ST PETER CHANEL SCHOOL (MOTUEKA)

IN HOC SIGNO VINCES

ST PETER CHANEL

live life to the full

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2025

School Directory

Ministry Number:	3222
Principal:	Margaret Campbell-McCauley
School Address:	423 High Street, Motueka, 7120
School Phone:	03 528 7366
School Email:	office@spcmotueka.school.nz

Accountant / Service Provider: Solutions Services
Collaborative School Administration

ST PETER CHANEL SCHOOL (MOTUEKA)

Annual Financial Statements - For the year ended 31 December 2025

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St Peter Chanel School (Motueka)

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.

Ben Lindell
Full Name of Presiding Member

MARGARET ANNE CAMPBELL-MCCAULEY
Full Name of Principal

Signature of Presiding Member

M-McCauley
Signature of Principal

28th May 2026
Date:

28/05/2026
Date:

St Peter Chanel School (Motueka)
Members of the Board

For the year ended 31 December 2025

Name	Position	How Position Gained	Term Expired/ Expires
Ben Turnbull	Presiding Member	Elected	Feb 2026
Margaret Campbell-McCauley	Principal	ex Officio	
Joshua Gordon	Parent Representative	Elected	Sep 2028
Jeremy Cumming	Parent Representative	Elected	Sep 2028
Shelley Fry	Proprietors Representative	Appointed	
Linda Hay	Proprietors Representative	Appointed	
Megan Strong	Staff Representative	Elected	Sep 2028
Jed Coppins	Presiding Member	Elected	Feb 2025

In Attendance	
Katie Archibald	Board Secretary

St Peter Chanel School (Motueka)
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	781,015	609,081	663,632
Locally Raised Funds	3	65,632	25,210	52,639
Use of Proprietor's Land and Buildings		127,887	127,887	127,887
Interest		793	3,800	3,411
Total Revenue		975,327	765,978	847,569
Expense				
Locally Raised Funds	3	24,484	7,350	8,888
Learning Resources	4	618,955	466,960	523,814
Administration	5	96,865	95,073	96,407
Interest		1,513	1,200	1,742
Property	6	206,049	190,830	189,735
Loss on Disposal of Property, Plant and Equipment		994	-	508
Total Expense		948,860	761,413	821,094
Net Surplus for the year		26,467	4,565	26,475
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		26,467	4,565	26,475

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 Peter Chanel School (Motueka)
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		138,550	138,550	103,179
Total comprehensive revenue and expense for the year		26,467	4,565	26,475
Contribution - Furniture and Equipment Grant		10,902	-	8,896
Equity at 31 December		175,919	143,115	138,550
Accumulated comprehensive revenue and expense		175,919	143,115	138,550
Equity at 31 December		175,919	143,115	138,550

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 Peter Chanel School (Motueka)
Statement of Financial Position
As at 31 December 2025

	Notes	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Current Assets				
Cash and Cash Equivalents	7	129,482	111,278	114,085
Accounts Receivable	8	75,736	42,873	42,873
GST Receivable		5,592	5,125	5,125
Prepayments		8,178	8,569	8,569
Inventories	9	9,100	11,809	11,809
		228,088	179,654	182,461
Current Liabilities				
Accounts Payable	11	88,603	58,294	58,294
Revenue Received in Advance	12	8,868	6,134	6,134
Provision for Cyclical Maintenance	13	-	2,000	22,977
Finance Lease Liability	14	4,766	5,037	5,037
		102,237	71,465	92,442
Working Capital Surplus		125,851	108,189	90,019
Non-current Assets				
Property, Plant and Equipment	10	97,956	66,185	77,453
		97,956	66,185	77,453
Non-current Liabilities				
Provision for Cyclical Maintenance	13	41,311	22,337	20,000
Finance Lease Liability	14	6,577	8,922	8,922
		47,888	31,259	28,922
Net Assets		175,919	143,115	138,550
Equity		175,919	143,115	138,550

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

St Peter Chanel School (Motueka)
Statement of Cash Flows
For the year ended 31 December 2025

	Note	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Cash flows from Operating Activities				
Government Grants		249,950	209,204	210,875
Locally Raised Funds		63,124	25,210	39,387
Goods and Services Tax (net)		(467)	-	(2,640)
Payments to Employees		(95,611)	(86,565)	(85,627)
Payments to Suppliers		(169,565)	(153,256)	(151,112)
Interest Paid		(1,513)	(1,200)	(1,742)
Interest Received		849	3,800	3,411
Net cash from/(to) Operating Activities		46,767	(2,807)	12,552
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment		(38,610)	-	(22,968)
Net cash (to) Investing Activities		(38,610)	-	(22,968)
Cash flows from Financing Activities				
Furniture and Equipment Grant		10,902	-	8,896
Finance Lease Payments		(3,662)	-	(3,441)
Net cash from Financing Activities		7,240	-	5,455
Net increase/(decrease) in cash and cash equivalents		15,397	(2,807)	(4,961)
Cash and cash equivalents at the beginning of the year	7	114,085	114,085	119,046
Cash and cash equivalents at the end of the year	7	129,482	111,278	114,085

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 Peter Chanel School (Motueka)
Notes to the Financial Statements
For the year ended 31 December 2025

1. Statement of Accounting Policies

1.1. Reporting Entity
St Peter Chanel School (Motueka) (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.

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

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

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

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

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

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

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

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

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

Cyclical Maintenance
The School recognises its obligation to maintain the Proprietor's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the School buildings. The estimate is based on the School's best estimate of the cost of painting the School and when the School is required to be painted, based on an assessment of the School's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 13.

Useful lives of property, plant and equipment
The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment, as disclosed in the significant accounting policies, are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 10.

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

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

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 14. Future operating lease commitments are disclosed in note 19b.

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.

1.3. 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.

1.4. 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.

1.5. 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.

1.6. 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.

1.7. 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.

1.8. 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.

1.9. 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	5-20 years
Furniture and Equipment	1-10 years
Information and Communication Technology	2-5 years
Leased Assets held under a Finance Lease	Term of Lease
Library Resources	12.5% Diminishing value

1.10. Impairment of property, plant and equipment
The School does not hold any cash generating assets. Assets are considered cash generating where their primary objective is to generate a commercial return.

Non cash generating assets
Property, plant, and equipment held at cost that have a finite useful life are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable. If such indication exists, the School estimates the asset's recoverable service amount. An impairment loss is recognised as 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.

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

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

1.11. 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.

1.12. 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, 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.

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

1.14. 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 interior and exterior painting of the School, makes up the most significant part of the Board's responsibilities outside the 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 variety of periods in accordance with the conditional assessment of each area of the school. 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.

1.15. Financial Instruments

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

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

1.16. 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.

1.17. Budget Figures

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

1.18. 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	247,273	211,639	211,111
Teachers' Salaries Grants	531,031	397,442	452,521
Other Government Grants	2,711	-	-
	781,015	609,081	663,632

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	10,307	5,200	2,345
Fees for Extra Curricular Activities	4,272	1,440	2,965
Trading	17,166	7,550	7,646
Fundraising and Community Grants	33,626	10,000	38,338
Other Revenue	261	1,020	1,345
	65,632	25,210	52,639
Expense			
Extra Curricular Activities Costs	2,850	-	2,376
Trading	18,449	7,350	6,434
Fundraising and Community Grant Costs	3,185	-	78
	24,484	7,350	8,888
Surplus for the year Locally Raised Funds	41,148	17,860	43,751

4. Learning Resources

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Curricular	22,731	17,600	22,619
Information and Communication Technology	826	1,450	1,747
Employee Benefits - Salaries	567,207	428,442	474,007
Staff Development	8,387	7,500	9,853
Depreciation	19,669	11,268	15,483
Other Learning Resources	135	700	105
	618,955	466,960	523,814

5. Administration

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Audit Fees	9,485	6,073	8,006
Board Fees and Expenses	5,183	7,400	4,111
Operating Leases	-	800	152
Other Administration Expenses	16,391	18,300	15,995
Employee Benefits - Salaries	58,586	55,000	61,149
Insurance	2,618	2,500	2,512
Service Providers, Contractors and Consultancy	4,602	5,000	4,482
	96,865	95,073	96,407

6. Property

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Consultancy and Contract Services	21,315	22,000	23,737
Cyclical Maintenance	20,334	3,643	3,008
Heat, Light and Water	9,737	8,800	9,052
Repairs and Maintenance	6,489	4,500	4,970
Use of Land and Buildings	127,887	127,887	127,887
Employee Benefits - Salaries	490	3,000	2,890
Other Property Expenses	19,797	21,000	18,191
	206,049	190,830	189,735

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	108,309	90,753	93,560
Short-term Bank Deposits	21,173	20,525	20,525
Cash and cash equivalents for Statement of Cash Flows	129,482	111,278	114,085

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

Of the $129,482 Cash and Cash Equivalents, $8,868 is subject to restrictions for the following reasons:

- $8,868 of unspent grant funding is subject to conditions which specify how the grant is required to be spent. If these conditions are not met, the funds will need to be returned. This is included in Revenue in Advance in note 12.

8. Accounts Receivable

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Receivables from the Ministry of Education	3,404	2,073	2,073
Interest Receivable	4	60	60
Teacher Salaries Grant Receivable	72,328	40,740	40,740
	75,736	42,873	42,873
Receivables from Exchange Transactions	4	60	60
Receivables from Non-Exchange Transactions	75,732	42,813	42,813
	75,736	42,873	42,873

9. Inventories

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Stationery	505	937	937
School Uniforms	8,595	10,872	10,872
	9,100	11,809	11,809

10. Property, Plant and Equipment

2025	Opening Balance (NBV) $	Additions $	Disposals $	Impairment $	Depreciation $	Total (NBV) $
Building Improvements	39,052	-	-	-	(4,275)	**34,777**
Furniture and Equipment	11,310	24,139	(462)	-	(4,659)	**30,328**
Information and Communication Technology	8,118	12,980	-	-	(4,517)	**16,581**
Leased Assets	13,533	2,556	-	-	(5,418)	**10,671**
Library Resources	5,440	1,491	(532)	-	(800)	**5,599**
	77,453	41,166	(994)	-	(19,669)	**97,956**

The net carrying value of furniture and equipment held under a finance lease is $10,671 (2024: $13,533)

Restrictions

With the exception of the contractual restrictions relating to the above noted finance leases, there are no other restrictions over the title of the school's property, plant and equipment, nor are any property, plant and equipment pledged as security for liabilities.

	2025 Cost or Valuation $	2025 Accumulated Depreciation $	2025 Net Book Value $	2024 Cost or Valuation $	2024 Accumulated Depreciation $	2024 Net Book Value $
Building Improvements	94,928	(60,151)	**34,777**	100,877	(61,825)	**39,052**
Furniture and Equipment	104,305	(73,977)	**30,328**	94,270	(82,960)	**11,310**
Information and Communication Technology	67,752	(51,171)	**16,581**	63,493	(55,375)	**8,118**
Leased Assets	21,818	(11,147)	**10,671**	27,261	(13,728)	**13,533**
Library Resources	30,978	(25,379)	**5,599**	32,686	(27,246)	**5,440**
Balance at 31 December	319,781	(221,825)	**97,956**	318,587	(241,134)	**77,453**

11. Accounts Payable

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Creditors	8,165	7,417	7,417
Accruals	6,322	5,555	5,555
Banking Staffing Overuse	-	2,435	2,435
Employee Entitlements - Salaries	72,610	41,675	41,675
Employee Entitlements - Leave Accrual	1,506	1,212	1,212
	88,603	58,294	58,294
Payables for Exchange Transactions	88,603	58,294	58,294
	88,603	58,294	58,294

The carrying value of payables approximates their fair value.

12. Revenue Received in Advance

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Grants in Advance - Ministry of Education	8,868	3,626	3,626
Other Revenue in Advance	-	2,508	2,508
	8,868	6,134	6,134

13. Provision for Cyclical Maintenance

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Provision at the Start of the Year	42,977	42,977	58,903
Increase/(decrease) to the Provision During the Year	20,334	3,643	3,008
Use of the Provision During the Year	(22,000)	(22,283)	(18,934)
Provision at the End of the Year	41,311	24,337	42,977
Cyclical Maintenance - Current	-	2,000	22,977
Cyclical Maintenance - Non current	41,311	22,337	20,000
	41,311	24,337	42,977

The School's cyclical maintenance schedule details annual painting & other significant cyclical maintenance work to be undertaken. The costs associated with this annual work will vary depending on the requirements during the year. This plan is based on the School's most recent 10 Year Property plan, adjusted as identified and confirmed appropriate by the Board, to other reliable sources of evidence.

14. Finance Lease Liability

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

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
No Later than One Year	5,880	6,495	6,495
Later than One Year	7,620	10,648	10,648
Future Finance Charges	(2,157)	(3,184)	(3,184)
	11,343	13,959	13,959
Represented by:			
Finance lease liability - Current	4,766	5,037	5,037
Finance lease liability - Non current	6,577	8,922	8,922
	11,343	13,959	13,959

15. Related Party Transactions

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

Related party disclosures have not been made for transactions with related parties that are within a normal supplier or client/recipient relationship on terms and 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 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 1.3. 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".

16. Remuneration

Key management personnel compensation

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

	2025 Actual $	2024 Actual $
Board Members		
Remuneration	2,945	3,405
Leadership Team		
Remuneration	265,426	133,256
Full-time equivalent members	2.00	1.00
Total key management personnel remuneration	268,371	136,661

There are six members of the Board exluding the Principal and Board Secretary. The Board held eight full meetings of the Board in the year. The Board also has Finance (2 members) and Property (2 members) committees that meet monthly and quarterly respectively. As well as these regular meetings, including preparation time, the Presiding member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal

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

	2025 Actual $000	2024 Actual $000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	140-150	120-130
Benefits and Other Emoluments	3-4	3-4
Termination Benefits	0-0	0-0

Other Employees

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

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

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

17. Compensation and Other Benefits Upon Leaving

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

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

18. Contingencies

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

Holidays Act Compliance – Schools Payroll

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

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

19. Commitments

(a) Capital Commitments

At 31 December 2025, the Board had no capital commitments (2024:$25,625).

(b) Operating Commitments

As at 31 December 2025 the Board has not entered into any operating contracts.

(Operating commitments at 31 December 2024: nil)

20. Financial Instruments

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

Financial assets measured at amortised cost

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Cash and Cash Equivalents	129,482	111,278	114,085
Receivables	75,736	42,873	42,873
Total financial assets measured at amortised cost	205,218	154,151	156,958

Financial liabilities measured at amortised cost

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Payables	88,603	58,294	58,294
Finance Leases	11,343	13,959	13,959
Total financial liabilities measured at amortised cost	99,946	72,253	72,253

21. Events After Balance Date

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

22. 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 PETER CHANEL SCHOOL (MOTUEKA)'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER *2025*

The Auditor-General is the auditor of Saint Peter Chanel School (Motueka) (the School). The Auditor-General has appointed me, Talia Anderson-Town, using the staff and resources of Silks Audit Chartered Accountants Limited, to carry out the audit of the financial statements of the School on pages 3 to 17, that comprise the statement of financial position as at 31 December 2025, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

Opinion

In our opinion the financial statements:

- present fairly, in all material respects:
  - 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 28 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.

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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 Responsibility, 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 Members of the Board, Statement of Responsibility, Statement of Variance, Evaluation of the School's Students' Progress and Achievement, Statement of Compliance with Employment Policy, Statement of KiwiSport funding, Te Tiriti o Waitangi , Principal Report and Other Reports

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.

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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.

Talia Anderson-Town

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

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Audit obtained this from the school

Statement of Variance: progress against targets: St Peter Chanel School Motueka for 2025

Annual Target/Goal:				
Strategic Goal 2: ***Develop explicit teaching models for our core curricular of Religious Education, Literacy and Mathematics, developing scope and sequence lessons to facilitate optimum learning, putting into effect the Curriculum Refresh.***				
Actions ***List all the actions from your Annual Implementation Plan for this Annual Target/Goal.*** ***That 80% - 90% of students will achieve at the expected curricula level for the core curricula of Reading, Writing and Maths.***	**What did we achieve?**	**Evidence**	**Reasons for any differences (variances) between the target and the outcomes**	**Planning for next year – where to next?** .
Action 1 **Become familiar and use new textbooks and online support programme for Maths, Oxford Mathematics and Statistics for Aotearoa-New Zealand. Teachers attend PLD sessions introducing resource.**	**Mathematics:** **84%** of student achieved at or above the expected curriculum level, with **16%** achieving below. A small decrease in achievement from Term 2. Teachers are mastering their knowledge of the new Mathematics curriculum as we are developing our resource base as we implement it. Of the below students, **1** were enrolled Māori, (1 female), representing **6%** of those below and 1 student (female) who was enrolled as Pacifica. We also had 1 enrolled Māori student (male) and one enrolled Pacifica student (female) achieving above in Mathematics (representing 9% of those above). This suggests that Mathematics is a strength of our students, irrespective of their ethnicity (taking into consideration that our ESOL students may still be disadvantaged by their English language learning level).	Two teacher only days throughout the year and a session at each weekly staff meeting dedicated to Mathematics. Oxford Maths evaluated and reviewed as a program for all levels of our tamariki. The Oxford program met most of the students' needs but teachers supplemented units where students required more time and practice to internalise concepts. This meant teachers adapted the planning and timeline for teaching Teachers regularly reviewing planning and assessment resources of Oxford Mathematics text books and digital resource. Teachers attended Mathematics focused Kahui Ako PLG Terms 1,2 and 3.	SPC end of year results for Maths: **84%** of students achieving at or above the expected level in Mathematics. Over the year our school roll grew, and we ran an overflow class from Term 3 (we grew from 70 at March 1st to 86 students at the end of the year). New students who enrolled from other schools across our 4 classrooms, had been unhappy and unengaged at their previous school for a variety of reasons.	Maths Curriculum Teachers Only Days, 3rd Feb, 23rd March (and one more day later on in the year, with that date yet to be confirmed) planned for teachers to become familiar with the confirmed refreshed curriculum. Changes were made to the draft Maths curriculum in October 2025. Review Maths program regularly throughout the year. Become familiar with SMART TOOL as it is made available to us. Continue to use e-asTTle Maths Assessments and Oxford Assessments to build a picture of individual and group student achievement. **Learning Support Teacher to be employed to work with targeted groups and individuals (funded jointly by MOE and by St Peter Chanel School). To work with students to support their learning needs in Literacy and in Mathematics. "Double-hit" learning to happen in afternoons. PLD from MOE for our LST at beginning of the year.**

Action 2 **Meet as a staff for Professional Learning Development each fortnight to explore key reading resources, embed our Teaching as Inquiry and our assessment for learning practices.** **Attend Massey University Structured Literacy PLD (3 teachers with others teachers already trained in procedures and process) externally and continue to develop our own programme with our senior teacher and expert on structured literacy leading us in this. Implementing an approach using phonics, blends, digraphs.**	**Reading** **83%** of students achieved at or above the expected curriculum level, **17%**. Our target of 85% or above is still achievable by the end of the year. Of the **11** students achieving below the expected curriculum level, **1** are Māori (one male) and **1** was Pacifica (female), indicating **6%** of those below, were Māori, and **6%** below were Pacifica. Of those achieving above in Reading, there were 2 Pacifica students (female), representing 12% of those above and one Māori student (male), representing 6% of those above. These results indicate that our Māori and Pacifica students are being offered equitable teaching and learning programs and materials in Reading.	Held co-construction meetings each term to have conversations about focus students' learning, next steps and their rates of progress. Implemented at least 5 hours of reading throughout the week, giving students opportunities to read a variety of genre and gain "reading miles". Programs tailored for Year 1-3 students (learning to read) and Year 4-8 students (reading to learn). Incorporate our Religious Education lessons and Inquiry lessons into our Literacy teaching where appropriate. ran individual guided reading groups for students who are learning to read. Used whole class reading for teaching (articles, comprehension, novel studies) for senior students.	MOE made significant changes to the draft Maths and English Curriculum refresh in October 2025 – so school staff will have to adapt their teaching and learning programs and planning accordingly.	New staff given PLD in the structured literacy approach. New resources to be made available to teachers and students to facilitate the reading process. Assessment for learning processes to be used to identify next steps for student learning. SMART assessment tool will be introduced to schools and teachers in 2026, and we will be given PLD. There are new requirements for reporting to parents that we will need to adapt our report format. **In school PLD for literacy to be part of each PLD / Staff meeting sessions, that will build our expertise of implementing the structured literacy approach.**
Action 3 **Attend/ implement Massey University Structured Literacy PLD (3 teachers, with others teachers already trained in procedures and process) externally and continue to develop our own programme with our senior teacher and expert on structured literacy leading us in this. Implementing an approach using phonics, blends, digraphs.** **Use the strategies of *Accelerating Literacy Learning* (ALL) with our target students (for example: front-loading, co-creating success criteria, using examples of Levelled writing, giving students choice in writing topics and seeking actively to engage target student writers so they feel like they can contribute and participate in the learning.** **Continue to analyse writing samples regularly to build our teacher knowledge.**	**Writing:** **77%%** of students are achieving at or above the expected curriculum level, with **23%** of students achieving below. Out of the 18 students achieving below**,** 4 are Māori (3 male and 1 female), equating to 22% of the students below, falling within the expected parameters within our school community. Continued targeted acceleration programs for Māori will be required for us to maintain our equity. Out of the 18 students achieving below, **1** was Pacifica (female) representing 5% of those below. We will continue to target priority learners to improve their achievement in Writing.	Collected whole-school writing sample that will be moderated and marked together in Term 1 – using the e-asTTle assessment tool and rubric to inform teaching and learning. Analyse this data to inform the explicit teaching of writing processes and strategies and group students to be responsive to their learning needs. Have co-constructing meetings each term to have conversations about focus-students' learning, next steps and their rates of progress. Have regular PLD on how we implement the structured language approach in our classrooms. Use UFLI schoolwide for spelling and for senior students focus on morphology. Have a structured approach to teaching handwriting.	Writing is the most complex skill to master with over 78 executive functions of the brain activated in the writing process. We have 20% of our students coming from ESOL families / immigrant whānau so this can pose a barrier to writing in English. We have 14% of our students diagnosed as neuro-diverse or awaiting diagnosis and this can be a barrier to literacy learning.	New staff given PLD in the structured literacy approach. New resources to be made available to teachers and students to facilitate the writing process. Assessment for learning processes to be used to identify next steps for student learning. SMART assessment tool will be introduced to schools and teachers in 2026, and we will be given PLD. There are new requirements for reporting to parents that we will need to adapt our report format.

Results from SPC achievement data collected for end of Term 4 2025

RELIGIOUS EDUCATION Year 1-8 Results		PERCENTAGES (Rounded)
WELL BELOW	0	0
BELOW	7	9%
AT	57	74%
ABOVE	13	17%
TOTAL	77	100%

MATHEMATICS Year 1-8 Results		PERCENTAGES
WELL BELOW	1	2%
BELOW	11	14%
AT	54	70%
ABOVE	11	14%
TOTAL	77	100%

READING TERM Year 1-8 Results		PERCENTAGES
WELL BELOW	3	4%
BELOW	10	13%
AT	44	57%
ABOVE	20	26%
TOTAL	77	100

WRITING Year 1-8 Results		PERCENTAGES
WELL BELOW	3	4%
BELOW	15	19%
AT	50	65%
ABOVE	9	12%
TOTAL	77	100%

Analysis of Achievement Data

Ethnicities at SPC 2025 27% Māori, 7% Pacifica, Indian 7%, Filipino 8% Pakeha 46% Other: 5%

Religious Education

91% of student are achieving at or above the expected curriculum level, **9%** with achieving below.
Achievement remained close to Term 3 – but we had more students achieving Above the expected level by the end of the year.
As we have students who have not attended a Catholic school before, they are doing very well with increasing their understanding of and engagement in, the RE learning offered to them.
Of the **9** students achieving below the expected curriculum level, **no** Māori or Pacifica students were achieving below.

Mathematics:

84% of student are achieving at or above the expected curriculum level, with **16%** achieving below.
A small decrease in achievement from Term 3. Teachers are mastering their knowledge of the new Mathematics curriculum as we are developing our resource base as we implement it.
Of the 12 below students, **3** were enrolled Māori, (two male, one female), representing 25**%** of those below and 1 student (female) who was enrolled as Pacifica. We also had 2 enrolled Māori students (male) achieving above (representing 18%) and one enrolled Pacifica student (female) achieving above in Mathematics (representing 9% of those above). This suggests that the majority of our students see themselves as Mathematicians.

Reading:

83% of students are achieving at or above the expected curriculum level, **17%** with achieving below.
An increase in achievement from Term 3.
Of the **13** students achieving below the expected curriculum level, 2 are Māori (one male, one female) representing 16% of those below and **1** was Pacifica (female), indicating 16% of those below, were Māori, and 8% below were Pacifica. Of those achieving 20 students achieving above in Reading, there were 2 Pacifica students (female), representing 10% of those above and one Māori student (male), representing 5% of those above. These results indicate that our Māori and Pacifica students are being offered equitable teaching and learning programs and materials in Reading.

Writing:

77%% of students are achieving at or above the expected curriculum level, with **23%** of students achieving below.
A slight increase in achievement from Term 3.
Out of the 18 students achieving below**,** 4 are Māori (3 male and 1 female), equating to 22% of the students below, falling within the expected parameters within our school community. Continued targeted acceleration programs for Māori will be required for us to maintain our equity. Out of the 18 students achieving below, **1** was Pacifica (female) representing 5% of those below. We will continue to target priority learners to improve their achievement in Writing

<u>NEXT STEPS IN RAISING ACHIEVEMENT TERM 1 2026;</u>

In 2026 we will focus more strongly on implementing the other aspects of the Structured Literacy Approach (writing composition and whole class reading) as well as maintaining our teaching and learning programs for structured literacy in handwriting and spelling and guided reading groups. We have new staff undertaking PLD in the structured literacy approach. We will have 6 teachers teaching across 5 classrooms (two teachers in our large Junior classroom and a part-time learning support teacher replacing our teacher aide position). The new position of Learning Support Teacher to target our priority learners will focus on accelerating Tier 2 learners across the classrooms. We have four teacher only days focused on the curriculum refresh (two call back days and two during term time) that should assist us with our planning and resourcing of teaching Literacy and Mathematics.
Continue successful digital programs that assist our students as individual learners (Lexia and Maths Buddy).
The investment from the School Board in Learning Support will be increased in 2026 as they support extra teachers and resource teaching and learning programs.

ST PETER CHANEL SCHOOL MOTUEKA

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?	*Yes we believe so.*
What is in your equal employment opportunities programme? How have you been fulfilling this programme?	*We follow our Equal Employment Opportunities policies and procedures outlined in SchoolDocs and is available for staff and school whānau to review. These are reviewed regularly and endorsed by our Board of Trustees.*
How do you practise impartial selection of suitably qualified persons for appointment?	*Through an appointment panel made up of the Principal, BOT member and Staff Representative – or a variation of this this if required – if appointing a new Support Staff member (Office Manager), the appointment panel would consist of the Principal and the current Office Manager.*
How are you recognising, – The aims and aspirations of Maori, – The employment requirements of Maori, and – Greater involvement of Maori in the Education service?	*We acknowledge and honour our Treaty obligations as employees of the Ministry of Education including in our curriculum Early Aotearoa- New Zealand History, elements of basic Te Reo, elements of tikanga, and include aspects of these in our Special Character education. Acknowledging the right for whānau support should this be requested. We are actively seeking Kapahaka and Te Reo teachers and tutors for our students (not necessarily trained teachers) and would encourage any employee in growing their career.*
How have you enhanced the abilities of individual employees?	*Supported them in growing their capacity and leadership skills. Acting as references and referees for employees seeking to gain further qualifications. Acted as mentors to teacher trainees. Appointee people to positions of responsibility. Recommended to people they apply for positions of responsivity. Facilitated employees to gain purposeful qualifications.*
How are you recognising the employment requirements of women?	*Currently we are an all women staff. We operate flexitime / or paid leave for support staff and teachers in response to parental needs (should they need to take a child to an appointment) and whānau leave if children are sick and need to be cared for by an employee.*
How are you recognising the employment requirements of persons with disabilities?	*We provide accessible facilities to our buildings, including access to toilets that are accessible to disabled people*

	and a dedicated car-park for any person who has a disability visiting or employed at our school.

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

St Peter Chanel School

ST PETER CHANEL SCHOOL KIWI SPORT FUNDING STATEMENT 2025

Kiwisport funding for 2025 – $1,228. 44

Kiwisport funding in 2025 was directed towards funding our Kiwisport Coaching with Sport Tasman.

The remainder of the funding was spent on purchasing new sporting equipment for our students to use during morning tea and lunchtime breaks as well as when classroom Physical Education sessions.

For further details please refer to our accounts.

Marg Campbell-McCauley
Principal
St Peter Chanel School
Motueka

How have St Peter Chanel School Board given effect to Te Tiriti o Waitangi in 2025?

As a school, we have guidelines and practices that recognise Aotearoa-New Zealand's cultural diversity and the unique position of Māori culture. The Board, Principal and Staff of St Peter Chanel School are committed to acknowledging the importance of Te Tiriti O Waitangi as Aotearoa-New Zealand's founding legal document. Aotearoa-New Zealand Early Histories curriculum will focus on valuing Matauranga Māori (traditions, values, concepts, philosophies, world views and understandings derived from uniquely Māori cultural points of view.

To achieve this, we:

- Include Te Tiriti aspirations in our Strategic Aims, Strategic Plan and Annual Plan
- Focus on the achievement of Māori and Pasifika students and ensure that they receive adequate support to access the curriculum with success
- seek ways to incorporate elements of Tikanga and Te Reo into units of work across all areas of the curriculum (especially significant in our Tō Tātou Whakapono Religious Education curriculum)
- Teaching staff have been involved in Professional Learning Development in 2022 to 2025 developing their knowledge and skills in local tikanga, Te Reo, celebrating local pūrakau (traditional-teaching stories) and places of cultural significance – this is set to continue through Ki Kahui Ako Motueka initiatives and SPC leadership team
- ensure classroom teachers use basic Te Reo;
- teach topics in Motueka regional history, including Māori settlement and pa sites;
- teach wāiata in class and as a whole school;
- use Māori greetings every day and a range of greetings from other languages, reflecting classroom culture
- display some signs in both Māori and English
- ensure there are adequate resources to support Tikanga and Te Reo
- consult with parents/caregivers/whānau annually as to the type of programmes they believe will enhance Māori student performance academically, physically and socially
- Report regularly to the School Board on Māori student achievement and devise targeted programs to support those who are at risk of not achieving expected levels of learning

- Have Kapahaka be a regular part of our Arts / Music curriculum
- In 2025 we plan to take our whole school to Te Awhina Maere so they can experience a phowiri and learn about the maere and feel welcomed there. This will involve an investment supported by the Board in order to secure the services of the komatua and book the maere for our visit. It will also involve considerable preparation of our children being introduced to the protocols and tikanaga required.
- When a parent of a full-time student requests that their child be provided with instruction in Te Reo Maori, the Principal, on behalf of the Board, will take all reasonable steps by:
    - *Where appropriate, supporting an application for dual enrolment at the Correspondence School for the student, and provide support staff assistance, as we are not currently resourced to provide immersion delivery.*

2025– Māori Student Achievement at St Peter Chanel School

Maori Student achievement across all core curriculum has steadily improved each term in 2025. This has reflected the mana-enhancing impact of having dedicated, expert tutors supporting the Kakahaka programme. Māori student voice has endorsed our school practices around Taha Māori and reflected the cultural competency professional learning development that staff have undertaken during 2025. We have also benefited from the expertise of our Resource Teacher of Māori for assisting us in planning and developing our Matariki celebration.

Please refer to our Achievement Data Statement and our Statement of Variance for specific figures relating to Māori achievement in 2025.

Marg Campbell-McCauley
Principal
On behalf of
St Peter Chanel Board of Trustees

SPC ANNUAL PLAN FOR 2025
Principal's Report for School Board Meeting 20th August 2025

Actions for 2025		Progress Notes
A) Teachers become conversant with each aspect of the Relationship Based Teacher's Profile (RBTP) and incorporate these practices in their teaching.		New enrolments in each of our classes in 2025 has resulted in teachers and students forming relationships with our new students and cementing relationships with students already enrolled here.
B) Student voice is collected regularly to check that students know the purpose of their learning, what is to be learnt and their next steps.		Student voice shared with whanau at Student Led Conferences Week 7 Term 2. Student voice collected for Mid-Year Reporting Cycle.
C) Student Voice for Religious E could be sampled in a variety of ways, for example *Affective Domain* at the end of a Strand / Inquiry unit, **through journaling**, through direct questioning. This will then direct us in making decisions around our RE Assessment. We will record using photos examples of student learning and student voice.		RE Prayer Journals begun in Room Rangimarie and Whakapono to record student voice, learning, prayers and thoughts in relation to our RE teaching, learning and curriculum. Students voice collected for RE comment on reports and for end of term on the We Are Pilgrims of Hope in Week 8 and Week 9 Term 2. Recorded in Evaluation of Shared Planning document.
A) Teachers		
A) Use Assessment for Learning practices to identify target students, conduct regular monitoring meetings to plan interventions and to evaluate effectiveness of Teaching as Inquiry planning.		Assessments for Term 1 are set for the next few weeks in class so we are able to form a clear picture of where our students achievement is at. Assessments completed for end of Term 2 – results recorded on student reports and on Assessment and Learning table.
B) Track assessment achievement / progress for our core curriculum areas of Writing, Reading and Mathematics at the end of each term and report these regularly to the Board.		Results should be ready to be shared with Board at our next meeting. Data to be shared either June meeting or at our July meeting.
C) Use our Term Inquiries to create purposeful teaching and learning programmes, and to direct our assessments.		Te Tātou Whakapono lessons happening in each class as well as preparation for our powhiri at Te Awhina Marae (26th March). Second half of Term 2 devoted to Matariki, linking that to our Catholic Faith.
D) Writing assessments will be *Describe a Moment in Time* for Year 1-8 Term 1		Our Powhiri at the Marae will be our topic.
A) The Principal to consult with Kāhui Ako members and Attendance Officer around raising and maintaining attendance.		Attendance Officer position now made redundant by MOE; we still have access to our local Truancy Officer.
B) Once significant trends are identified, responsive action plans are developed and implemented.		Successful 12 week Maths intervention supporting at risk students at Year 7 & 8 (MOE contract led by our senior classroom teacher)
C) Data tracked to evaluate the effectiveness of actions taken.		Ongoing – teachers responsive to students needs.
A) Continue to develop the annual Catholic Character internal evaluation cycle at the Board level and staff level.		
B) Base our internal evaluation of our Catholic Character on Inquiry into one aspect of a Dimension.		
C) Catholic Character internal evaluation becomes part of the Board three year work plan.		
D) Internal evaluation of Catholic Character is used for school improvement, in that any identified areas for development become part of the Strategic Plan.		Completion of the Sacramental Program (begun in 2024) in Term 2 with Holy Communion celebrated.
A) Concrete our attendance processes so they are clear for everyone.		Stated clearly in our first School Newsletter of the year. Several follow up notices, graphs and tables on attendance.

B) Communicate our effective attendance processes to our school community.		Each School Newsletter so far this year has featured Attendance as a topic, emphasising the value we place or regular attendance and sharing the STAR (Stepped Attendance Response) with our community.
B) Implement our attendance processes, analysing our attendance data to effectively target those who are not regularly attending.		Implementing our school policy with following up all absences – when we have not had a response the code has been set as unexplained.
D) Address any issues that have been identified through our data analysis.		Meetings have been held with caregivers of students identified with concerning amounts of absenteeism.
E) Work with Attendance Services to support our school whanau to all achieve regular attendance.		One referral made to the Attendance Service – one to be made, relating to two students' attendance concerns (the first student's caregiver has applied to homeschool their child). Second referral made for a student who has attended only 27 half-days so far this year out of over 100. We have followed our school processes and procedures in contacting the whanau with offers of support and serval meetings have been held with the caregivers and the classroom teacher. Attendance Officer report shared with Principal. Two of our students sponsored by RDA for horse riding therapy in Term 2, this has been funded for Term 3 also.

Actions for 2025		Progress Notes
A) Religious Education – tracking Achievement objectives taught over the last 3 years and creating a cyclic programme to serve our multi-year classroom format.		Two Staff planning days before school began, when we set our RE Inquiry topic for Term 1. Term 2 planned during April holidays.
B) Literacy, carrying on with our Handwriting and Spelling programmes, in 2025 developing our whole class Writing instruction and Reading instruction.		Reviewed at our weekly staff PLD meeting regularly. Staff introduced/reviewing and becoming familiar with Reading, Spelling and Writing structured literacy assessments (Term 3).
C) Mathematics		Our Teacher's PLG Workshop focus for Term 1. Teacher Only Days focus.
Actions for 2025		**Progress Notes**
A) MOE PLD Co-Hort 3, 3 Teachers to participate in PLD		Two teachers attended two-day workshops in Feb – our third teacher (our Teacher Aide) was not able to attend due to illness.
B) Senior Teacher giving expert guidance for our staff in implementing a successful Structured Literacy Program		Leading this during our weekly staff-meetings. Writing our focus for Term 2 and Term 3.
Actions for 2025		**Progress Notes**
A) Attend the Kāhui Ako Teacher Only Days on 24 March and 30 May		Teacher Only Days attended Term 1 and Term 2.
B) Teachers to attend Kāhui Ako Professional Learning Groups once a term to share knowledge and problem solve and extend their understanding of best practice.		Our Teacher's PLG Workshop focus for Term 1 was Maths. Term 2 PLGs held at SPC and led by our teachers. Term 3 Maths remains the focus with the new curriculum and resources being explored.
C) Become familiar and use new textbooks and online support programme for Maths, Oxford Mathematics and Statistics for Aotearoa-New Zealand. Teachers attend PLD sessions introducing resource.		Online PLD for staff session January 22 Textbooks at each Year Level (have applied for more to match our actual year numbers but I have not heard back). Extra Maths Curriculum textbooks ordered and received so they more accurately match our year level numbers.
Actions for 2025		**Progress Notes**
A) National focus on Attendance – work with Attendance Officer to analyse attendance data		Share data and initiatives with Board. Term 2 Everyday Matters Data shared at July meeting.

Actions for 2025	Progress Notes
A) SPC Kapahaka Group learn local Waiata and tikanga	Kapahaka lessons at SPC have begun again in Week 4 Term 1.
B) Mana Whenua and School Whanau share expertise and guidance for our students in Kapahaka	As well as a professional coach we have members of our school community teaching our Kapahaka group.
A) Whole School Powhiri Te Awhina Marae.	Students being prepared for tikanga during powhiri by classroom teachers.
B)	
Actions for 2025	**Progress Notes**
A) Through our Kapahaka Group increase our use and understanding of Te Reo Māori	Term 1 – preparing for Te Awhina powhiri and visiting retirement village.
B) Prepare our students for powhiri to Te Awhina Marae	Teachers sharing the protocols and processes of our local marae to students as well as educating them on the different marae buildings and the significance of the declarations that adorn Te Awhina Marae. Each classroom now owns the Te Awhina guide book to use as a resource.

Actions for 2025	Progress Notes
A) Cultural Competency, continue staff and students' growth and development	Two classes visited Motueka Museum exhibit on the hikoi of Ngāti Rārua on 3rd and 4th June – mana of our Māori students enhanced. Local history focus.
B) New Uniform rolled out and consistently worn correctly	Winter pants ordered and being worn by those students who have chosen this option. Short sleeved blue uniform shirt can be worn in Winter terms, as suits individual students.
C) Develop our playground further to engage our students	Swing-set install early in Term 1 (Week 4) and being used constantly by students of all ages.
D) Develop more shade areas in the playground	
D) Develop our school garden so it is fully functioning and easier to manage	Working Bee April 5th to weed school vegetable garden and add planter boxes for students to use.
A) Continue to invest in our Kapahaka group with expert support, developing our cultural competency and Te Reo Māori	Kapahaka lessons resumed Week 4 Term 1. Kapahaka group preparing for our Matariki celebrations. Comments from our parishioners and other schools complementing our Kapahaka performances – public very impressed by our students and their mana.
B) Share with our community the ways in which we provide extension for students	
C) Ensure that our community is fully informed of all aspects of our Health programme and how Religious Education fits into this curriculum	Life Education with Ingrid in Week 4 Term 1 – with this shared with our community through Facebook and School Newsletter.
D)Source and resource a Te Reo Māori expert tutor employed for staff and students	Te Reo Māori tutor to begin in classes – timetable discussion with staff to be worked out.
E) Ensure that Science features as part of our Inquiry learning	"Kitchen Science" has begun with our relieving teacher leading students with Science through cooking with our senior and Junior students. / Science Wednesdays to begin in our middle classroom from Week 7 onwards. The House of Science, science kits hired from the second half of Term 3 – to be used in each class, materials, equipment and teacher plans are part of the Science Kit.

Student Achievement Target 2025 – Special Character

Annual Target

- **We aim for 90% of our students to be achieving at the expected curriculum level in Religious Education**

Historical Position Data from end of 2024

87% of student are achieving at or above the expected curriculum level, with **13%** achieving below. Of the **8** students achieving below the expected curriculum level, no Māori students were achieving below. Those below the expected level are students who have transferred into the school from other countries or from state schools where they did not receive any Religious Education. There are also neurodiverse students included in our results.
Of the 8 students below, **one** student was Māori (male), representing **12%** of those achieving below.
These students are making steady progress in understanding and building knowledge in Religious Education.
We also had **13%** of our students achieving above the expected level.

Actions for 2025	Progress Notes
• Action Statement for each term "un-packed" with students / this statement is related to actions for everyday life, world / community current events and how these relate or impact statement, how statement will inform prayer-life of students. • Teachers explore the use of student voice, as a staff to capture the on-going impact of learning of students as they deepen their relationship with Jesus, through the collection of statements of what students have understood, remembered and learnt. • Use information gathered through assessment practices to build a school-wide picture of the impact that the school's Catholic Character is having on our students, including the teaching of RE, in both the cognitive (curriculum) and affective (values / spirit / relationships) domains that will then be reported to the Board. • Record the outcomes from the actions our Term Inquiry statement inspires, including students understanding key vocabulary and concepts of statement. • Develop our understanding of the values of the New RE Curriculum and see how we can Link our CLEAR values to Māori tikanga – explore Māori values and seek to identify these and use them in our RE Inquiry, learning and teaching such as Tuakana / Teina relationships (older, younger siblings), Kaitiakitanga (guardianship of taonga, protection of our • environment), wariua (spiritual well-being), tikanga (putting into place the correct method / practice / custom)	Ā Tātou Whakapapa – Our Story is our learning for Term 1 with each class accessing resources from Tō Tātou Whakapono Y1-4 and using Caritas resources (*Keep it Simple for Lent* Action Plan for 2025) with their students and linking this to our Catholic faith and origins. Being **Pilgrims of Hope** resources also being used by teachers, so students form understandings around this including the meaning of the logo. Ash Wednesday Liturgy held jointly with our parish community at 9.30am 5th March. St Patrick's Day celebrated as a fundraiser for Caritas with a gold coin donation for a Dress As Yourself Day – part of almsgiving for Lent – linked back to our Catholic customs and traditions and why it is important we support those in need. St Peter Chanel Feast Day celebrated at the Church on Sunday with several school children and their whanau attending this picnic lunch afterwards. On Monday 28th we celebrated at school with a dedicated Liturgy, treats and a bouncy castle. Action Statement Term 2: ***We are Pilgrims of Hope.*** RE Curriculum lessons have begun in class at each level, with Achievement Objectives and Achievement Intentions being chosen during our planning for Term 2. **End of Term 1 Learning and Achievement Results for Religious Education:** **83%** of student are achieving at or above the expected curriculum level, with **17%** achieving below. Given that our new enrolments this year, and some from last year, have not been exposed to faith education, we consider this to be an excellent result for the end of the first term of 2025. Of the **9** students achieving below the expected curriculum level, **one** Māori student (male) was achieving below, representing **11%** of those achieving below. This is well within the percentage expectation for challenging achievement. Term 2 significant Special Character events: Catholic Schools Week, events every day over Week 5. Catholic Schools Day 28th May with Grandparents Day on Thursday 29th May. A very special event much appreciated by our visiting grandparents and by komatua who visited to provide "grandparent for the day' for those students whose grandparents couldn't attend. Pentecost Sunday 1st Holy Communion for 7 of our students (Y3-Y8). Year 5 and 6 RE Curriculum resources being released currently (still awaiting Y7&8). Outreach to Woodlands Village and Jack Inglis by our classes. Students developing and engaging in relationships with residents. CLEAR values very evident in these interactions. **Religious Education:86%** of student are achieving at or above the expected curriculum level, with **14%** achieving below. This is a decrease in achievement from Term 1 – due to new enrolments of students who have not attended a Catholic school before and so do not have the same foundational knowledge of Religious Education. Of the **9** students achieving below the expected curriculum level, **no** Māori students were achieving below. ***We grow as God's family guided by aroha, whakapono, tūmanako and rangimārie.*** Our teaching of our CLEAR values will develop the following concepts: Understand: We are all part of God's family and are called to show love (Aroha), faith (Whakapono), hope (Tūmanako) and peace (Rangimārie). Know: Our actions, words, and choices show that we belong to God's family. Do: Work together as a class and school to include, support and respect everyone. Our Religious Education (RE) curriculum teaching will focus on **Kia Noho Hāhi - Being Church.** Our teaching will include for our younger students, growing the children's understanding about what rituals are and recognise God is present to us in the things we see, do, say and experience in church. With our middle classroom students (Year 3 and 4) we will be teaching the understanding of how the Sacraments are linked to Jesus' life on earth, and how they draw us into a deeper relationship with God. Our Year 5 and 6 students will learn how the Holy Spirit and the 7 Sacraments give us energy and courage in living our Catholic Social Teaching. Our Year 7 and 8 students will learn to recognise that the Sacraments enable us to encounter God today and understand that they give us strength for our spiritual journey. Alongside this teaching ,we will also explore **Aroha Pūmau-Holiness and Prayer.** This term we will have a special focus on social justice and St Mary MacKillop and how her actions improved the lives of others. **End of Term 2 Achievement Data for Religious Education** **Religious Education:** **86%** of student are achieving at or above the expected curriculum level, with **14%** achieving below. This is a decrease in achievement from Term 1 – due to new enrolments of students who have not attended a Catholic school before and so do not have the same foundational knowledge of Religious Education. Of the **9** students achieving below the expected curriculum level, **no** Māori students were achieving below. **July/ August Community outreach** to those impacted by the floods (donations of toiletry items), picking daffodils for the Cancer Society We have celebrated St Mary MacKillop's feast day with House Groups spending time together on MM activities and the Feast of the Assumption. New teacher on staff – new to Catholic schools, being well supported by staff and has been teaching RE using the new curriculum resources. RE PLD for Principal and DRS (August 7th and August 14th) in Nelson.

Student Achievement Target – Literacy – Writing

Annual Target
This year we are aiming for **85%** of our students to be achieving at the expected level in Writing.

Historical Position from end of year data 2024
77% of students are achieving at or above the expected curriculum level, with **24%** of students achieving below. Out of the **15** students achieving below**, 5** are Māori (all male), equating to 33**%** of the students below, were Māori, indicating an over-representation of Māori boys at risk with their Writing learning. Continued targeted acceleration programs for Māori are required for us to achieve our equity goals.

Actions for 2025	Progress Notes
To collect writing samples and evidence across the whole-school and analyse them to inform explicit teaching and regularly monitor students' learning and rates of progress. • To collect a whole-school writing sample that will be moderated and marked together in Term 1 – using the e-asTTle assessment tool and rubric to inform teaching and learning. • Analyse this data to inform the explicit teaching of writing processes and strategies and group students to be responsive to their learning needs. • Have Co-constructing Meetings each term to have conversations about focus-students' learning, next steps and their rates of progress. **Implement Teaching as Inquiry to enhance our explicit teaching of writing and to engage learners.** • Inquire into our teaching using evidence and making goals to use assessment for learning practices and explicit teaching. • Co-construct what excellent writers and readers do with our classes to explicitly teach writing processes and strategies around the deeper and surface-features. Share success criteria with students, using examples of what this writing looks like at the appropriate curriculum level • Plan our Inquiry learning together each term, so students have effective opportunities for reading and writing and learning across the curriculum. • Engage students by making and modeling opportunities for purposeful writing across the curriculum. • Encourage students to become self-regulated learners by articulating their learning. Include student voice in our data collection. • Continue our ESOL support programme through seeking support from our MOE agencies and our Motueka Kāhui Ako • Create action plans from our Teaching as Inquiry planning for Writing that measures the impact of our intervention over a set period (for example 10 weeks) to assist us in being more evaluative. **Continue to have regular professional learning and development to build our knowledge about effective literacy teaching** • Participate in PLD with the Motueka Kāhui Ako using the Relationship Based Teacher Profile as a way to engage and improve students with their writing. • Use the strategies of *Accelerating Literacy Learning* (ALL) with our target students (for example: front-loading, co-creating success criteria, using examples of Levelled writing, giving students choice in writing topics and seeking actively to engage target student writers so they feel like they can contribute and participate in the learning. • Continue to analyse writing samples regularly to build our teacher knowledge. • With the support of the Kāhui Ako, sustain the understanding of Relationship Based Learning with all staff and determine a model that is effective to our school culture and lift the achievement of target groups. • **Attend further Structured Literacy PLD as offered and needed by MOE.**	Two teachers have attended Structured Literacy training, content delivered over two days in March and April 3rd. The principal has undertaken the ALL (Advancing Literacy Learning) intervention (joining the PLD part-way through the course content at the recommendation of the Literacy Advisor. This will be data driven involving a small group of targeted students. Resources and funding to cover teaching time is provided through this MOE funded PLD program. Students have completed an easTTle Writing Assessment (descriptive writing on photo prompt). This has been marked and moderated. **End of Term1 Learning and Achievement Results for Writing** **67%** of students are achieving at or above the expected curriculum level, with **33%** of students achieving below. Currently we have teachers involved with Structured Literacy PLD and a small group learning support program beginning this term. This should see achievement increase over the next three terms. Out of the **21** students achieving below**, 7** are Māori (5 male and 2 female), equating to 33**%** of the students below, were Māori, indicating an over-representation of Māori, and especially Māori boys, at risk with their Writing learning. Continued targeted acceleration programs for Māori are required for us to achieve our equity goals. ALL (Accelerating Literacy Learning) intervention PLD and programme to begin in Term 2 in our middle classroom. Zoom and Workshop Day attended by Principal. Middle class teacher attending Zooms for Structured Literacy 2-3 times per month and benefiting greatly from the insights and knowledge developed. **Writing:** **68%** of students are achieving at or above the expected curriculum level, with **32%** of students achieving below. A slight increase in achievement from Term 1. Out of the **21** students achieving below**, 8** are Māori (6 male and 2 female), equating to **38%** of the students below, were Māori, indicating an over-representation of Māori, and especially Māori boys, at risk with their Writing learning. Continued targeted acceleration programs for Māori are required for us to achieve our equity goals. **End of Term 2 Writing Achievement Results:** **Writing:** **68%** of students are achieving at or above the expected curriculum level, with **32%** of students achieving below. A slight increase in achievement from Term 1. Out of the **21** students achieving below**, 8** are Māori (6 male and 2 female), equating to **38%** of the students below, were Māori, indicating an over-representation of Māori, and especially Māori boys, at risk with their Writing learning. Continued targeted acceleration programs for Māori are required for us to achieve our equity goals. **July / August** New assessments better suited to Structured Literacy shared with staff – assessments beginning to be given from Week 6 onwards for OTJs at end of Term 3. Smaller configuration of classrooms with creation of Tūmanako and with our Teacher Aide working with the Year 2 students for Literacy and Maths increasing the ability for teachers to identify and then target learning gaps and next steps for students. Structured Literacy course continues for our Middle classroom teacher.

Student Achievement Target – Literacy – Reading

Annual Target

- This year we are aiming for **90%** of our students to be achieving at the expected level in Reading.

Historical Position Reading from end of year data 2024

83% of students are achieving at or above the expected curriculum level, with **23%** achieving below. Of the **14** students achieving below the expected curriculum level, **2** are Māori (both male), indicating 25% of those below, were Māori, with 25% total of our students enrolled as Māori, this result aligns with our equity goals.

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<tr><th>Actions for 2025</th><th>Progress Notes</th></tr>
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To collect the STAR data early in March and analyse subtests scores to inform explicit teaching and monitor students' learning and rates of progress.

- We will analyse the Star subtest data and use this to inform grouping, teaching and learning.
- We will continue to analyse and compare 5-year-old and 6-year-old Observation Survey Data, and the wedge graph to identify student learning needs, explicit teaching and monitor students' progress.
- Have Co-construction meetings each term to have conversations about focus students' learning, next steps and their rates of progress.
- When planning, we will identify the evidence we will collect to use as part of our assessment.

Implement teaching as Inquiry to enhance our explicit teaching of reading processes and comprehension strategies.

- Inquire into our teaching using evidence and making goals to use assessment for learning practices and explicit teaching.
- Co-construct what excellent readers do with our classes to explicitly teach reading processes and comprehension strategies. Co-construct success criteria with students.
- Plan our Inquiry learning together each term, so students have effective opportunities for reading and writing and learning across the curriculum.
- Engage students in focused reading, providing time for conversations about text, and the excellent reading skills and strategies they are using. Give students examples for how they will meaningfully respond to text.
- Encourage students to become self-regulated learners by articulating their learning and next steps.
- Continue our ESOL support programme through seeking support from our MOE agencies and our Motueka Kāhui Ako.
- Create action plans from our Teaching as Inquiry planning for Reading that measures the impact of our intervention over a set period (for example 10 weeks) to assist us in being more evaluative.
- Offer Reading Recovery to Year 2 students (with MOE support) and through employing a trained Reading Recovery teacher.
- Offer Early Literacy Support to Year 1 and 2 students (with MOE support) and through employing a trained Reading Recovery teacher.

Continue to have regular professional learning and development.

- Meet as a staff for Professional Learning Development each fortnight to explore key reading resources, embed our Teaching as Inquiry and our assessment for learning practices.
- With the support of the Kāhui Ako, sustain our understanding of Relationship Based Learning with all staff and determine a model that is effective to our school culture and lift the achievement of target groups.
- Participate in PLD around Structured Literacy – a systematic approach to teaching children phonics, blends, digraphs etc for literacy learning.
- **Attend Massey University Structured Literacy PLD** for 3 teachers externally and continue to develop our own programme with our senior teacher and expert on structured literacy leading us in this.

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End of Term 1 Learning and Achievement Results for Reading:
80% of students are achieving at or above the expected curriculum level, with **20%** achieving below.
Reading is the fundamental basis for understanding all curriculum so it is considered the most essential of all our learning. This means our expectations for our learners are correspondingly high. Those are at risk with their learning are given extra practice with known texts and reading learning is supported by our structured learning approach to literacy.
Of the **13** students achieving below the expected curriculum level, **3** are Māori (2 male and one female), indicating 20% of those below, were Māori. This is within the expected percentage of those who are at risk with their learning.

Reading:
79% of students are achieving at or above the expected curriculum level, with **21%** achieving below.
A small decrease in achievement from Term 1. Our target of 85% or above is still achievable by the end of the year.
Of the **15** students achieving below the expected curriculum level, **2** are Māori (one male and one female), indicating **13%** of those below, were Māori. This is within the expected percentage of those who are at risk with their learning.

Reading:
79% of students are achieving at or above the expected curriculum level, with **21%** achieving below.
A small decrease in achievement from Term 1. Our target of 85% or above is still achievable by the end of the year.
Of the **15** students achieving below the expected curriculum level, **2** are Māori (one male and one female), indicating **13%** of those below, were Māori. This is within the expected percentage of those who are at risk with their learning.

July /August
It is evident where the Reading Recovery staffing would have supported our Year 2 students with extra literacy support for those students who struggle with recognising letters / words and relating phonics to their reading understanding. We will be applying for 2026 on 1st September for Early Literacy Support staffing for 2026. We have a high number of ESOL in our Junior classroom and so their parents cannot support their children with reading as readily in English as those who have English as their first language. We also face an increase in neuro-diverse learners who require more focused practice to acquire new vocabulary.

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Student Achievement Target – Mathematics

Annual Target

This year we are aiming for **90%** of our students to be achieving at the expected level in Mathematics.

Historical Position Mathematics

85% of student are achieving at or above the expected curriculum level, with **15%** achieving below.
All Māori students were either achieving at the expected level or above for Mathematics.

Actions for 2025	Progress Notes
To collect Math assessment data regularly and analyse it to inform explicit teaching and monitor students' learning and rates of progress. • To collect and use assessment data to group students for target teaching (easTTle Maths, I Kan, I Can profiles for younger students). • Have Co-construction Meetings each term to have conversations about focus-students' learning, next steps and their rates of progress. • Explore and use purposeful tasks and assessments regularly to collect information and evidence about students learning – snapshots, ARBS, Figure It Out, curriculum level assessments. • Make links across the three Maths strands so connections between them are clear for students. **Implement Teaching as Inquiry to enhance our explicit teaching of Maths processes and strategies.** • Inquire into our teaching using evidence and making goals to use assessment for learning practices and explicit teaching. • Co-construct what excellent mathematicians do with our classes – different ways of thinking and strategies they use. • Engage students by making opportunities for conversations about their knowledge and the strategies they are using. • Explore and use Maths resources and materials to enhance student engagement and teach explicit skills and knowledge using purposeful Maths activities. • Encourage students to become self-regulated learners by articulating their learning and next steps. • Senior class trailing MOE intervention programme – senior class teacher leading this **Consolidate PLD in Maths** • MOE Curriculum refresh Teacher Only Days. • Kahui Ako workshops and PLG groups focused on Maths teaching and learning.	**Whole school implementing new Mathematics curriculum alongside using new texts and resources (Oxford Mathematics and Statistics for Aotearoa-New Zealand).** We will be reviewing this resource regularly throughout the year. **End of Term 1 Learning and Achievement Results for Mathematics** **77%** of student are achieving at or above the expected curriculum level, with **23%** achieving below. We have a new Mathematics curriculum and new school-wide Mathematics program being rolled-out this new year previous resources as necessary to offer the best Maths teaching and learning we can. Students are offered a mix of whole class and targeted group teaching, with those at risk with their learning being given extra time with the teacher and extra support. Of the below students, **4** were enrolled Māori, (2 male and 2 female), representing 23% of those below. This is within the expected percentage of those who are at risk with their learning. Of the **9** students achieving below the expected curriculum level, **no** Māori students were achieving below. **Mathematics:** **74%** of student are achieving at or above the expected curriculum level, with **26%** achieving below. A small decrease in achievement from Term 1. Teachers are mastering their knowledge of the new Mathematics curriculum as we are developing our resource base as we implement it. Of the below students, **4** were enrolled Māori, (1 male and 3 female), representing **16%** of those below. This is within the expected percentage of those who are at risk with their learning. . We are planning to use and incorporate **End of Term 2 Achievement Data for Mathematics** **Mathematics:** **74%** of student are achieving at or above the expected curriculum level, with **26%** achieving below. A small decrease in achievement from Term 1. Teachers are mastering their knowledge of the new Mathematics curriculum as we are developing our resource base as we implement it. Of the below students, **4** are enrolled Māori, (1 male and 3 female), representing **16%** of those below. This is within the expected percentage of those who are at risk with their learning. **July/ August** Teachers are adding resources to extend Oxford Maths textbook learning so that the students spend as much time as they need on a topic to gain a good understanding and have enough drill and practice at equations / solving problems / learning new vocabulary associated with the topic (e.g. probability). We are referring to the new Maths Curriculum to make sure we are covering what we need to and keeping our students on track. Maths is an agenda item at each PLD staff meeting so we are regularly reviewing and reflecting on our next steps.

NOTES FROM THE PRINICPAL INCLUDING PROPERTY FOR AUGUST 2025

Year Levels of Classrooms 2025 Term 3 and Term 4			
Aroha (Love)	***Whakapono (Faith)***	***Tūmanako (Hope)***	***Rangimarie (Peace)***
Number **22** **(with 2 to come)**	Number: **18**	Number **17**	Number **24**
Year 1 and 2 Year 0&1 = 11 students Year 2 = 6 students	**Year 3 and 4** Year 3 = 6 students Year 4 = 12 students	**Year 5 and 6** Year 5 = 11 students Year 6 – 6 students	**Year 7 and 8** Year 7 = 13 students Year 8 = 9 students
On a Friday Tūmanako students merge back into their original class to participate in Art / RE / Assembly / PE learning			
Open for a total of 386 ½ days Including Two MOE Curriculum Teacher Only Days, first held in Term 1, second planned for Term 2			

In 2025 we have 9 Year 8 leavers.

New Enrolments:

Non-Preference Enrolments: Two of our non-preference students qualify as preference (with their mother's baptism as Greek Orthodox and currently attending our parish Church of St Peter Chanel) we are awaiting the official letter from the Archbishop to arrive but have allowed a non-preference student to enroll on his birthday as we know these places will soon be available.

Recent leavers: Student referred to Attendance Officers as not attending school may be homeschooled and come off our roll – still enrolled with us at this stage. **We anticipate she will be coming off our roll near the beginning of Term 3.**

Current Number: 12
Number of Non-Preference Places: 11
Reason for Discrepancy: See above notes

Catholic Special Character:

Action Inquiry Statement for Term 3: *We grow as God's family guided by aroha, whakapono, tūmanako and rangimarie.*

Special Character

Outreach for Flood Victims We collected toiletry items as a school and made these into gift packages for those families impacted by the floods. These were very much appreciated.
Daffodil Day Our students will assist with picking and selling daffodil bunches (we will also sell daffodils in our Murray Cart, with money earned going to the Cancer Society.)

Principal Professional Relationships / STAFF PLD FOCUS

I have applied to become a member of a Principal PLD group through the New Zealand Rural Schools Leadership Association.

Finance – Implications of growing roll

With a new classroom due to our increasing roll, we have had increased costs in stationery, uniform, classroom resources, etc. We have also needed to spend money preparing the classroom. This has required unbudgeted investment to improve the class for it to be an inviting and engaging space. Actions we took included: hiring a skip to be available to dispose of resources and materials that were being stored in the empty classroom that were deemed unneeded. We then purchased storage cupboards for those resources we were keeping. We then needed to contract our caretaker to assemble the cupboards and paint an area of the classroom. In preparation of opening another classroom we would have spent over $3000. From the understanding that we were in the position to open a classroom until the end of Term 2 we had approximately 3 weeks and so had to move rapidly to ensure all needs were met. What didn't cost us anything was the staff staying outside of school hours to go through the resources, clean and organise the space and make everything work. I very much appreciate the time and efforts that all of our staff showed as everyone rallied around to prepare the classroom. The growth in enrollments has also resulted in more work for our Office Manager (enrolling students, selling uniform, ordering stationery etc) so our budget in several areas may be exceeded. However, we should be recompensated through an increased figure on our Operations Grant in the final quarter of the year, as the increase in students is recognised and then funded by the MOE.
Breakdown of Per-Pupil Funding for 12 months.

- **Year 1-6:** GST Exclusive: $848.57, GST Inclusive: $975.86 **Year 7-8:** GST Exclusive: $929.23, GST Inclusive: $1,068.61
- **Curriculum cost $400 for House of Science Kits** (Science for each classroom once a week) for science lessons for the rest of the year. This reflects our recent community consultation where parents asked for more science to be taught in classes (which has been happening through our CRT release teacher, who teaches in two classrooms, our middle class teacher and our new roll-increase teacher).

Banked Staffing Balance Pay Period 202608 In Credit $8, 418 (about 5 weeks teaching cover)

STAFFING 2026 – POSSIBLE RESTRUCTING SO WE HAVE 4 FULL-TIME CLASSROOMS IN 2026 – PERSONNEL

CONFIDENTIAL – EMPLOYMENT MATTERS
Please keep the following information strictly confidential, as it relates to employment.

*This information relates to staffing and classroom structure which is a **management responsibility,** but I am sharing my thinking to keep you informed.*

Our predicted roll for the start of 2026 is 75 – 76 students, which would give us enough staffing to operate four full-time classrooms, five days a week. Teachers' CRT (Classroom Release Time) would equate to two days per week. Once we have used our staffing credit from 2025, I would teach this CRT time (the same teaching load I have now).gaining us enough staffing to run 4, full-time classrooms 5 days a week. The release time for teachers (CRT) time would equate to two days per week, which when we have used up our staffing credit from 2025, I would teach (the same teaching load that I have now).

Benefits of this approach:

- Greater consistency for students, especially our neuro-diverse learners, with the same teacher 9 out of 10 days per fortnight.
- Higher likelihood of retaining and growing our roll.

ACTIONS:

- Meet individually with the fixed-term teachers to explain the restructure, invite them to apply for the advertised roles, or offer the option to join our relieving/teaching cover list.
- Advertise 2 positions (Room Tūmanako and Room Whakapono) at the end of Term 3 / start of Term 4.
- Note: My understanding is only Catholic teachers can be appointed permanently to these positions.
- Select an appointments committee (must include a Proprietor's Appointees, for permanent roles).
- Plan the appointment process – set a timeline, arrange interviews, prepare interview questions, conduct referee checks, etc.

Other related matters:

- If our Teacher Aide successfully gets re-registered as a teacher – then her salary can be charged to Teachers' Salaries and reduce our staffing credit. She would still work supporting our classrooms and working with those younger students and the students who need most learning support. I am working with this staff-member in support of her application to the Teachers' Council for re-registration. This will reduce our costs from our Operations Grant and so give us more flexibility in what we spend our money on.
- We are looking at employing a drama teacher on a Limited Authority to Teach contract to work one day a week until part-way through Term 4 (again using our staffing credit to pay for this special program). If possible, we wish to also do this for Te Reo.

Attendance

- We have had 4 families (5 students) taking holidays in school time recently with absences up to three weeks from class with another family being due to be away in September to visit family overseas, with their child being away from school over 5 weeks. I had a meeting the one family who could not get leave from work during the summer holiday. The other families have indicated they are taking advantage of the cheaper flights and accommodation available during this time.

Triennial School Board Elections

An election was not necessary as nominations equaled the available vacancies. We welcome Jeremy Cumming as our new parent representative to the St Peter Chanel School Board.

Planned Cyclical Maintenance and Property

- Extension to classroom block veranda project approved – awaiting official start date. Budget and detailed planning have been reviewed and building **consents have been applied for**
- Pool liner to be replaced, concrete renewed and tiles replaced, new fencing around pool to be funded by AWD.
- Climbing Frames to be re-strung (using money saved from bark chip donation)
- Roof in Hall foyer drains blocked causing the leaking of rainwater into the Hall interior. This was made worse due to heavy amounts of wind forced rain. I had the drains cleared by our caretaker and some guttering replaced.
- Roof above Room Tūmanako (the attached classroom) leaking – being investigated by our contract caretaker with a view to repair – 17th July.
- **Insurance claim actioned for Room Tūmanako heat pump (engine submerged in recent floods, damage to engine housing from ride-on lawn mower) and accepted – awaiting replacement timeline from heat pump installer (maybe later on in the Spring as we will have the heat pump out of action for a period of time). Insurance excess $575.00.**
- **The concrete foundation will need to be redone / recast – which will not be covered by insurance**
- **Driveway garden path being re-graveled (slippery conditions when wet)**

Possible motion: Add replacement of classroom heat pumps to the 10YPP for 2026

Health and Safety

- Staff regularly monitor and report any Health and Safety concerns around the school.
- The Hazards Register is updated as hazards are identified.
- Water testing completed monthly.
- Maintenance done to the playground by contract caretaker (awaiting painting of the new edging to be done due to caretaker sustaining injury)
- *Slowing down the pool cover release mechanism being investigated – a phone call to Infield Engineering resulted in being told that they are too busy at present to look at the job but will be available during or after the April holidays. We need to make this safer, so no one gets hurt if the handle is released suddenly for any reason. Teachers instructed that no child should be operating the mechanism and to proceed with caution. (To be actioned once pool liner is renewed etc)*

MOE CONTRACTS:

PB4L program – MOE – entering our 3rd year.
Accelerating Literacy Learning – MOE- Principal working with target group
Y7+8 Maths intervention Trial – MOE- Senior teacher working with target group
Structured Literacy PLD – Middle classroom teachers – MOE funded
Pacifica Cultural Competency – All staff – MOE funded, Term 3 and 4

I move that my August 2025 report to the SPC School Board be accepted