 3 | Statement of Changes in Net Assets/Equity |
| 4 | Statement of Financial Position |
| 5 | Statement of Cash Flows |
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St John's College Hillcrest

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.

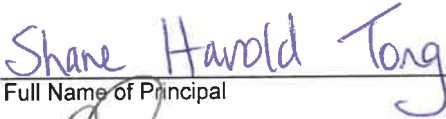
It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2025 fairly reflects the financial position and operations of the School.


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


Full Name of Presiding Member


Signature of Presiding Member

1/5/2026
Date


Full Name of Principal


Signature of Principal

1/5/2026
Date

St John's College Hillcrest

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2025

| | Notes | 2025 Actual \$ | 2025 Budget (Unaudited) \$ | 2024 Actual \$ |
|---|-------|----------------------|-------------------------------------|----------------------|
| Revenue | | | | |
| Government Grants | 2 | 9,775,205 | 9,234,075 | 9,359,301 |
| Locally Raised Funds | 3 | 1,624,283 | 1,049,228 | 2,219,428 |
| Use of Proprietor's Land and Buildings | | 1,807,500 | 1,541,000 | 1,541,000 |
| Interest | | 66,045 | 60,000 | 99,286 |
| Gain on Sale of Property, Plant and Equipment | | 9,331 | - | - |
| Total Revenue | | 13,282,364 | 11,884,303 | 13,219,015 |
| Expense | | | | |
| Locally Raised Funds | 3 | 1,149,943 | 469,430 | 1,852,382 |
| Learning Resources | 4 | 8,598,700 | 8,347,285 | 8,339,155 |
| Administration | 5 | 798,620 | 718,191 | 752,835 |
| Interest | | 5,858 | 2,805 | 5,377 |
| Property | 6 | 2,943,632 | 2,324,513 | 2,385,073 |
| Total Expense | | 13,496,753 | 11,862,224 | 13,334,822 |
| Net Surplus / (Deficit) for the year | | (214,389) | 22,079 | (115,807) |
| Other Comprehensive Revenue and Expense | | - | - | - |
| Total Comprehensive Revenue and Expense for the Year | | (214,389) | 22,079 | (115,807) |

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 John's College Hillcrest

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2025

| | Notes | 2025 Actual \$ | 2025 Budget (Unaudited) \$ | 2024 Actual \$ |
|--|-------|----------------------|-------------------------------------|----------------------|
| Equity at 1 January | | 2,461,967 | 1,623,302 | 2,411,161 |
| Total comprehensive revenue and expense for the year | | (214,389) | 22,079 | (115,807) |
| Contribution - Furniture and Equipment Grant | | 186,124 | - | 166,613 |
| Equity at 31 December | | 2,433,702 | 1,645,381 | 2,461,967 |
| Accumulated comprehensive revenue and expense | | 2,433,702 | 1,645,381 | 2,461,967 |
| Reserves | | - | - | - |
| Equity at 31 December | | 2,433,702 | 1,645,381 | 2,461,967 |

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 John's College Hillcrest

Statement of Financial Position

As at 31 December 2025

| | Notes | 2025 Actual \$ | 2025 Budget (Unaudited) \$ | 2024 Actual \$ |
|--|-------|-------------------------|-------------------------------------|-------------------------|
| Current Assets | | | | |
| Cash and Cash Equivalents | 7 | 1,130,289 | 376,821 | 592,495 |
| Accounts Receivable | 8 | 716,348 | 735,130 | 742,836 |
| GST Receivable | | 29,874 | 53,386 | 53,637 |
| Prepayments | | 930,791 | 33,446 | 33,726 |
| Inventories | 9 | 5,368 | - | 3,417 |
| Investments | 10 | 1,000,000 | 1,050,000 | 1,150,000 |
| | | <u>3,812,670</u> | <u>2,248,783</u> | <u>2,576,111</u> |
| Current Liabilities | | | | |
| Accounts Payable | 12 | 907,871 | 953,414 | 1,080,513 |
| Borrowings | 13 | - | - | 20,474 |
| Revenue Received in Advance | 14 | 1,516,227 | 372,641 | 339,138 |
| Provision for Cyclical Maintenance | 15 | 76,160 | 169,304 | 53,073 |
| Finance Lease Liability | 16 | 32,622 | 18,647 | 32,306 |
| Funds held in Trust | 17 | 119,410 | 148,915 | 134,219 |
| | | <u>2,652,290</u> | <u>1,662,921</u> | <u>1,659,723</u> |
| Working Capital Surplus/(Deficit) | | 1,160,380 | 585,862 | 916,388 |
| Non-current Assets | | | | |
| Equitable Lease hold interest | 18 | 33,194 | - | 47,066 |
| Property, Plant and Equipment | 11 | 1,671,897 | 1,219,269 | 1,637,992 |
| | | <u>1,705,091</u> | <u>1,219,269</u> | <u>1,685,058</u> |
| Non-current Liabilities | | | | |
| Provision for Cyclical Maintenance | 15 | 380,587 | 144,920 | 102,670 |
| Finance Lease Liability | 16 | 51,182 | 14,830 | 36,809 |
| | | <u>431,769</u> | <u>159,750</u> | <u>139,479</u> |
| Net Assets | | <u><u>2,433,702</u></u> | <u><u>1,645,381</u></u> | <u><u>2,461,967</u></u> |
| Equity | | <u><u>2,433,702</u></u> | <u><u>1,645,381</u></u> | <u><u>2,461,967</u></u> |

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

St John's College Hillcrest

Statement of Cash Flows

For the year ended 31 December 2025

| | | 2025 | 2025 | 2024 |
|---|----------|------------------|------------------|------------------|
| | Note | Actual | Budget | Actual |
| | | \$ | (Unaudited) | \$ |
| | | \$ | \$ | \$ |
| Cash flows from Operating Activities | | | | |
| Government Grants | | 2,947,563 | 2,749,308 | 2,854,884 |
| Locally Raised Funds | | 2,511,206 | 70 | 1,979,910 |
| International Students | | 296,907 | 566,010 | 315,303 |
| Goods and Services Tax (net) | | 23,763 | 53,386 | (250) |
| Payments to Employees | | (1,560,947) | (1,468,741) | (1,641,326) |
| Payments to Suppliers | | (3,721,145) | (2,088,127) | (3,473,788) |
| Interest Paid | | (5,858) | (2,805) | (5,377) |
| Interest Received | | 70,010 | 60,000 | 95,099 |
| Net cash from/(to) Operating Activities | | 561,499 | (130,899) | 124,455 |
| Cash flows from Investing Activities | | | | |
| Purchase of Property Plant & Equipment (and Intangibles) | | (298,310) | (161,600) | (330,290) |
| Purchase of Investments | | - | - | - |
| Proceeds from Sale of Investments | | 150,000 | - | - |
| Net cash from/(to) Investing Activities | | (148,310) | (161,600) | (330,290) |
| Cash flows from Financing Activities | | | | |
| Furniture and Equipment Grant | | 186,124 | - | 166,613 |
| Finance Lease Payments | | (26,236) | (31,734) | (27,442) |
| Loans Received | | (20,474) | - | (27,299) |
| Funds Administered on Behalf of Other Parties | | (14,809) | - | (14,596) |
| Net cash from/(to) Financing Activities | | 124,605 | (31,734) | 97,276 |
| Net increase/(decrease) in cash and cash equivalents | | 537,794 | (324,233) | (108,559) |
| Cash and cash equivalents at the beginning of the year | 7 | 592,495 | 701,054 | 701,054 |
| Cash and cash equivalents at the end of the year | 7 | 1,130,289 | 376,821 | 592,495 |

The Statement of Cash Flows records only those cash flows directly within the control of the School. This means centrally funded teachers' salaries, use of land and buildings grant and expense and other notional items have been excluded.

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

St John's College Hillcrest

Notes to the Financial Statements

For the year ended 31 December 2025

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

The School recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the School buildings. The estimate is based on the School's best estimate of the cost of painting the School and when the School is required to be painted, based on an assessment of the School's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 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 23.

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 | 10–40 years |
| Furniture and Equipment | 5 - 20 years |
| Information and Communication Technology | 3 years |
| Motor Vehicles | 10 years |
| Textbooks | 12.5% Diminishing value |
| Leased Assets held under a Finance Lease | Term of Lease |
| Library Resources | 12.5% Diminishing value |

k) Impairment of property, plant, and equipment

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

Non cash generating assets

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

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

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

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

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

l) Accounts Payable

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

m) Employee Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

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

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

n) Revenue Received in Advance

Revenue received in advance relates to fees received from international and students 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 international 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) Provision for Cyclical Maintenance

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

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

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

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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.

q) Financial Instruments

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

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.

r) 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.

s) 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.

t) Budget Figures

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

u) 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 | 2,844,716 | 2,684,580 | 2,790,653 |
| Teachers' Salaries Grants | 6,855,489 | 6,484,767 | 6,476,943 |
| Other Government Grants | 75,000 | 64,728 | 91,705 |
| | 9,775,205 | 9,234,075 | 9,359,301 |

3. Locally Raised Funds

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

| | 2025 Actual \$ | 2025 Budget (Unaudited) \$ | 2024 Actual \$ |
|---|----------------------|-------------------------------------|----------------------|
| Revenue | | | |
| Donations and Bequests | 359,871 | 335,000 | 363,497 |
| Fees for Extra Curricular Activities | 832,543 | 76,500 | 1,438,772 |
| Trading | 24,249 | 25,000 | 24,591 |
| Fundraising and Community Grants | 48,622 | - | 57,001 |
| Other Revenue | 62,424 | 46,718 | 53,405 |
| International Student Fees | 296,574 | 566,010 | 282,162 |
| | 1,624,283 | 1,049,228 | 2,219,428 |
| Expense | | | |
| Extra Curricular Activities Costs | 825,905 | 13,500 | 1,470,513 |
| Trading | 39,191 | 25,000 | 56,737 |
| Other Locally Raised Funds Expenditure | 22,414 | 13,500 | 66,860 |
| International Student - Employee Benefits - Salaries | 114,446 | 149,899 | 99,082 |
| International Student - Other Expenses | 147,987 | 267,531 | 159,190 |
| | 1,149,943 | 469,430 | 1,852,382 |
| <i>Surplus/ (Deficit) for the year Locally Raised Funds</i> | 474,340 | 579,798 | 367,046 |

4. Learning Resources

| | 2025 Actual \$ | 2025 Budget (Unaudited) \$ | 2024 Actual \$ |
|--|----------------------|-------------------------------------|----------------------|
| Curricular | 380,487 | 398,906 | 395,132 |
| Information and Communication Technology | 138,937 | 115,000 | 120,923 |
| Employee Benefits - Salaries | 7,708,546 | 7,388,179 | 7,412,653 |
| Staff Development | 39,382 | 60,000 | 51,174 |
| Depreciation | 313,126 | 380,000 | 340,987 |
| Depreciation Equitable Lease | 13,872 | - | 13,872 |
| Other Learning Resources | 4,350 | 5,200 | 4,414 |
| | 8,598,700 | 8,347,285 | 8,339,155 |

5. Administration

| | 2025 Actual \$ | 2025 Budget (Unaudited) \$ | 2024 Actual \$ |
|--|----------------------|-------------------------------------|----------------------|
| Audit Fees | 14,664 | 6,675 | 14,100 |
| Board Fees and Expenses | 22,600 | 24,000 | 11,156 |
| Operating Leases | - | - | (732) |
| Other Administration Expenses | 255,084 | 207,500 | 223,694 |
| Employee Benefits - Salaries | 468,752 | 444,116 | 470,393 |
| Insurance | 25,712 | 24,000 | 22,204 |
| Service Providers, Contractors and Consultancy | 11,808 | 11,900 | 12,020 |
| | 798,620 | 718,191 | 752,835 |

6. Property

| | 2025 Actual \$ | 2025 Budget (Unaudited) \$ | 2024 Actual \$ |
|-----------------------------------|----------------------|-------------------------------------|----------------------|
| Consultancy and Contract Services | 243,527 | 219,200 | 219,599 |
| Cyclical Maintenance | 365,378 | 65,000 | 101,860 |
| Heat, Light and Water | 174,477 | 173,100 | 168,758 |
| Rates | 23,978 | 33,000 | 27,692 |
| Repairs and Maintenance | 165,788 | 144,000 | 168,795 |
| Use of Land and Buildings | 1,807,500 | 1,541,000 | 1,541,000 |
| Employee Benefits - Salaries | 129,224 | 121,213 | 128,570 |
| Other Property Expenses | 33,760 | 28,000 | 28,799 |
| | 2,943,632 | 2,324,513 | 2,385,073 |

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

7. Cash and Cash Equivalents

| | 2025 Actual \$ | 2025 Budget (Unaudited) \$ | 2024 Actual \$ |
|---|----------------------|-------------------------------------|----------------------|
| Bank Accounts | 827,456 | 376,821 | 392,495 |
| Short-term Bank Deposits | 302,833 | - | 200,000 |
| Cash and cash equivalents for Statement of Cash Flows | 1,130,289 | 376,821 | 592,495 |

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

Of the \$1,130,289 Cash and Cash Equivalents \$1,635,637, is subject to restrictions for the following reasons:

- \$1,288,637 of revenue received in advance is held by the school, as disclosed in note 14, of which \$1,205,799 relates to international sports trip funds for trips in 2026
- \$227,590 of international student fees relating to the 2026 school year have been collected by the school. This is included in Revenue in Advance in note 14.
- \$119,410 is held by the school on behalf of Homestay students as disclosed in Note 17.

In addition, the school has made prepayments totalling \$817,808 in relation to international sports trips scheduled for 2026. As a result, a portion of the cash received in advance has already been utilised, contributing to the lower cash balance at balance date.

8. Accounts Receivable

| | 2025 Actual \$ | 2025 Budget (Unaudited) \$ | 2024 Actual \$ |
|--|----------------------|-------------------------------------|----------------------|
| Receivables | 25,943 | 86,817 | 32,684 |
| Receivables from the Ministry of Education | 7,824 | - | 61,838 |
| Interest Receivable | 13,714 | 17,678 | 17,679 |
| Teacher Salaries Grant Receivable | 668,867 | 630,635 | 630,635 |
| | <u>716,348</u> | <u>735,130</u> | <u>742,836</u> |
| Receivables from Exchange Transactions | 39,657 | 104,495 | 50,363 |
| Receivables from Non-Exchange Transactions | 676,691 | 630,635 | 692,473 |
| | <u>716,348</u> | <u>735,130</u> | <u>742,836</u> |

9. Inventories

| | 2025 Actual \$ | 2025 Budget (Unaudited) \$ | 2024 Actual \$ |
|-----------------|----------------------|-------------------------------------|----------------------|
| School Uniforms | 5,368 | - | 3,417 |
| | <u>5,368</u> | <u>-</u> | <u>3,417</u> |

10. Investments

The School's investment activities are classified as follows:

| | 2025 Actual \$ | 2025 Budget (Unaudited) \$ | 2024 Actual \$ |
|--------------------------|----------------------|-------------------------------------|----------------------|
| Current Asset | | | |
| Short-term Bank Deposits | 1,000,000 | 1,050,000 | 1,150,000 |
| Total Investments | <u>1,000,000</u> | <u>1,050,000</u> | <u>1,150,000</u> |

11. Property, Plant and Equipment

| | Opening Balance (NBV) \$ | Additions \$ | Disposals \$ | Impairment \$ | Depreciation \$ | Total (NBV) \$ |
|---|--------------------------------|-----------------|-----------------|------------------|--------------------|-------------------|
| 2025 | | | | | | |
| Building Improvements | 376,481 | 26,271 | | | (26,638) | 376,114 |
| Furniture and Equipment | 801,462 | 174,615 | | | (111,510) | 864,567 |
| Information and Communication Technology | 215,327 | 40,948 | | | (109,208) | 147,067 |
| Motor Vehicles | 113,588 | - | - | - | (17,676) | 95,912 |
| Textbooks | 30,319 | - | - | - | (3,790) | 26,529 |
| Leased Assets | 61,805 | 50,877 | - | - | (38,212) | 74,470 |
| Library Resources | 39,010 | 9,725 | (2,155) | - | (6,092) | 40,488 |
| Work in Progress | - | 46,750 | - | - | - | 46,750 |
| | <u>1,637,992</u> | <u>349,186</u> | <u>(2,155)</u> | <u>-</u> | <u>(313,126)</u> | <u>1,671,897</u> |

The following note can be used for each class of asset that are held under a finance lease:

The net carrying value of furniture and equipment held under a finance lease is \$74,470 (2024: \$61,805)

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 |
| | \$ | \$ | \$ | \$ | \$ | \$ |
| Building Improvements | 526,752 | (150,638) | 376,114 | 500,481 | (124,000) | 376,481 |
| Furniture and Equipment | 1,762,226 | (897,659) | 864,567 | 1,587,611 | (786,149) | 801,462 |
| Information and Communication Technology | 851,731 | (704,664) | 147,067 | 810,783 | (595,456) | 215,327 |
| Motor Vehicles | 212,978 | (117,066) | 95,912 | 212,978 | (99,390) | 113,588 |
| Textbooks | 81,380 | (54,851) | 26,529 | 81,380 | (51,061) | 30,319 |
| Leased Assets | 206,505 | (132,035) | 74,470 | 155,622 | (93,817) | 61,805 |
| Library Resources | 112,845 | (72,357) | 40,488 | 113,068 | (74,058) | 39,010 |
| Work in Progress | 46,750 | - | 46,750 | - | - | - |
| | 3,801,167 | (2,129,270) | 1,671,897 | 3,461,923 | (1,823,931) | 1,637,992 |

12. Accounts Payable

| | 2025 | 2025 | 2024 |
|---|----------------|---------------------------|------------------|
| | Actual | Budget (Unaudited) | Actual |
| | \$ | \$ | \$ |
| Creditors | 125,387 | 239,044 | 299,613 |
| Accruals | 27,203 | - | 66,530 |
| Banking Staffing Overuse | - | - | - |
| Employee Entitlements - Salaries | 727,568 | 688,882 | 688,882 |
| Employee Entitlements - Leave Accrual | 27,713 | 25,488 | 25,488 |
| | 907,871 | 953,414 | 1,080,513 |
| Payables for Exchange Transactions | 907,871 | 953,414 | 1,080,513 |
| Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates) | - | - | - |
| Payables for Non-exchange Transactions - Other | - | - | - |
| | 907,871 | 953,414 | 1,080,513 |

The carrying value of payables approximates their fair value.

13. Borrowings

| | 2025 | 2025 | 2024 |
|-----------------------|---------------|---------------------------|---------------|
| | Actual | Budget (Unaudited) | Actual |
| | \$ | \$ | \$ |
| Loans due in one year | - | - | 20,474 |
| | - | - | 20,474 |

The School has borrowings at 31 December 2025 of Nil (31 December 2024 \$20,474) This loan is from the EECA for the purpose of installing LED lighting. The loan is interest free with 20 repayment instalments of \$6,825. This loan was paid off during 2025

14. Revenue Received in Advance

| | 2025 Actual \$ | 2025 Budget (Unaudited) \$ | 2024 Actual \$ |
|---------------------------------------|----------------------|-------------------------------------|----------------------|
| International Student Fees in Advance | 227,590 | 227,257 | 227,257 |
| Other revenue in Advance | 1,288,637 | 145,384 | 111,881 |
| | <u>1,516,227</u> | <u>372,641</u> | <u>339,138</u> |

15. Provision for Cyclical Maintenance

| | 2025 Actual \$ | 2025 Budget (Unaudited) \$ | 2024 Actual \$ |
|--|----------------------|-------------------------------------|----------------------|
| Provision at the Start of the Year | 155,743 | 253,110 | 253,110 |
| Increase/(decrease) to the Provision During the Year | 365,379 | 65,000 | 101,859 |
| Use of the Provision During the Year | (64,375) | (3,886) | (199,226) |
| Provision at the End of the Year | <u>456,747</u> | <u>314,224</u> | <u>155,743</u> |
| Cyclical Maintenance - Current | 76,160 | 169,304 | 53,073 |
| Cyclical Maintenance - Non current | 380,587 | 144,920 | 102,670 |
| | <u>456,747</u> | <u>314,224</u> | <u>155,743</u> |

The School's cyclical maintenance schedule details annual painting to be undertaken. The costs associated with this annual work will vary depending on the requirements during the year. This plan was based on painting quotes.

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:

| | 2025 Actual \$ | 2025 Budget (Unaudited) \$ | 2024 Actual \$ |
|---------------------------------------|----------------------|-------------------------------------|----------------------|
| No Later than One Year | 38,487 | 18,647 | 35,388 |
| Later than One Year | 56,064 | 14,830 | 38,873 |
| Future Finance Charges | (10,747) | - | (5,146) |
| | <u>83,804</u> | <u>33,477</u> | <u>69,115</u> |
| Represented by | | | |
| Finance lease liability - Current | 32,622 | 18,647 | 32,306 |
| Finance lease liability - Non current | 51,182 | 14,830 | 36,809 |
| | <u>83,804</u> | <u>33,477</u> | <u>69,115</u> |

17. Funds held in Trust

| | 2025 Actual \$ | 2025 Budget (Unaudited) \$ | 2024 Actual \$ |
|--|----------------------|-------------------------------------|----------------------|
| Funds Held in Trust on Behalf of Third Parties - Current | 119,410 | 148,915 | 134,219 |
| | <u>119,410</u> | <u>148,915</u> | <u>134,219</u> |

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.

18. Equitable Leasehold Interest

An equitable leasehold interest recognises an interest in an asset without transferring ownership or creating a charge over the asset. This equitable leasehold interest represents the board's interest in capital works assets owned by the proprietor but paid for in whole or in part by the Board, either from Government funding or from community raised funds

| | 2025 Actual \$ | 2025 Budget (Unaudited) \$ | 2024 Actual \$ |
|--|----------------------|-------------------------------------|----------------------|
| The Major capital works assets included in the equitable leasehold interest are: | | | |
| Gymnasium Upgrade | 4,210 | - | 8,420 |
| Tennis & Hockey Centre, Function Centre | 28,986 | - | 38,648 |
| Total | <u>33,196</u> | <u>-</u> | <u>47,068</u> |

19. 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 (The Catholic Bishop of Hamilton) 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 for international students and voluntary contributions on behalf of the Proprietor. The amounts collected in total were \$353,126 (2024: \$311,829). 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 \$19,467, (2024: \$16,454).

During 2025 the Hamilton Catholic Development fund held funds on behalf of the board. At 31 December 2025 the amount held by the Proprietor was \$200,000 with an interest rate of 2.10%. Interest earned during the year was \$4,142 (2024: \$200,000; interest earned \$5,178). The Hamilton Catholic Development Fund is a Ministry of Education approved investment

Saint John's College (Hillcrest) Foundation Trust is a related party. Shane Tong, the principal, is an officer of the trust. During 2025 the school received \$16,500 for sponsorships. The 2024 equivalent is \$72,900

The Proprietor charges a levy on international students. In 2025 the Board paid \$26,352 to the proprietor for international student levies (2024: \$22,732)

The board paid to the proprietor for painting the admin block, 2025 - Nil (2024: \$36,800) As at balance date, no amount remained outstanding (2024: \$36,800)

20. Remuneration

Key management personnel compensation

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

| | 2025 Actual \$ | 2024 Actual \$ |
|---|-------------------------------|-------------------------------|
| <i>Board Members</i> | | |
| Remuneration | 4,910 | 4,890 |
| <i>Leadership Team</i> | | |
| Remuneration | 745,519 | 726,308 |
| Full-time equivalent members | 5 | 5 |
| Total key management personnel remuneration | 750,429 | 731,198 |

There are 11 members of the Board excluding the Principal. The Board has held 8 full meetings of the Board in the year. The Board also has Resource Committee (4 members) committees that meet monthly and quarterly respectively. As well as these regular meetings, including preparation time, the Presiding member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal 1

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

| | 2025 Actual \$000 | 2024 Actual \$000 |
|--|----------------------------------|----------------------------------|
| Salaries and Other Short-term Employee Benefits: | | |
| Salary and Other Payments | 200 - 210 | 190 - 200 |
| Benefits and Other Emoluments | 0 - 6 | 0 - 6 |
| Termination Benefits | - | - |

Other Employees

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

| Remuneration \$000 | 2025 FTE Number | 2024 FTE Number |
|-----------------------|--------------------|--------------------|
| 100 - 110 | 21.00 | 13.00 |
| 110 - 120 | 15.00 | 13.00 |
| 120 - 130 | 11.00 | 6.00 |
| 130 - 140 | 3.00 | 3.00 |
| 140 - 150 | 1.00 | |
| | <u>51.00</u> | <u>35.00</u> |

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

21. Compensation and Other Benefits Upon Leaving

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

| | 2025 Actual | 2024 Actual |
|------------------|----------------|----------------|
| Total | - | - |
| Number of People | - | - |

22. 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.

The School board is currently addressing an employment related matter involving a staff complaint. The matter is ongoing, and any associated costs cannot be reliably estimated at this time.

23. Commitments

(a) Capital Commitments

As at 31 December 2025, the Board had capital commitment as listed below: (2024: nil)

| Contract Name | Remaining Capital Commitment \$ |
|-------------------------------|--|
| Apec Climbing - Climbing Wall | 136,500 |
| Total | <u>136,500</u> |

(b) Operating Commitments

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

24. Financial Instruments

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

Financial assets measured at amortised cost

| | 2025 Actual \$ | 2025 Budget (Unaudited) \$ | 2024 Actual \$ |
|---|-------------------------------|---|-------------------------------|
| Cash and Cash Equivalents | 1,130,289 | 376,821 | 592,495 |
| Receivables | 716,348 | 735,130 | 742,836 |
| Investments - Term Deposits | 1,000,000 | 1,050,000 | 1,150,000 |
| Total financial assets measured at amortised cost | <u>2,846,637</u> | <u>2,161,951</u> | <u>2,485,331</u> |

Financial liabilities measured at amortised cost

| | | | |
|--|----------------|----------------|------------------|
| Payables | 907,871 | 953,414 | 1,080,513 |
| Finance Leases | 83,804 | 33,477 | 69,115 |
| Total financial liabilities measured at amortised cost | <u>991,675</u> | <u>986,891</u> | <u>1,149,628</u> |

25. Events After Balance Date

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

26. 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 SAINT JOHN'S COLLEGE (HILLCREST)'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2025

The Auditor-General is the auditor of Saint John's College (Hillcrest) (the School). The Auditor-General has appointed me, Marilyn Castillo, using the staff and resources of Owen McLeod & Co Limited, to carry out the audit of the financial statements of the School on pages 2 to 20, 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 4 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, Statement of KiwiSport funding and the School 2026 Strategic and Annual Plan.

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.



Marilyn Castillo
Owen McLeod & Co Limited
On behalf of the Auditor-General
Hamilton, New Zealand