



SANCTA MARIA
COLLEGE

FINANCIAL
STATEMENTS

§

ANNUAL REPORTS

2025

SANCTA MARIA COLLEGE

ANNUAL FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2025

School Directory

Ministry Number:	491
Principal:	Louise Moore (until 7 July 2025)
Acting Principal:	Ray Green (from 8 July 2025)
School Address:	319 Te Irirangi Drive, Botany 2163
School Postal Address:	PO Box 64437, Botany 2163
School Phone:	09 274 4081
School Email:	admin@sanctamaria.school.nz
Accountant / Service Provider:	Edtech Financial Services

Members of the Board:

Name	Position	How Position Gained	Term Expired/ Expires
MARTIS, Natasha	Presiding Member	Appointed	17/09/2028
GREEN, Ray	Acting Principal	Ex-officio	27/01/2026
BAILEY, Brad	Parent Representative	Elected	09/10/2028
BASSI, Taniya	Parent Representative	Elected	09/10/2028
HEFFERNAN, Adrian	Parent Representative	Elected	09/10/2028
NGAN WOO PULEVAKIA, Shandel	Parent Representative	Elected	09/10/2028
PRITCHARD, Grant	Parent Representative	Elected	09/10/2028
CARLOS, Dominic	Proprietors Representative	Appointed	17/09/2026
MARTIS, Juliet	Proprietors Representative	Appointed	17/09/2026
PEREIRA, Thomas	Proprietors Representative	Appointed	17/09/2026
JAMES, Nicholas	Staff Representative	Elected	09/10/2026
EL-BOUTTY, Ricardo	Student Representative	Elected	18/09/2026
BRABANT, Warren	Presiding Member	Elected	09/10/2026
BOKUNIEWICZ, Ilona	Parent Representative	Elected	09/10/2026
BOTTING, Bradley	Parent Representative	Elected	09/10/2026
TUBU, Mya	Student Representative	Elected	18/09/2025

SANCTA MARIA COLLEGE

Annual Financial Statements - For the year ended 31 December 2025

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Sancta Maria College

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.

Natasha Martis

Full Name of Presiding Member



Signature of Presiding Member

21 May 2026

Date

Andrew Mackenzie

Full Name of Principal



Signature of Principal

21 May 2026

Date

Sancta Maria College

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	10,306,870	9,755,038	9,240,945
Locally Raised Funds	3	3,407,414	3,229,567	2,770,549
Use of Proprietor's Land and Buildings		3,982,345	4,035,000	4,035,984
Interest		146,778	186,000	195,294
Gain on Sale of Property, Plant and Equipment		36,478	-	-
Total Revenue		17,879,885	17,205,605	16,242,772
Expense				
Locally Raised Funds	3	1,423,684	1,355,823	1,216,090
Learning Resources	4	10,318,777	9,979,234	9,346,248
Administration	5	1,052,353	1,041,730	1,014,398
Interest		4,112	5,326	7,289
Property	6	4,770,885	4,820,242	4,880,459
Other Expense	7	1,376	1,375	1,500
Loss on Disposal of Property, Plant and Equipment		2,842	-	2,971
Total Expense		17,574,029	17,203,730	16,468,955
Net Surplus / (Deficit) for the year		305,856	1,875	(226,183)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		305,856	1,875	(226,183)

The above Statement of Comprehensive Revenue and Expense should be read in conjunction with the accompanying notes which form part of these financial statements.

Sancta Maria College

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		3,096,071	3,096,071	3,137,539
Total comprehensive revenue and expense for the year		305,856	1,875	(226,183)
Contribution - Furniture and Equipment Grant		199,404	-	184,715
Equity at 31 December		3,601,331	3,097,946	3,096,071
Accumulated comprehensive revenue and expense		3,601,331	3,097,946	3,096,071
Equity at 31 December		3,601,331	3,097,946	3,096,071

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.

Sancta Maria College

Statement of Financial Position

As at 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Current Assets				
Cash and Cash Equivalents	8	718,456	266,657	251,067
Accounts Receivable	9	788,690	716,239	724,223
GST Receivable		28,648	53,952	53,952
Prepayments		129,113	73,311	73,311
Inventories	10	138,747	115,162	115,162
Investments	11	2,970,849	3,087,567	3,087,567
		4,774,503	4,312,888	4,305,282
Current Liabilities				
Accounts Payable	14	982,778	892,237	888,006
Revenue Received in Advance	15	856,781	1,342,923	977,288
Provision for Cyclical Maintenance	16	160,003	249,000	249,000
Finance Lease Liability	17	31,451	45,387	45,387
Funds held in Trust	18	507,555	94,412	460,047
		2,538,568	2,623,959	2,619,728
Working Capital Surplus/(Deficit)		2,235,935	1,688,929	1,685,554
Non-current Assets				
Property, Plant and Equipment	12	1,629,553	1,633,302	1,633,302
Equitable Leasehold Interest	13	30,808	30,684	32,184
		1,660,361	1,663,986	1,665,486
Non-current Liabilities				
Provision for Cyclical Maintenance	16	253,439	234,679	234,679
Finance Lease Liability	17	41,526	20,290	20,290
		294,965	254,969	254,969
Net Assets		3,601,331	3,097,946	3,096,071
Equity		3,601,331	3,097,946	3,096,071

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

Sancta Maria College

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		2,968,767	2,739,447	2,537,376
Locally Raised Funds		2,336,943	2,304,288	2,102,574
International Students		947,741	1,286,401	801,292
Goods and Services Tax (net)		25,304	-	(2,696)
Payments to Employees		(2,697,419)	(2,558,889)	(2,492,732)
Payments to Suppliers		(3,262,104)	(3,000,284)	(2,984,907)
Interest Paid		(4,112)	(5,326)	(7,289)
Interest Received		172,683	186,000	192,055
Net cash from/(to) Operating Activities		487,803	951,637	145,673
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		33,636	(171,912)	(2,971)
Purchase of Property Plant & Equipment (and Intangibles)		(366,280)	(601,413)	(502,701)
Purchase of Investments		(2,042,549)	-	(157,538)
Proceeds from Sale of Investments		2,160,644	1,500	-
Net cash from/(to) Investing Activities		(214,549)	(771,825)	(663,210)
Cash flows from Financing Activities				
Furniture and Equipment Grant		199,404	-	184,715
Finance Lease Payments		(52,777)	201,413	(36,909)
Funds Administered on Behalf of Other Parties		47,508	(365,635)	429,646
Net cash from/(to) Financing Activities		194,135	(164,222)	577,452
Net increase/(decrease) in cash and cash equivalents		467,389	15,590	59,915
Cash and cash equivalents at the beginning of the year	8	251,067	251,067	191,152
Cash and cash equivalents at the end of the year	8	718,456	266,657	251,067

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.

Sancta Maria College

Notes to the Financial Statements

For the year ended 31 December 2025

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Sancta Maria College

Notes to the Financial Statements

For the year ended 31 December 2025

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 16.

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 12.

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 17. Future operating lease commitments are disclosed in Note 23.

Recognition of grants

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

Sancta Maria College

Notes to the Financial Statements

For the year ended 31 December 2025

c) Revenue Recognition

Government Grants

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

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

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

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

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

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

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) 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.

e) 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.

Sancta Maria College

Notes to the Financial Statements

For the year ended 31 December 2025

f) 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.

g) Inventories

Inventories are consumable items held for sale and are comprised of 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.

h) Investments

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

i) 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.

Sancta Maria College

Notes to the Financial Statements

For the year ended 31 December 2025

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 to Proprietor owned assets	16 years
Furniture and Equipment	3–15 years
Information and Communication Technology	3–5 years
Motor Vehicles	5-10 years
Leased Assets held under a Finance Lease	Term of Lease
Library Resources	12.5% Diminishing value

j) Impairment of property, plant, and equipment

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

Non cash generating assets

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

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

In determining fair value less costs to sell, the School engages an independent valuer to assess market value based on the best available information.

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

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

k) 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.

Sancta Maria College

Notes to the Financial Statements

For the year ended 31 December 2025

l) Employee Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

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

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

m) Revenue Received in Advance

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

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

n) Funds Held in Trust

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

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

o) Provision for Cyclical Maintenance

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

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

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

Sancta Maria College

Notes to the Financial Statements

For the year ended 31 December 2025

p) Financial Instruments

The School's financial assets comprise cash and cash equivalents, accounts receivable, and investments. All of these financial assets 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.

q) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

r) Budget Figures

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

s) Services Received In-kind

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

Sancta Maria College

Notes to the Financial Statements

For the year ended 31 December 2025

2. Government Grants

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Government Grants - Ministry of Education	2,919,995	2,540,038	2,521,469
Teachers' Salaries Grants	7,350,600	7,200,000	6,615,500
Other Government Grants	36,275	15,000	103,976
	10,306,870	9,755,038	9,240,945

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	1,215,238	1,154,211	937,689
Fees for Extra Curricular Activities	882,740	744,590	732,973
Trading	250,369	310,000	229,930
Fundraising and Community Grants	106,459	100,000	60,769
International Student Fees	952,608	920,766	809,188
	3,407,414	3,229,567	2,770,549
Expense			
Extra Curricular Activities Costs	458,191	426,940	423,519
Trading	152,577	198,484	166,991
Fundraising and Community Grant Costs	99,813	40,000	44,530
Other Locally Raised Funds Expenditure	611	-	-
International Student - Employee Benefits - Salaries	203,210	207,198	202,650
International Student - Other Expenses	509,282	483,201	378,400
	1,423,684	1,355,823	1,216,090
<i>Surplus/ (Deficit) for the year Locally Raised Funds</i>	1,983,730	1,873,744	1,554,459

Sancta Maria College

Notes to the Financial Statements

For the year ended 31 December 2025

4. Learning Resources

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Curricular	641,152	637,586	620,017
Information and Communication Technology	282,874	311,560	258,794
Employee Benefits - Salaries	8,876,649	8,556,788	7,946,461
Staff Development	74,744	52,800	73,168
Depreciation	430,106	400,000	433,553
Other Learning Resources	13,252	20,500	14,255
	<u>10,318,777</u>	<u>9,979,234</u>	<u>9,346,248</u>

5. Administration

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Audit Fees	23,043	15,000	19,470
Board Fees and Expenses	15,338	13,000	16,960
Legal Fees	7,720	-	-
Other Administration Expenses	153,860	144,500	141,236
Employee Benefits - Salaries	810,204	834,730	799,720
Insurance	29,356	25,000	26,776
Service Providers, Contractors and Consultancy	12,832	9,500	10,236
	<u>1,052,353</u>	<u>1,041,730</u>	<u>1,014,398</u>

6. Property

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Consultancy and Contract Services	114,018	117,000	113,119
Cyclical Maintenance	27,643	90,000	112,470
Heat, Light and Water	163,250	135,000	131,651
Repairs and Maintenance	189,019	134,485	184,354
Use of Land and Buildings	3,982,345	4,035,984	4,035,984
Employee Benefits - Salaries	166,259	160,173	136,202
Other Property Expenses	128,351	147,600	166,679
	<u>4,770,885</u>	<u>4,820,242</u>	<u>4,880,459</u>

The use of land and buildings figure represents 5% of the school's total property value. Property values are established as part of the nation-wide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

Sancta Maria College

Notes to the Financial Statements

For the year ended 31 December 2025

7. Other Expense

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Amortisation of Equitable Lease	1,376	1,375	1,500
	<u>1,376</u>	<u>1,375</u>	<u>1,500</u>

8. Cash and Cash Equivalents

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Bank Accounts	718,456	266,657	251,067
Cash and cash equivalents for Statement of Cash Flows	<u>718,456</u>	<u>266,657</u>	<u>251,067</u>

Of the \$718,456 Cash and Cash Equivalents and \$2,970,849 Short Term Investments, \$1,516,576 is subject to restrictions for the following reasons:

- \$856,781 of revenue held in advance, comprising \$637,640 relating to international student fees and \$219,141 relating to other revenue received in advance for the 2026 school year, has been collected by the school. These balances are included in Revenue in Advance in Note 15.
- \$507,555 is held in trust mainly relating to homestay fees received in advance. See note 18 for details.
- \$152,240 held by school on behalf of proprietor. Refer to note 19 for details.

9. Accounts Receivable

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Receivables	12,797	15,088	15,088
Receivables from the Ministry of Education	9,345	9,345	17,329
Interest Receivable	52,059	77,964	77,964
Teacher Salaries Grant Receivable	714,489	613,842	613,842
	<u>788,690</u>	<u>716,239</u>	<u>724,223</u>
Receivables from Exchange Transactions	64,856	93,052	93,052
Receivables from Non-Exchange Transactions	723,834	623,187	631,171
	<u>788,690</u>	<u>716,239</u>	<u>724,223</u>

Sancta Maria College

Notes to the Financial Statements

For the year ended 31 December 2025

10. Inventories

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
School Uniforms	138,747	115,162	115,162
	<u>138,747</u>	<u>115,162</u>	<u>115,162</u>

11. Investments

The School's investment activities are classified as follows:

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Current Asset			
Short-term Bank Deposits	2,970,849	3,087,567	3,087,567
	<u>2,970,849</u>	<u>3,087,567</u>	<u>3,087,567</u>
Total Investments	<u>2,970,849</u>	<u>3,087,567</u>	<u>3,087,567</u>

12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2025	\$	\$	\$	\$	\$	\$
Building Improvements	19,714	-	-	-	(622)	19,092
Furniture and Equipment	861,497	133,157	-	-	(140,283)	854,371
Information and Communication Technology	532,943	230,297	-	-	(207,428)	555,812
Motor Vehicles	115,375	-	-	-	(25,639)	89,736
Leased Assets	57,815	60,077	-	-	(50,036)	67,856
Library Resources	45,958	5,668	(2,842)	-	(6,098)	42,686
	<u>1,633,302</u>	<u>429,199</u>	<u>(2,842)</u>	<u>-</u>	<u>(430,106)</u>	<u>1,629,553</u>

The net carrying value of furniture and equipment held under a finance lease is \$67,856 (2024: \$57,815).

Restrictions

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

Sancta Maria College

Notes to the Financial Statements

For the year ended 31 December 2025

	2025	2025	2025	2024	2024	2024
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	269,486	(250,394)	19,092	269,486	(249,772)	19,714
Furniture and Equipment	2,021,068	(1,166,697)	854,371	2,927,288	(2,065,791)	861,497
Information and Communication Technology	1,828,452	(1,272,640)	555,812	1,938,148	(1,405,205)	532,943
Motor Vehicles	179,554	(89,818)	89,736	287,287	(171,912)	115,375
Leased Assets	208,346	(140,490)	67,856	201,413	(143,598)	57,815
Library Resources	214,718	(172,032)	42,686	222,829	(176,871)	45,958
	4,721,624	(3,092,071)	1,629,553	5,846,451	(4,213,149)	1,633,302

13. Equitable Leasehold Interest

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

A lease between the board and the proprietor records the terms of the equitable leasehold interest and includes a detailed schedule of capital works assets. The equitable leasehold interest is amortised over 25 years based on the economic life of the capital works asset(s) involved. The interest may be realised on the sale of the capital works by the proprietor on the closure of the school.

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Storage Shed	30,808	30,684	32,184
Total	30,808	30,684	32,184

The amortisation charge in relation to the equitable leasehold interest during the year was \$1,376 (2024: \$1,500).

Sancta Maria College

Notes to the Financial Statements

For the year ended 31 December 2025

14. Accounts Payable

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Creditors	188,592	207,001	207,001
Accruals	20,243	20,243	16,012
Employee Entitlements - Salaries	721,380	620,924	620,924
Employee Entitlements - Leave Accrual	52,563	44,069	44,069
	<u>982,778</u>	<u>892,237</u>	<u>888,006</u>
Payables for Exchange Transactions	982,778	892,237	888,006
	<u>982,778</u>	<u>892,237</u>	<u>888,006</u>

The carrying value of payables approximates their fair value.

15. Revenue Received in Advance

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
International Student Fees in Advance	637,640	1,008,141	642,506
Other revenue in Advance	219,141	334,782	334,782
	<u>856,781</u>	<u>1,342,923</u>	<u>977,288</u>

16. Provision for Cyclical Maintenance

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Provision at the Start of the Year	483,679	483,679	531,785
Increase/(decrease) to the Provision During the Year	27,643	90,000	112,470
Use of the Provision During the Year	(97,880)	(90,000)	(173,050)
Provision at the End of the Year	<u>413,442</u>	<u>483,679</u>	<u>471,205</u>
Cyclical Maintenance - Current	160,003	249,000	249,000
Cyclical Maintenance - Non current	253,439	234,679	234,679
	<u>413,442</u>	<u>483,679</u>	<u>483,679</u>

The School's cyclical maintenance schedule details annual painting to be undertaken. The costs associated with this annual work will vary depending on the requirements during the year. This plan is based on the School's 10 Year Property Plan.

Sancta Maria College

Notes to the Financial Statements

For the year ended 31 December 2025

17. 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	36,283	45,387	48,953
Later than One Year	46,261	20,290	21,175
Future Finance Charges	(9,567)	-	(4,451)
	<u>72,977</u>	<u>65,677</u>	<u>65,677</u>
Represented by			
Finance lease liability - Current	31,451	45,387	45,387
Finance lease liability - Non current	41,526	20,290	20,290
	<u>72,977</u>	<u>65,677</u>	<u>65,677</u>

18. Funds Held in Trust

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Funds Held in Trust on Behalf of Third Parties - Current	507,555	94,412	460,047
	<u>507,555</u>	<u>94,412</u>	<u>460,047</u>

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

Sancta Maria College

Notes to the Financial Statements

For the year ended 31 December 2025

19. Related Party Transactions

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

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

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

The Proprietor provides land and buildings free of charge for use by the School Board as noted in Note 1(c). The estimated value of this use during the current period is included in the Statement of Comprehensive Revenue and Expense as 'Use of Land and Buildings'.

Under an agency agreement, the School collects funds on behalf of the Proprietor. These include attendance dues, building levy and special character donations payable to the Proprietor. The amounts collected in total were \$1,358,368 (2024: \$1,254,750). These do not represent revenue in the financial statements of the school. Any balance not transferred at the year end is treated as a liability. The total funds held by the school on behalf of the proprietor are \$152,240 (2024: \$87,730).

Sancta Maria College

Notes to the Financial Statements

For the year ended 31 December 2025

20. Remuneration

Key management personnel compensation

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

	2025	2024
	Actual	Actual
	\$	\$
<i>Board Members</i>		
Remuneration	3,860	2,220
<i>Leadership Team</i>		
Remuneration	1,141,606	956,516
Full-time equivalent members	7	8
Total key management personnel remuneration	1,145,466	958,736

There are 11 members of the Board excluding the Principal. The Board has held 7 full meetings of the Board in the year. The Board also has Finance (4 members) and Property (4 members) committees that meet monthly and quarterly respectively. As well as these regular meetings, including preparation time, the Presiding member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal 1

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

	2025	2024
	Actual	Actual
	\$000	\$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	320-330	190-200
Benefits and Other Emoluments	1-10	5-10
Termination Benefits	0	-

Principal 2

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

	2025	2024
	Actual	Actual
	\$000	\$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	180-190	-
Benefits and Other Emoluments	-	-
Termination Benefits	-	-

Sancta Maria College

Notes to the Financial Statements

For the year ended 31 December 2025

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	24	17
110-120	16	15
120-130	6	1
130-140	2	2
140-150	-	-
150-160	-	1
160-170	-	-
170-180	1	-
	<u>49</u>	<u>36</u>

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

21. Compensation and Other Benefits Upon Leaving

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

	2025 Actual	2024 Actual
Total	220-230	-
Number of People	1	-

22. Contingencies

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

Holidays Act Compliance – Schools Payroll

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

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

Sancta Maria College

Notes to the Financial Statements

For the year ended 31 December 2025

Pay Equity and Collective Agreement Funding Wash-up

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

23. Commitments

(a) Capital Commitments

At 31 December 2025, the Board did not have any capital commitments (2024:0).

(b) Operating Commitments

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

24. Financial Instruments

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

Financial assets measured at amortised cost

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Cash and Cash Equivalents	718,456	266,657	251,067
Receivables	788,690	716,239	724,223
Investments - Term Deposits	2,970,849	3,087,567	3,087,567
Total financial assets measured at amortised cost	<u>4,477,995</u>	<u>4,070,463</u>	<u>4,062,857</u>

Financial liabilities measured at amortised cost

Payables	982,778	892,237	888,006
Finance Leases	72,977	65,677	65,677
Total financial liabilities measured at amortised cost	<u>1,055,755</u>	<u>957,914</u>	<u>953,683</u>

25. Events After Balance Date

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

INDEPENDENT AUDITOR'S REPORT**To the readers of Sancta Maria College's financial statements
for the year ended 31 December 2025**

The Auditor-General is the auditor of Sancta Maria College (the School). The Auditor-General has appointed me, Annie Uy, using the staff and resources of Crowe New Zealand Audit Partnership, to carry out the audit of the financial statements of the School on pages 2 to 23, 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:

- a) present fairly, in all material respects:
 - the School's financial position as at 31 December 2025; and
 - the School's financial performance and cash flows for the year then ended; and
- b) 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 21 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 opinion.

Responsibilities of the Board for the financial statements

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

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

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

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

The title 'Partner' conveys that the person is a senior member within their respective division, and is among the group of persons who hold an equity interest (shareholder) in its parent entity, Findex Group Limited. The only professional service offering which is conducted by a partnership is external audit, conducted via the Crowe Australasia external audit division and Unison SMSF Audit. All other professional services offered by Findex Group Limited are conducted by a privately owned organisation and/or its subsidiaries.

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Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.
- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

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

Our responsibilities arise from the Public Audit Act 2001.

Other information included in the Board's annual report

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

The other information obtained at the date of our audit report includes copies of the Statement of Variance and Evaluation of the School's Students' Progress and Achievement, Statement of Compliance with Employment Policy, and Statement of KiwiSport funding.

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

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

Independence

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

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



Annie Uy
Crowe New Zealand Audit Partnership
On behalf of the Auditor-General
Auckland, New Zealand

Statement of Variance and Evaluation of the School's Students' Progress and Achievement



School Priority	✓
Govt Priority	✓

2025 TARGET 1 – Year 7-10 WRITING and LISTENING

QUALIFICATION	NEW ZEALAND CURRICULUM
STRATEGIC GOALS	To create purposeful and personalised learning opportunities that grow and empower students, enabling them to reach their full potential and aspirations, in order to enjoy successful and fulfilling lives.
SUB GOALS	All teachers are utilising the principles of Tapasā, especially those relating to culturally responsive pedagogies while utilising Te Mātaiaho and its inclusive pedagogies (UDL), and have implemented these into a scheme of work
BASE DATA	Measuring year on year OTJ progress for all Y7-10 learners
TARGET SET	<ul style="list-style-type: none"> • 80% of Years 7-10 will be at or above the standard for writing by the end of the year. • 70% of Year 7-10 will be at or above the standard for Listening by the end of the year. • 75% of Pacific learners at or above the standard for writing by the end of the year.
There will be a particular focus on the literacy (both reading, listening and writing) of Pacific learners.	

These shifts will be measured by Overall Teacher Judgement. Judgements will be made using writing samples and reliable testing measures e.g. ELLP, e-asTTle, PAT testing.

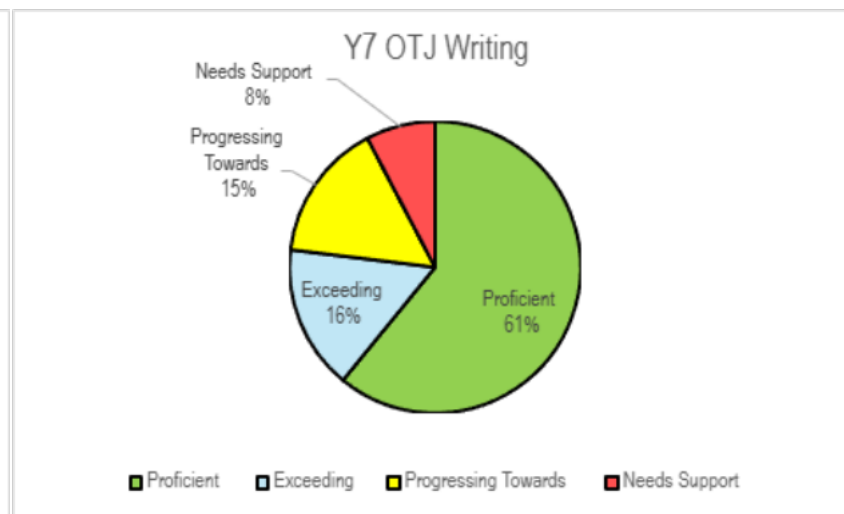
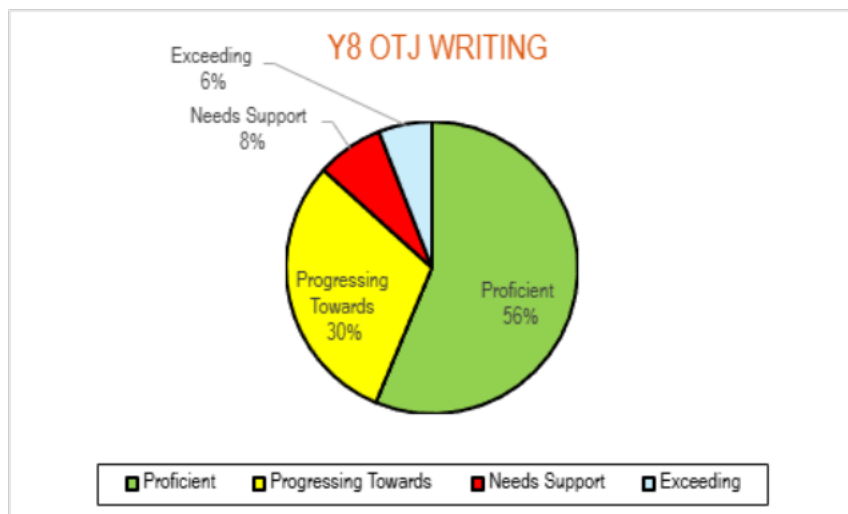
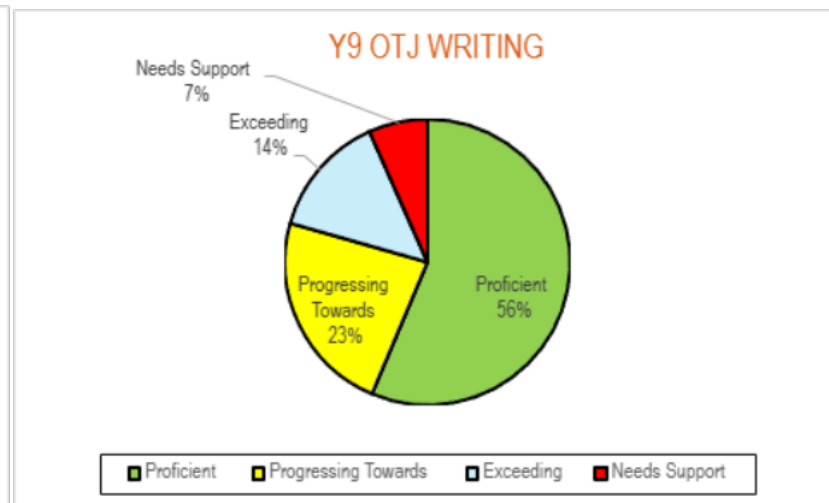
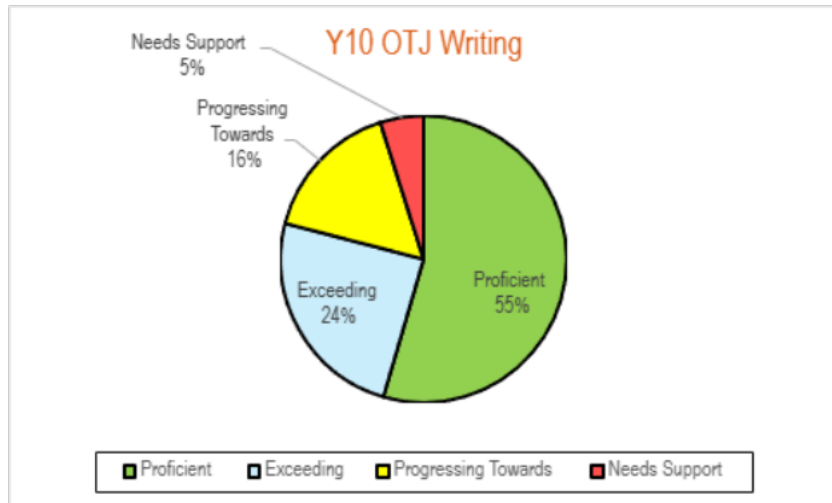
QUALITY ACTION REQUIRED	RESPONSIBILITY & MONITORING	TIMEFRAME	EXPECTED OUTCOME
<p>All students who are well below or below curriculum standard (phases/levels) in 2025 that attended Sancta Maria College in 2024 are identified.</p>	<p>HOD ESOL HOD English HOD Y7/8 Kahui ASL</p>	<p>Term Two and Term Four</p>	<ul style="list-style-type: none"> • Students identified and this information was shared • Analysis of data completed – OTJ vs PAT/e-asttle - discussion of the variance in results • Target students identified and supported through Lit and Num classes • Students provided with scaffolded work that allow them to be successful • PAT Testing has and will continue to occur school wide with Year 7/8/9/10 at an agreed interval – this is currently yearly as it allows us to assess the same factors every year to monitor student progress, investigate EOY testing so teachers can measure effect size, particularly with target students. • e-Asttle tests to be used for both Reading and Math at mid-year and end of year for Years 7-9
<p>All new students in the junior school will be PAT tested for Mathematics, Reading, Vocab and Listening</p>	<p>HOD Y7/8 Y7 teachers HOD ESOL Kahui ASL</p>	<p>Term Two</p>	<ul style="list-style-type: none"> • Current achievement identified • Data analysis completed and shared with the teachers • Targeted teaching using the SMC writing framework • Tests will be conducted in Term 1 2026 for data analysis • ENL and LIT classes in Y7 were created using baseline testing. These classes cater for students who needed higher levels of literacy support
<p>Newly enrolled 2025 students who are below curriculum standard (phases/levels) will be identified and placed on the at-</p>	<p>HOD English Relevant English Teachers Year level Dean HOD ESOL</p>	<p>Term Two onwards</p>	<ul style="list-style-type: none"> • Students identified and data shared with teams • Regular mentoring of these students in Navigation time • Y7 and 8 meeting to identify and discuss

risk targeted list.	Kahui ASL		<p>specific strategies being employed by teachers</p> <ul style="list-style-type: none"> • LIT classes have continued this year
All students who have been identified as well below curriculum standard (phases/levels) will be placed in language support.	HOD ESOL HOD Learning Support Deputy Principal – Yr7-10 HOD English	Term Two	<ul style="list-style-type: none"> • Student timetables include language support • Regular mentoring of these students in Navigation time • Testing through ESOL classes and mainstream classes for identification • HOD 7 and 8, HOD ESOL and HOD Learning Support to meet regularly to ensure all students were moving in and out of the programmes efficiently • Use of Literacy activity books and EP to support learners
<p>Language support classes and ESOL are offered from Year 7-10.</p> <p>Y10 LAN/10 LIT with a focus on co-req attainment on an English line to allow students the ability to engage with option subjects and lift their self-efficacy levels.</p>	HOD ESOL HOD Learning Support Deputy Principal Timetable team	Term One	<ul style="list-style-type: none"> • Students identified and placed in the intervention/support classes • Testing twice yearly to inform the data required for ELLP funding • Year 10 ākonga supported to be able to achieve success in Co-Reqs
All students who are excelling are identified as “Able and Ambitious” and a register kept so that teachers can extend them through extracurricular activities	HOD Y7/8 HOD relevant subjects	Term Two - Four	<ul style="list-style-type: none"> • List to be shared with HODs, Kaiurungi, and Kaihautu with progress meetings undertaken • Specific access to opportunities for academic enrichment • Regular mentoring of these students in Navigation time • Extra-curricular activities through a range of opportunities eg Mathex, e-pro8., debating, ToM, Play it Strange, APO

<p>All data collated through testing (including EOY 2024 OTJ Data) will be shared and unpacked with staff to inform teaching and learning strategies.</p> <ul style="list-style-type: none"> - HOD - Teacher - Kahui Ako level 	<p>DPJunior Curriculum HOD ESOL Teachers Kahui ASL KahuiWSL</p>	<p>Term Two</p>	<ul style="list-style-type: none"> • Start of year data shared with HoDs • Mid-Year data analysed and shared with HoDs • Meetings to discuss Y7/8 data • Specific strategies discussed to support targeted learners which encompasses UDL principles • e-asttle used for Reading Mid-Year in conjunction with OTJs to report on progress of learners • Use of differentiated e-asTTle to ensure accurate data is collected
<p>Continue to embed the school wide Literacy practices for writing using the SMC writing framework</p>	<p>TIC Literacy Initiative HODs: ENG/SOS/RE/SCI/7- 10 Kahui ASL & WSL HOD Learning Support</p>	<p>Term Two</p>	<ul style="list-style-type: none"> • Learning progressions discussed with HoDs as a tool that can be used • SMC writing framework to be used by all teachers to support writing
<p>Continue the use of specific strategies to support Pacific Learners in the classroom</p>	<p>DP Teaching and Learning SLT HOD Teaching staff</p>	<p>Term One - Four</p>	<ul style="list-style-type: none"> • Visible use Pacific texts and authors (e.g., Selina Tusitala Marsh, Albert Wendt) in reading material - Eng • Discussion of themes like migration, family, spirituality, and identity that resonate with Pacific worldviews - SOS • Use real-life contexts familiar to Pacific students (e.g., tapa cloth patterns for geometry, market prices for decimals) • Use of Tapasa and Talanoa strategies in the classroom • This is being included in the planning template for all learning areas in 2026 • HODs Conduct Classroom Walkthroughs using a culturally responsive practice rubric co-constructed with teachers.
<p>Fono evening to engage community in supporting a lift academic success</p>	<p>SLT</p>	<p>Term Two/Three</p>	<ul style="list-style-type: none"> • Use talanoa to allow discussion circles when meeting with parents

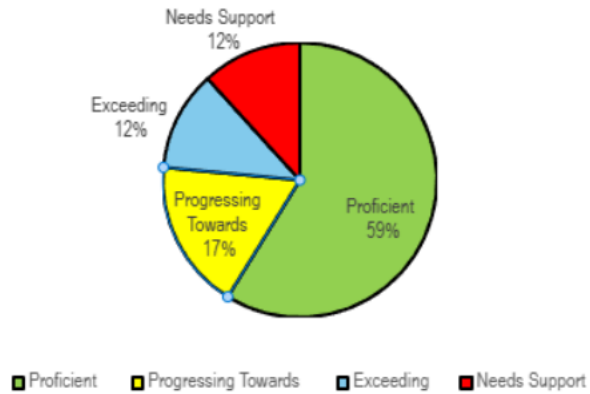
with a focus on learning-focused relationships with Pacific learners.			<ul style="list-style-type: none"> • Increased attendance of families in literacy/numeracy initiatives - how
Facilitate Collaborative Curriculum Reviews each term with HoDs and teachers to audit and revise schemes of work, ensuring Māori perspectives are authentically embedded.	SLT HOD Y7/8	Term 4	<ul style="list-style-type: none"> • HoDs to review schemes of each term with their team and so that changes are made immediately after the unit • Padlet with all learning area AOs and strands shared with HoDs so that authentic links across curriculum can be identified

Writing Analysis:

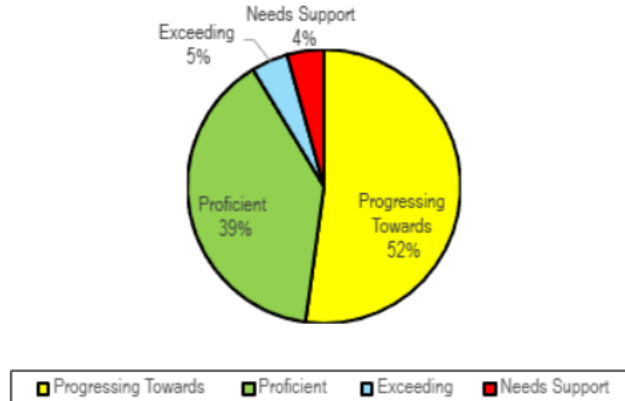


Pasifika ākonga

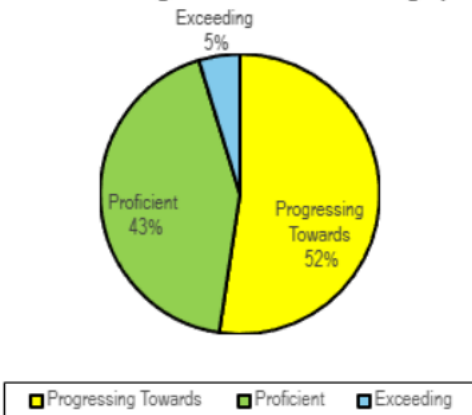
Year 7 Writing OTJ Pasifika ākonga(19)



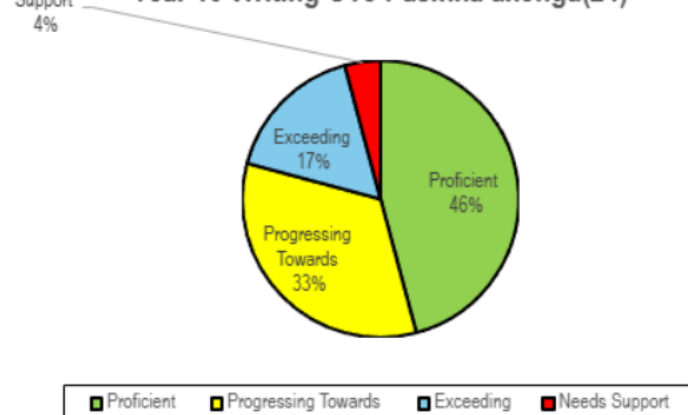
Year 8 Writing OTJ Pasifika ākonga(23)



Year 9 Writing OTJ Pasifika ākonga(21)



Year 10 Writing OTJ Pasifika ākonga(24)

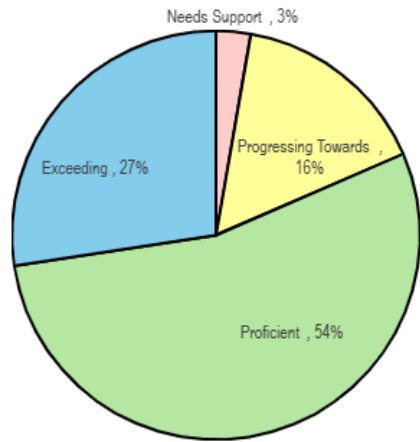


END OF YEAR DATA ANALYSIS

End of Year Data Analysis - [End of Year Data e-asttle and PAT.xlsx](#)

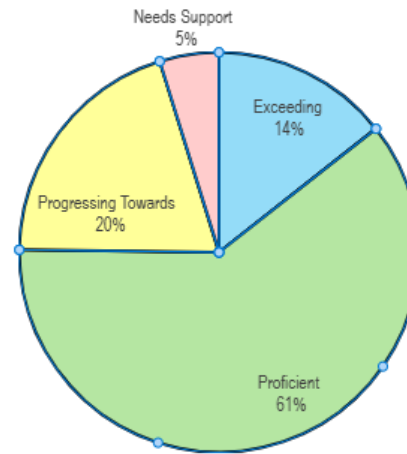
Writing Data

Year 7 Writing End of Year OTJ



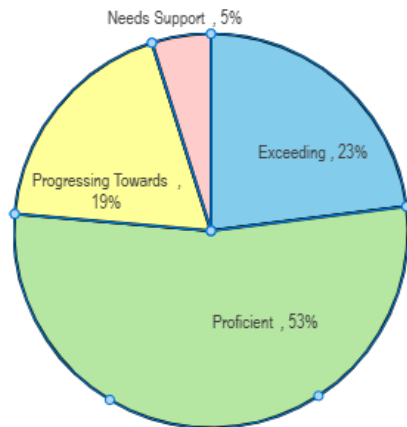
Needs Support Progressing Towards Proficient Exceeding

Year 8 Writing End of Year



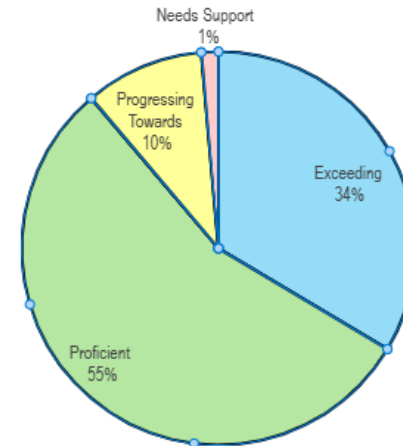
Exceeding Proficient Progressing Towards Needs Support

Year 9 Writing End of Year OTJ



Exceeding Proficient Progressing Towards Needs Support

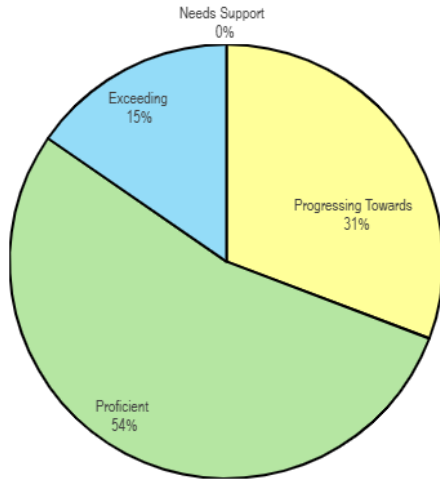
Year 10 Writing End of Year OTJ



Exceeding Proficient Progressing Towards Needs Support

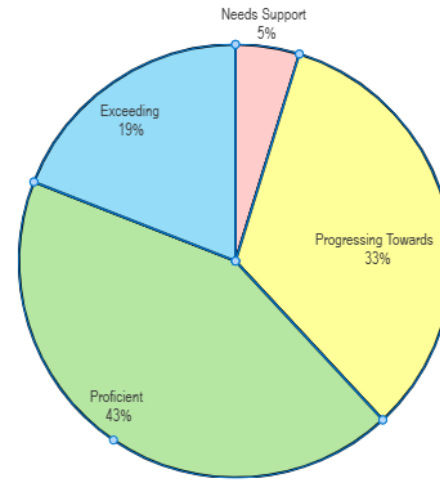
Pasifika ākongā

YEAR 7 END OF YEAR OTJ WRITING PASIFIKA



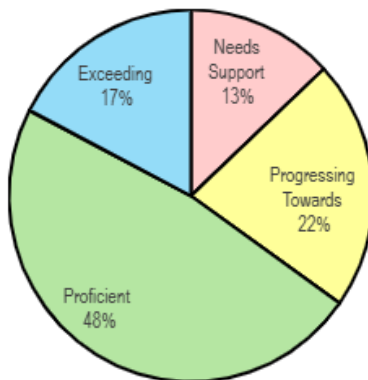
Needs Support Progressing Towards Proficient Exceeding

YEAR 8 END OF YEAR OTJ WRITING PASIFIKA



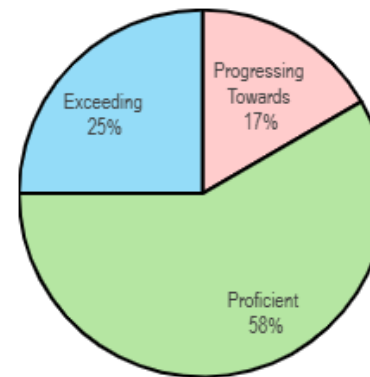
Needs Support Progressing Towards Proficient Exceeding

YEAR 9 END OF YEAR OTJ WRITING PASIFIKA



Needs Support Progressing Towards Proficient Exceeding

YEAR 10 END OF YEAR OTJ WRITING PASIFIKA

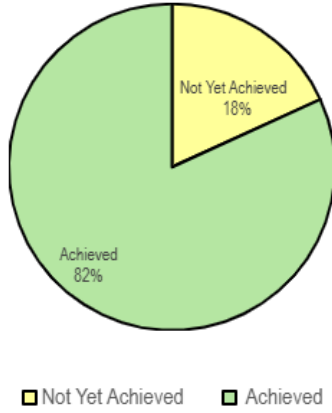


Needs Support Progressing Towards Proficient Exceeding

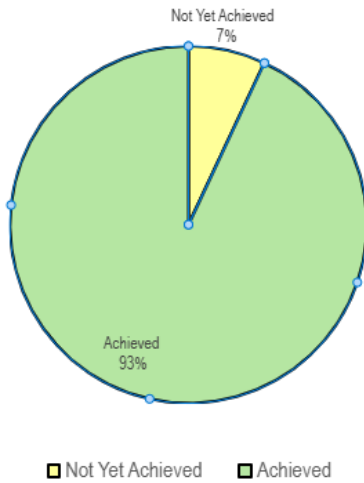
Co-Requisite Data

School-wide

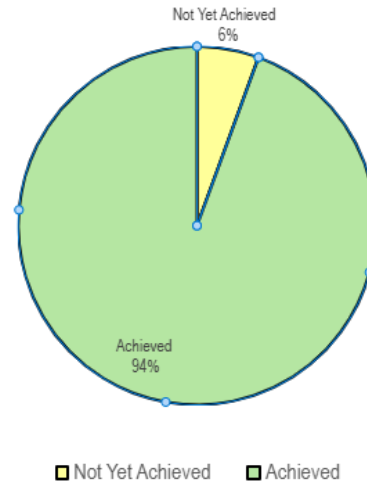
Year 10 Co-Req Math Data



Year 10 Co-Req Reading Data



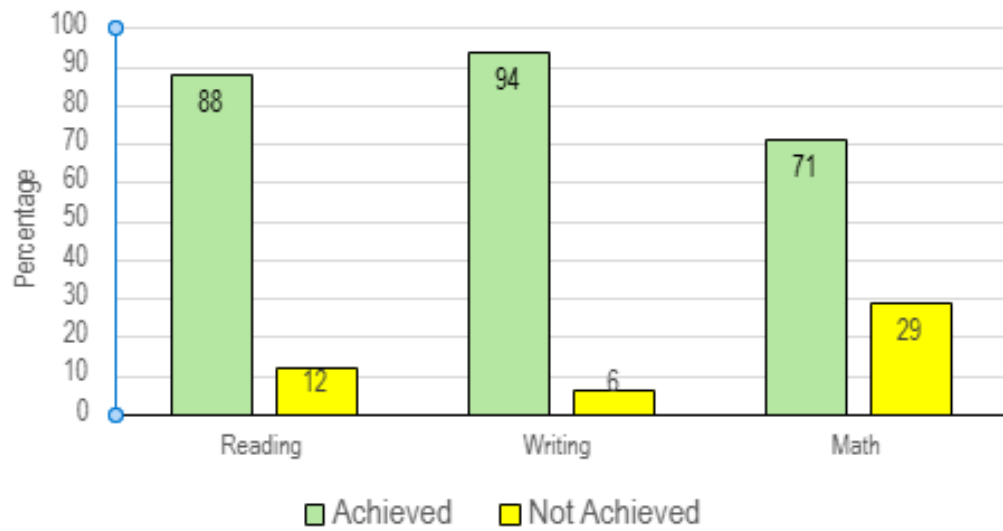
Year 10 Co-Req Writing Data



Co-Requisite Data

Pasifika

2025 Co-Requisite Data Pasifika



Analysis of Variance
END OF 2025 ANALYSIS OF VARIANCE

ACTUAL OUTCOMES	ANALYSIS – reason(s) for variance	EVALUATION – Next Steps / Further Development
<p>All students who are well below or below curriculum standard (phases/levels) in 2025 that attended Sancta Maria College in 2024 are identified.</p>	<p>Happened through scanning of existing data, Y7-10, namely OTJs and PaCT judgements + PAT testing and through teacher referrals in term 2 and again in term 4 for 2026 identification</p> <p>Detailed data analysis both at mid-year and end of year shared with HoDs for discussion in Department meeting</p> <p>PAT Writing tests done in term 4 to have standardised data</p> <p>Year 10 – not tested to avoid over-testing as their CAA data is available</p> <p>End of year common assessment task run under exam conditions provided rich data</p>	<ul style="list-style-type: none"> • Continue to provide detailed data analysis mid and end of year for targets • Seek the possibility of using effect size analysis to measure progress vs achievement • Continue to identify and support targeted students through Lit and Num classes • Students provided with scaffolded work that allow them to be successful – this has to be explicitly included in units of work in 2026 • PAT Testing has and will continue to occur school wide with Year 7/8/9/10 at an agreed interval – this is currently yearly as it allows us to assess the same factors every year to monitor student progress, investigate EOY testing so teachers can measure effect size, particularly with target students. • OTJs are remain accurate – this can be seen in the comparison between the Y10 OTJs and the externally marked Literacy Co-requisite results. • Continue using end of year exams for Years 9 and 10 • Explore the new SMART tool for the mandated twice yearly reporting in 2026
<p>All new students in the junior school will be PAT tested for Mathematics, Reading, Vocab and Listening</p>	<p>This testing occurred for students and was very useful in providing some baseline data of student ability in these specific areas. Instruction was given to HODs around how to access this information and view a spreadsheet of PAT information, this was then shared in Learning Area</p>	<ul style="list-style-type: none"> • Continue targeted teaching using the SMC writing framework • Y9 Hearing screening booked for 2026 • Tests will be conducted in Term 1 2026 for data analysis • ENL and LIT classes will continue in 2026 as these classes cater for students who needed higher levels of literacy support

	<p>meetings to ensure all staff could access the relevant data.</p> <p>Introduction of PAT Writing in Term 4 for years 7-9</p>	<ul style="list-style-type: none"> • Continue with PAT Writing which was trialed in term 4 with Years 7-9 • HoD Math is tracking longitudinal PAT Math data to see if students who will find CAAs challenging can be identified earlier for better intervention to be put into place
<p>Newly enrolled 2025 students who are below curriculum standard (phases/levels) will be identified and placed on the at-risk targeted list.</p>	<p>As in previous years HoD ESOL took writing samples and vocab scores from every new enrolment from Y7-13. Y9 and 10 LAN classes ran. ELLs were identified and put into support groups where needed. Where concern was noted about a domestic student, information was passed to HOD Learning Support. All staff received a summary document which also flagged students who were borderline and who were needing to be monitored as they may require support.</p>	<ul style="list-style-type: none"> • Students identified and data shared with teams • Regular mentoring of these students in Navigation time • Y7 and 8 meeting to identify and discuss specific strategies being employed by teachers • LIT classes have continued this year – Year 10LIT class was especially successful in supporting learners in achieving CAAs through using SAC conditions effectively
<p>All students who have been identified as well below curriculum standard (phases/levels) will be placed in language support.</p>	<p>All students at Y7-9 had their end of year data analysed as well as beginning of the year samples and testing and those who qualified were offered places in Y8-10 literacy support classes for 2025. At the beginning of 2025 all new students had baseline data collected through PAT and writing samples reviewed and in some cases further testing undertaken to ensure appropriate interventions were put in place. Students were either placed in Learning Support Literacy classes with HOD Learning Support in Y7 and 8 which were held during</p>	<ul style="list-style-type: none"> • Student timetables include language support • Regular mentoring of these students in Navigation time • Testing through ESOL classes and mainstream classes for identification • HOD 7 and 8, HOD ESOL and HOD Learning Support met multiple times over the year to ensure all students were moving in and out of the programmes efficiently • Continue with regular ESOL testing share ELLP information with staff so that these students receive targeted support in all learning areas • Continue the use of Literacy activity

	<p>mainstream English lessons. At Y9 and 10 students were entered into 9LAN/10LIT classes which run during option lines at 9 (in place of a second language) and during English at 10. Alternatively, if the student qualified they may have been placed in ELL/ENL classes.</p>	<p>books and EP to support learners</p>																																				
<p>Language support classes and ESOL are offered from Year 7-10.</p> <p>Y10 LAN/10 LIT with a focus on co-req attainment on an English line to allow students the ability to engage with option subjects and lift their self-efficacy levels.</p>	<p>Did occur, 10LIT trial successful – students who were identified are placed in the intervention/support classes</p> <p>Increased communication between LIT and ENG teachers with report comments and OTJ entry</p> <p>Year 10 ākongā supported to be able to achieve success in CAA exams Lit classes for students who require extra support - interventions have been successful to a large degree – see data below:</p> <p>10LIT: Outcomes for Reading and Writing CAAs</p> <table border="1" data-bbox="743 1133 1134 1446"> <thead> <tr> <th></th> <th>Reading CAA</th> <th>Writing CAA</th> </tr> </thead> <tbody> <tr> <td>Angelina <i>No SACs</i></td> <td></td> <td></td> </tr> <tr> <td>Fabiana</td> <td></td> <td></td> </tr> <tr> <td>Holly <i>Reader / Writer</i></td> <td></td> <td></td> </tr> <tr> <td>Michael <i>No SACs</i></td> <td></td> <td></td> </tr> <tr> <td>Emmerson <i>Reader / Writer</i></td> <td></td> <td></td> </tr> <tr> <td>Freda <i>Reader / Writer</i></td> <td></td> <td></td> </tr> <tr> <td>Zach <i>Reader / Writer</i></td> <td></td> <td></td> </tr> <tr> <td>Oliver <i>Reader / Writer</i></td> <td></td> <td></td> </tr> <tr> <td>Meron <i>SACs discussed with parents; declined.</i></td> <td></td> <td></td> </tr> <tr> <td>Florance <i>Isolated room</i></td> <td></td> <td></td> </tr> <tr> <td></td> <td>78% pass rate</td> <td>89% pass rate</td> </tr> </tbody> </table> <p>From Term 2, a Teacher Aide was assigned to the LIT class almost every</p>		Reading CAA	Writing CAA	Angelina <i>No SACs</i>			Fabiana			Holly <i>Reader / Writer</i>			Michael <i>No SACs</i>			Emmerson <i>Reader / Writer</i>			Freda <i>Reader / Writer</i>			Zach <i>Reader / Writer</i>			Oliver <i>Reader / Writer</i>			Meron <i>SACs discussed with parents; declined.</i>			Florance <i>Isolated room</i>				78% pass rate	89% pass rate	<ul style="list-style-type: none"> • Testing completed twice yearly to inform the data required for ELLP funding • HOF 7 and 8, TiC ESOL and HOD Learning Support met multiple times over the year to ensure all students were moving in and out of the programmes efficiently. • Need for improved communication between LAN teachers and English teachers to ensure that if students were ready to move out of this course that they had the appropriate supports wrapped around them to continue to progress without the additional support. • Continue to shared ELLP data with all teachers • Continue the LIT classes
	Reading CAA	Writing CAA																																				
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	<p>period. This allowed time for the students eligible for SACs to practice completing past papers with their reader / writer – this made immense difference for students</p>	
<p>All students who are excelling are identified as “Able and Ambitious” and a register kept so that teachers can extend them through extracurricular activities</p>	<p>DP Y7-10 shared overall OTJ data with staff during Term 2.</p> <p>Colour coded data sorted spread sheets – divided by year level, gender and ethnicity were made available to all staff.</p> <p>Extra-curricular activities through a range of opportunities eg Mathex, e-pro8., debating, ToM, Play it Strange, APO</p>	<ul style="list-style-type: none"> • Continue to build staff capacity to provide access to opportunities for academic enrichment – Science Fair will be run in 2026 with Years 7-10 • Regular mentoring of these students in Navigation time to continue • Continue with this focus and DP Junior School to talanoa ako • create a website for “Able and Ambitious” external competitions • Greater push for academic competitions like ICAS and Great Kiwi competition is required in 2026 – HoDs to take responsibility of a competition each
<p>All data collated through testing (including EOY 2024 OTJ Data) will be shared and unpacked with staff to inform teaching and learning strategies.</p> <ul style="list-style-type: none"> - HOD - Teacher - Kahui Ako level 	<p>Start of year data shared with HoDs in Week 2 Term 2</p> <p>Mid-Year data analysed and shared with HoDs at the start of Term 3</p> <p>e-asttle used for Reading Mid-Year in conjunction with OTJs to report on progress of learners</p>	<ul style="list-style-type: none"> • Specific strategies provided and included in units of work to support targeted learners which encompasses UDL principles • Continue the use of differentiated e-asTTle to ensure accurate data is collected – students not tested as a cohort but tested based on their level to see progress • Investigate the use of Effect Size to see progress made by students
<p>Continue to embed the school wide Literacy practices for writing using the SMC writing framework</p>	<p>Completed</p>	<ul style="list-style-type: none"> • Continue using learning progressions and curriculum phases as a tool that can be used by HoDs

		<ul style="list-style-type: none"> • SMC writing framework to be used by all teachers to support writing
Continue the use of specific strategies to support Pacific Learners in the classroom	<p>Completed through PL cycle</p> <p>Visible use Pacific texts and authors (e.g., Selina Tusitala Marsh, Albert Wendt) in reading material - Eng</p> <p>Discussion of themes like migration, family, spirituality, and identity that resonate with Pacific worldviews - SOS</p> <p>Use real-life contexts familiar to Pacific students (e.g., tapa cloth patterns for geometry, market prices for decimals)</p>	<ul style="list-style-type: none"> • Continue the use of Tapasa and Talanoa strategies in the classroom - this is being included in the planning template for all learning areas in 2026 • HODs Conduct Classroom Walkthroughs using a culturally responsive practice rubric co-constructed with teachers ongoing goal of HoDs and HoF – Years 7 and 8
Fono evening to engage community in supporting a lift academic success with a focus on learning-focused relationships with Pacific learners.	<p>Completed Term 3.</p> <p>Changes in reporting to focus on learning-focused relationships with Pacific learners through tehir kaiurungi</p>	<ul style="list-style-type: none"> • Use talanoa to allow discussion circles when meeting with parents • Increased attendance of families in literacy/numeracy initiatives by using external agencies like Failoa Famili – Talanoa Ako • Continue to lift the role of teh kaiurungi in the space for academic mentoring
Facilitate Collaborative Curriculum Reviews each term with HoDs and teachers to audit and revise schemes of work, ensuring Māori perspectives are authentically embedded.	<p>Data analysis was completed late November 2025 by RLA and information was shared with the Kahui Ako and SLT, HOD Year 7 & 8 and English.</p> <p>HoDs to review schemes of each term with their team and so that</p>	<ul style="list-style-type: none"> • The “Connected Curriculum” work has come to a halt as the various departments are current in the middle of immense curriculum change through the government's curriculum refresh initiative • Continue to include Matauranaga Māori into the units of work being developed

	<p>changes are made immediately after the unit</p> <p>Padlet with all learning area AOs and strands shared with HoDs so that authentic links across curriculum can be identified</p>	
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School Priority	✓
Govt Priority	✓

EXTENSION AND EXCELLENCE ACHIEVEMENT TARGET 2 2025

QUALIFICATION: NATIONAL CERTIFICATE OF EDUCATIONAL ACHIEVEMENT LEVEL 2 and 3

STRATEGIC GOAL: To create purposeful and personalised learning opportunities that grow and empower students, enabling them to reach their full potential and aspirations, in order to enjoy successful and fulfilling lives.

SUB GOAL: To ensure the national priorities for Pasifika learners are met as part of supporting and encouraging students to strive for excellence and their very best academic performance in all areas.

BASE DATA: 100% of our Pacific learners passed Level 3 in 2024. However, over the past four years University Entrance rates have varied between 93.4% in 2024 and a low of 50%. Pasifika Merit and Excellence endorsement rates are lower than other ethnicities. In STEM subjects, Pacific learners have a persistent baseline deficit between 15% and 30% below other ethnicities. Our Scholarship results in 2024 showed 15 Scholarships from 9 subjects.

TARGET SET: In 2025 there will be a target of 90% University Entrance rate for Pacific Level 3 learners in 2025. There will also be a target of a 10% increase in endorsement rates at Merit and Excellence level for Pacific learners. Scholarship rates overall will increase by a further 10%. An additional 10% of Pacific learners will continue STEM subjects into Level 2. Increase subjects achieving Scholarships by 10% and increase Scholarship figures by 15%.

QUALITY ACTION REQUIRED	RESPONSIBILITY & MONITORING	TIMEFRAME	EXPECTED OUTCOME
Mentoring and academic tracking of Pacific learners	Kaiurungi Kaihautu SLT STEM teachers	Terms 1-4	<ul style="list-style-type: none"> • Faces to the data approach creates investment in individual outcomes • Increase in success outcomes for learners • Increased retention in STEM subjects
Building connection with Pacific community	SLT HODs Pacific teachers Teaching staff	Terms 2-4 Ongoing	<ul style="list-style-type: none"> • Community Fono • NCEA Me la Pasifika engages parents • At junior level how to build literacy and numeracy success at home (from 2023 Talanoa Evening) • Increased teacher involvement in Pacific community events • Teachers ensuring that they connect positively with all parents of Pacific learners
Implementing culturally responsive pedagogy	All teachers	Terms 2-4 ongoing	<ul style="list-style-type: none"> • PL for new teachers and expectation that it is present in all schemes of work.
Teachers utilising UDL and Tapasa principles in the classroom		Terms 1-4	<ul style="list-style-type: none"> • Classrooms and learning reflects the Kakala framework and/or turu of Tapasa. • All teachers hold high expectations and provide ramps to achievement. • Differentiation of approach to age appropriate learning outcomes.
Development of a retention plan for Pacific learners in STEM subjects	HODs STEM subjects DP Senior Curriculum	Term 2-ongoing	<ul style="list-style-type: none"> • Rigorous interrogation of data by HODs especially for Science and Mathematics. • Retention plans created and implemented by Science, Mathematics, and Technology departments. • Information communicated effectively to parents about success in STEM subjects specifically

			<ul style="list-style-type: none"> • Tertiary partnerships to show success for Pacific learners in these areas. • Faces to the data approach used to track achievement and retention
Enabling Priority Learners to set their own learning goals and to track their own progress.	Kaihautu Kaiurungi	Terms 1-4	<ul style="list-style-type: none"> • Use of Navigation Time to develop agency around goal setting and independent tracking • Learners coached to develop effective SMART goals • Empowered learners who can seek assistance when needed.
Specific inclusion of Pacific top learners in the Able and Ambitious list.	DPs Curriculum	Term 2	<ul style="list-style-type: none"> • List to be shared with HODs, Kaiurungi, and Kaihautu with progress meetings undertaken • Specific access to opportunities for academic enrichment
Development of a support network for senior Pacific learners seeking to improve academic achievement	Pacific teachers DPs Curriculum	Terms 2-4	<ul style="list-style-type: none"> • Continue to build relationships with outside providers to enable this • Investigate opportunities during study periods for senior students to support others in small group environments.
Implementation of 'Homework Club' for Pacific junior students to get assistance with school work or access tutoring.	HODs DPs Curriculum	Terms 2-3	<ul style="list-style-type: none"> • Investigate avenues for paid supervision of this or as a SMC or Duke of Edinburgh Service activity for capable seniors.
Explicit focus on STEM subjects for Pacific learners	HODs STEM DPs Curriculum	Terms 1-4 Ongoing	<ul style="list-style-type: none"> • STEM pathways nurtured. • An increase in higher level results in STEM for Pasifika. • Start to increase participation in Science and Math courses for Pasifika in Years 12 and 13.
Development of Able and Ambitious programme	DP Senior Curriculum Academic Prefects	Terms 1 - 3	<ul style="list-style-type: none"> • Academic prefects and Curriculum DPs develop an increasing range of extension and enrichment opportunities • Able and Ambitious programme communicated effectively to learners and their parents
Connecting with Able and Ambitious students and whanau to support the Scholarship programme.	HODs DP Senior Curriculum	Term 2 Term 2-3	<ul style="list-style-type: none"> • Academic Excellence Evening

			<ul style="list-style-type: none"> • An Able and Ambitious event for junior students and their whānau.
On-going review of progress of scholarship students and priority learners is monitored.	DP Senior Curriculum HODs	Terms 1 - 4	<ul style="list-style-type: none"> • Regular mentoring of target students • Milestone assessment targets met and/or reviewed.
All NCEA subject areas must offer and support Scholarship.	HODs SLT line managers	Terms 2-4	<ul style="list-style-type: none"> • At least TWO more subject areas achieving Scholarship • At least 17 Scholarships gained in 2025
Consistently successful Scholarship subjects will be supported by time where possible or practicable.	DP Senior Curriculum	Terms 2-4	<ul style="list-style-type: none"> • Shifting Scholarship studies into differentiated class time • Utilising study periods or Year 13 early finish for Scholarship studies • Publishing the timetable for Scholarship • Providing checkpointed assessments for Scholarship students

END OF 2025 ANALYSIS OF VARIANCE

ACTUAL OUTCOMES	ANALYSIS – reason(s) for variance	EVALUATION – Next Steps / Further Development
<p>The University Entrance pass rate target of 90% was not achieved. The pass rate was 74%. 7 students did not achieve it including 1 listed in both the Māori and Pacific data.</p> <p>1 Pacific learner gained an Outstanding Scholarship that was one of the top submissions in the country. 4 Pacific learners entered NCEA Scholarship this year across a range of STEM and other subjects.</p>	<p>In real terms we had 5 attending Pacific students not gain UE. 2 of these students were never expected to achieve it. 3 did less well than expected in the external examinations and were not university bound. 2 had significant attendance issues.</p> <p>Until external results were published there was still an expectation that we would meet this target. Mentoring and academic tracking of Pacific learners led to a 100% pass rate for Pacific learners (96.4% with a student reported in both Māori and Pacific data). Despite professional learning time spent on the Faces to Data approach in Term 1, many teacher inquiries were not around data for their Pacific learners.</p>	<ul style="list-style-type: none"> • Action Plan for Priority Learners to make mentoring and tracking responsibilities explicit for both curriculum and pastoral streams. • This remains a priority. • Increased retention in STEM subjects
<p>The Mathematics Department created a STEM plan which was initiated in 2025 to support the retention of Pacific learners in Math subjects, especially courses with a pure Math focus.</p> <p>The creation of a general math strand at Level 3 assisted with this goal.</p> <p>Explicit focus on STEM subjects for Pacific learners led to a greater retention (67%) from Level 1 to Level 2 and 82% from Level 2 to Level 3. Of these, 56% stayed in MAS, while 44% went into either MAT or MAC courses.</p>	<p>Rigorous interrogation of data by HODs especially for Science and Mathematics.</p> <p>Retention plans created and implemented by Mathematics and still underway for Science and Technology departments.</p> <p>Tertiary scholarships for Pacific Learners to show success for Pacific learners in both Maths and Digital Technology.</p> <p>Faces to the data approach used to track achievement and retention by DP senior school.</p>	<ul style="list-style-type: none"> • Retention plans completed and implemented for Science and Technology Departments. • An increase in higher level results in STEM for Pasifika. • Start to increase participation in Science courses for Pasifika in Years 12 and 13.
<p>Building connection with Pacific community</p>	<p>The 2025 Fono was less well-attended than our 2023 Fono but the discussion was robust and whānau were pleased to be updated with what is happening for our Pacific Learners. Discussion around results was also very positive with significant parent engagement.</p> <p>The incorporation of NCEA Me la Pasifika (for the second</p>	<p>Encouraging positive communications home for kaiurungi and subject teachers first to build a more robust learning partnership.</p> <p>In 2026 there will be a Talanoa Evening in Term 2.</p>

	time) was a positive way of engaging parents to be able to have learning conversations at home around NCEA.	
Teachers implementing UDL and Tapasa principles in the classroom	Teacher inquiry showed clear use of UDL approaches. With 17 new staff, a targeted Professional Learning Group is required to ensure that all staff have the same foundational understanding.	A positive start for this but further effort to show consistent implementation across all teaching staff is required around the turu of Tapasa.
This goal was met. Enabling Priority Learners to set their own learning goals and to track their own progress has helped create superb endorsement results for Pacific learners:	<p>Subject endorsements for Pacific learners at Year 12 and 13:</p> <p>14 Excellence Subject Endorsements 17 Merit Subject Endorsements</p> <p>Overall NCEA Endorsements:</p> <ul style="list-style-type: none"> • Level 2: Excellence 3/28 • Level 3: Excellence 2/22 • Level 2: Merit 11/28 • Level 3: 7/22 <p>A total of 50% gained Merit or Excellence endorsed for Level 2. A total of 41% gained Merit or Excellence endorsed for Level 3</p>	<ul style="list-style-type: none"> • Use of Navigation Time to develop agency around goal setting and independent tracking • Learners coached to develop effective SMART goals
Connecting with Able and Ambitious students and whanau to support the Scholarship programme.	We hosted a successful Academic Excellence Evening with 130 people in attendance.	<ul style="list-style-type: none"> • An Able and Ambitious event for junior students and their whānau.
All NCEA subject areas must offer and support Scholarship.	<p>1 top award Outstanding Scholarship for a Pacific learner in Art Photography.</p> <p>2 Outstanding Scholarships – one was a repeat from Year 12 – this is a good way of improving results.</p> <p>Only 10 Scholarships gained in 2025.</p> <p>3 top students did not gain any Scholarships in 2025 although 2 of the three were very close to 4.</p> <p>20 students who entered NCEA Scholarship in 2025 were within 3 marks of passing. The reflection on this suggests that they expected to pass.</p>	<ul style="list-style-type: none"> • Change of timing for Dux award to post-Schol exams. • Increase the financial reward. • Teachers to spend longer creating a formative assessment loop (A4L) of exam sections.
In 2026, both English and Classics had a timetabled period for Scholarship. This did not lead to an increase	Although this seemed an obvious improvement, Scholarship for these two subjects was not taught in more	<ul style="list-style-type: none"> • Shifting Scholarship studies into differentiated class time

in achievement of Scholarship for either subject.	robust or different way, despite allocation of teacher time and timetabled time. Assessment for learning approach that would be used in most classes was not consistently utilised here.	<ul style="list-style-type: none"> Utilising study periods or Year 13 early finish for Scholarship studies Publishing the timetable for Scholarship Providing checkpointed assessments for Scholarship students Students removed from Schol programme if no formative work completed.
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Per Subject	#	2025	2024	2023	2022	2021	2020	2019	2018	2017
Eight year subject total		10	15	12	16	12	6	16	6	11
English	15	Calculus - Outstanding	Classics	RE - outstanding	Photography - Outstanding	Design- Outstanding	Design	Statistics- Outstanding	Biology	English- Outstanding
Biology	11	Photography Outstanding	Biology	RE	Sculpture	Physics- Outstanding	English	Accounting	Biology	Biology
Chemistry	6	Photography	Photography	RE	English	Statistics- Outstanding	Health and PE	Accounting	English	Biology
Physics	4	Photography	Photography	Photography	English	Classics	Health and PE	Biology	English	Calculus
Classics	5	Calculus	RE	Photography	English	English*	Painting	Biology	History	Chemistry
History	3	Biology	Chemistry	Photography	History	History*	Photography	Chemistry	Photography	Economics
Geography	1	Biology	Chemistry	Statistics	Classics	Music		Chemistry		English
Economics	1	Chemistry	Design	English	Geography*	Painting		Classics		Health and PE
Accounting	2	English	English	Technology	Digital Technology	Statistics*		English		Photography
Media Studies	0	Art Design	English	Sculpture	Digital Technology	Statistics		English		Physics
Music	1		English	Classics	Health and PE*	Statistics		French		Sculpture
Technology	6		Calculus	Calculus	Health and PE	Technology		Health and		

Achievement in NCEA and UE: Sancta Maria College

Generated 13-Feb-2026

PR2 - Enrolment Based Cumulative Overall Results

Sancta Maria College

Academic Year	Year 12 NCEA L2	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 NCEA L3	Year 13 UE	Year 13 UE
2021	140 / 143	97.9	121 / 122	99.2	115 / 122	94.3
2022	149 / 152	98.0	123 / 132	93.2	110 / 132	83.3
2023	134 / 138	97.1	130 / 139	93.5	117 / 139	84.2
2024	134 / 136	98.5	119 / 125	95.2	110 / 125	88.0
2025	130 / 136	95.6	125 / 127	98.4	114 / 127	89.8

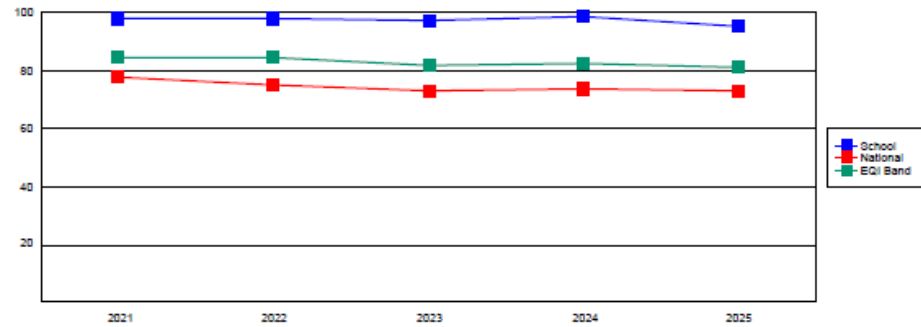
National

Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
77.9	70.5	51.9
74.9	68.2	50.3
73.2	67.7	49.7
73.6	69.4	50.6
73.2	71.2	51.0

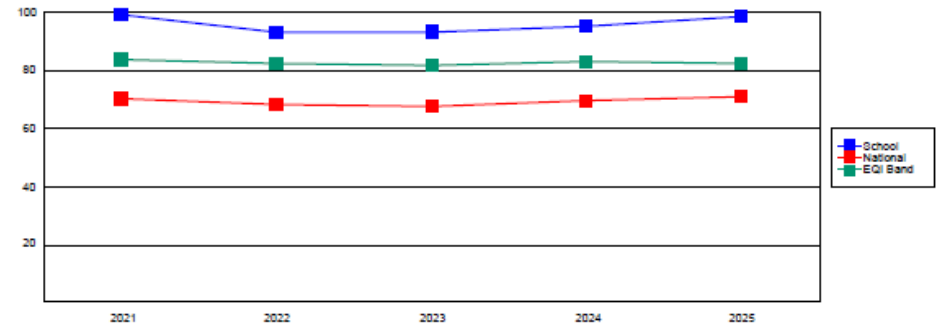
Fewest Socioeconomic Barriers (School Equity Index Band)

Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
84.6	83.7	77.1
84.4	82.3	74.6
82.0	81.8	74.2
82.7	83.1	75.0
81.3	82.2	73.0

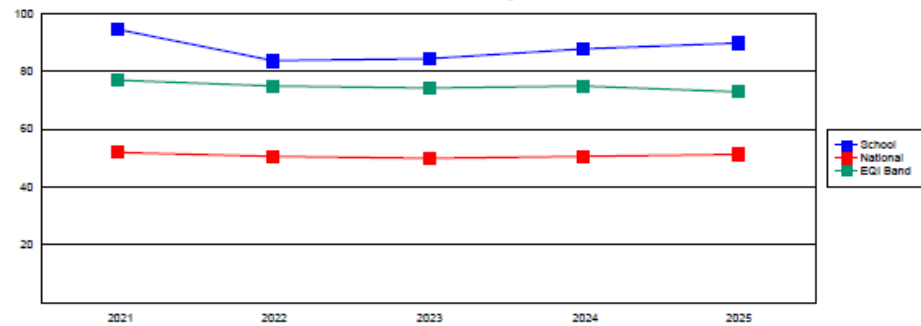
Year 12 - NCEA Level 2



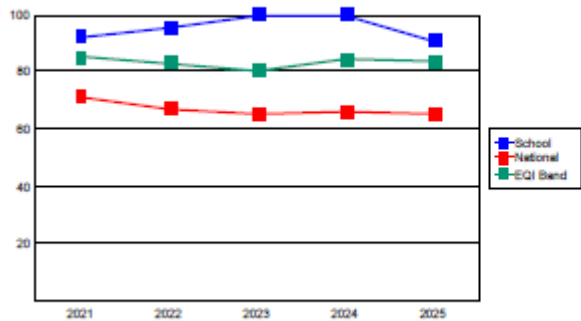
Year 13 - NCEA Level 3



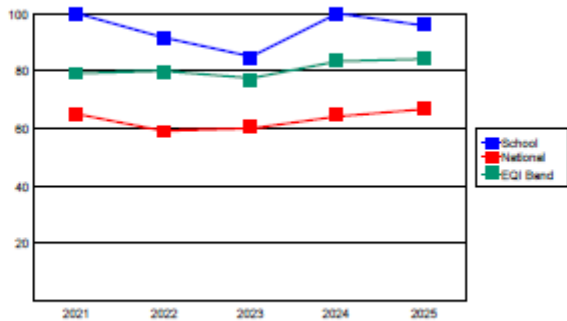
Year 13 - University Entrance



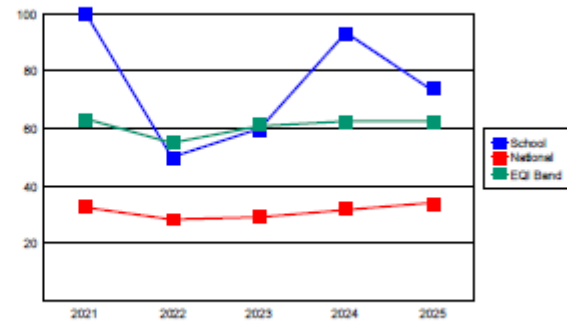
Year 12 NCEAL Level 2 - Pacific Peoples



Year 13 NCEAL Level 3 - Pacific Peoples



Year 13 University Entrance - Pacific Peoples



Giving effect to Te Tiriti o Waitangi

Sancta Maria College is committed in its responsibility for supporting Māori educational achievement, fulfilling the spirit, and giving effect to te Tiriti o Waitangi by:

- ensuring that every student is able to attain their highest possible standard in educational achievement
- giving effect to te Tiriti o Waitangi by:
working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori and te reo Māori, and achieving equitable outcomes for ākonga Māori.

Sancta Maria College is responsible under the National Education Learning Priorities (NELP) include:

- having high aspirations for every student
- reducing barriers to educational opportunities.

Sancta Maria College works to meet these responsibilities by partnering with whānau to design and deliver education that responds to the needs of students, and sustains their identities, languages, and cultures. There is engagement with parents and whānau to identify barriers that may prevent students from accessing, participating in, or remaining engaged in schooling, and we work to address any barriers.

We aim to build strong relationships with whānau, hapū, and iwi.

School plans (annual, strategic, department, targets) are guided by Ka Hikitia: The Māori Education Strategy to support ākonga Māori to achieve educational success as Māori in the context of te ao Māori, Aotearoa, and the wider world.

Teaching and leadership practices promote achievement, inclusion, and equity. We ensure that the school is physically and emotionally a safe place and we work to eliminate racism, discrimination, and stigma. Teaching and leadership supports equitable outcomes by:

- incorporating te reo Māori, and tikanga Māori into teaching and the day-to-day life of our school
- demonstrating integrity, sincerity, and respect towards Māori beliefs, language, and culture
- affirming ākonga Māori as Māori, and building productive partnerships with ākonga Māori and their whānau, local hapū, and iwi
- Monitoring achievement to provide support (including learning support) or extension programmes as required
- Supporting staff to access appropriate professional development.

Sancta Maria College recognises the relationship between achievement and wellbeing, and support students in the wellbeing areas of taha tinana (physical), taha hinengaro (mental/emotional), taha whānau (social/family) and taha wairua (spiritual) as important outcomes of schooling alongside academic success.

Andrew Mackenzie
Tumuaki/Principal

December 2025



CHAIRPERSON'S ANNUAL REPORT

It gives me great pleasure to present the 2025 Board of Trustees Report.

We have had another successful year across the college enjoying numerous events and achievements.

STRATEGIC PLANNING

With the Strategic Plan we developed last year through to 2026, the college is well on track. The Board is very pleased with the progress made in all areas and departments of the College this year and we look forward to further enhancing resources and developing opportunities in the future.

LIGHTING PROJECT

The upgrade in the auditorium to LED lights has improved the illumination and provided an enhanced environment for functions and special occasions.

THANK YOU TO STUDENTS & PARENTS

The Board admires students and their achievements in all aspects of school life, and we encourage you all to keep striving for excellence, keeping your goals and values in sight, and remaining focused on being the best you can be.

To the students leaving Sancta Maria College, the Board would like to thank you for your contribution to the school community throughout your time with us; you will find that you have made friends for life. On behalf of the Board, I wish you all the best in your future endeavours and hope to see you all return to the College in the future, sharing life's achievements with us.

The Board would also like to acknowledge the support we have had from the Diocese over the year and thank all parents and caregivers for your continual support of Sancta Maria College.

PRINCIPAL MS MOORE RETIRES

We announced to the school community the resignation of our highly regarded Principal Louise Moore, who we officially farewelled in October. Following 10 years of extraordinary service to the college, and 44 fulfilling years in secondary education, of which 23 years were spent as a Principal, Louise decided to move into retirement and the next chapter of her life. During her tenure, Louise was instrumental in upholding and strengthening the Special Catholic Charism of the college. Under her guidance, along with the Senior Leadership Team, we have achieved outstanding success and results in academia, special character, sport, and cultural endeavours.

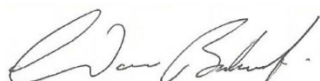
We wish Ms Moore an enjoyable retirement.

NEW PRINCIPAL APPOINTMENT

The Board is pleased to announce the appointment of Andrew Mackenzie as the new Principal of Sancta Maria College, effective 28 January 2026.

Andrew, currently serving as Associate Principal at Macleans College, brings a wealth of experience in educational leadership, currently serving as Associate Principal at Macleans College. With a strong commitment to student achievement, staff development, and community engagement, he is well-positioned to lead Sancta Maria College into our next chapter.

The Board looks forward to welcoming Andrew to our school community. His vision for inclusive education and passion for empowering young people aligns perfectly with the values and aspirations of the college in the new year.

A handwritten signature in black ink, appearing to read 'Warren Brabant', written in a cursive style.

Warren Brabant
Chairperson

Statement of KiwiSport Funding



KiwiSport Funding for 2025

SPORT

Sancta Maria College: 2025 Sports Report

We recorded our school's annual sports census in November 2025, as per the School Sport New Zealand reporting guidelines. This census displays participation data of students, staff and community volunteers who are involved in the Sancta Maria College sports programme. Only interschool activities or in-school sport participation of a six-week period or more were included in our census. This means that we did not record data from casual sport, school Athletics Day, swimming sports, cross-country or school well-being events. This data counts multi-code athletes as a single engagement.

2024 Participation & Performance Data

	2017	2018	2019	2020	2021	2022	2023	2024	2025
Year 9-13 school roll	745	730	753	755	743	724	749	739	784
Year 9-13 school rep students	428	364	353	324	262	266	338	419	344
Year 9-13 % of school rep students	57%	50%	47%	44%	35%	37%	45%	57%	44%
Year 7&8 school roll	295	299	279	299		296	290		295
Year 7&8 School rep students	232	215	183	177		185	201		200
Year 7&8 % of school rep students	79%	72%	66%	59%		62%	69%		68%
Total school rep students	660	579	536	507		451	539		544
Overall % of student reps in school	63%	56%	52%	48%		44%	52%		50%

Kiwi Sport funding

The funding we receive each year is essential to enabling our school to run an effective sports programme that meets the needs, expectations and demands of our students and wider school community.

This funding goes towards creating sporting opportunities for our students across a variety of codes and platforms including weekly competitions and tournaments; recreational and social sport; development and support for volunteers; and expert training for individual athletes and teams.

School Funding & Fees Breakdown

KiwiSport Funding	\$24,399
Additional Operational funding	\$7,601
Student fees	\$110,840
Sponsorship funding: Sports Uniforms	\$6,000
Total 2025 budget	\$148,840

2025 Sports Ledgers

Funding helps to supplement the total fees that students need to pay each season. This paid for team entries, equipment, officials, transport and uniform items. The funding for the 2025 Sports Programme was allocated as follows:

▪ Administration	\$14,000	▪ Other Sports	\$2,000
▪ Basketball	\$1000	▪ School Events	\$500
▪ Equipment	\$10,000	▪ South Eastern Zone Sport	\$500
▪ Football	\$500	▪ Sports Awards	\$1,500
▪ Hockey	\$500	▪ Sport Uniforms	\$6,000
▪ Netball	\$1000	▪ Volleyball	\$500

Sporting Opportunities

- Inter-school competitions
- Regional, North Island and National tournaments
- Student leadership groups
- One-day and overnight tournaments
- Intra-school sport competitions
- Sport-specific have-a-go days
- Inter-house sport

Community Links

Connecting with the wider school community allows us to provide our students with greater opportunities and improved expertise in sport. Below is the full list of continued and newly connected links.

Auckland Association of Intermediate and Middle Schools (AAIMS)

Bruce Pulman Park Sports Academy

College Sport Auckland

Auckland Badminton Association

Auckland Basketball Services

Auckland Netball Centre

Basketball New Zealand

Counties Manukau Orienteering Club

MJ Tennis

New Zealand Secondary Schools Football

School Sport New Zealand

Special Olympics New Zealand

Sport Auckland

Underdog Basketball

Statement of Compliance With Employment Policy



Personnel Provisions Statement In relation to being a good employer

The Education & Training Act 2020 sets out the roles, responsibilities and obligations relating to employment that contain provisions for the fair and proper treatment of employees, including provisions requiring:

- Good and safe working conditions
- An equal employment opportunities programme
- The impartial selection of suitably qualified persons for appointment
- Recognition of the aims and aspirations of Maori and their employment requirements; and recognition of the need for greater involvement of Maori in the education service
- Opportunities for the enhancement of the abilities of individual employees
- Recognition of the aims and aspirations and employment requirements, and the cultural differences, of ethnic or minority groups
- Recognition of the employment of women
- Recognition of the employment requirements of persons and disabilities

Sancta Maria College operates policies, procedures and processes that comply with the principle of being a good employer, makes these available to its employees and ensures its compliance with the identified policy/ies and reports in its annual report (of ay) on the extent of its compliance.

In addition to these requirements, all employees will maintain proper standards of integrity, conduct, and concern for the public interest and the wellbeing of students attending Sancta Maria College.

Andrew Mackenzie
Principal