

# ST JOSEPH'S SCHOOL (KAIKŌURA)



## ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2025

**School Directory**

**Ministry Number:** 3530  
**Principal:** Judith Ford  
**School Address:** 30 Ludstone Road, Kaikoura, 7300  
**School Phone:** 03 319 5725  
**School Email:** [office@stjkaikoura.school.nz](mailto:office@stjkaikoura.school.nz)

**Accountant / Service Provider:**

**Solutions & Services**  
Collaborative School Administration

# ST JOSEPH'S SCHOOL (KAIKŌURA)

Annual Financial Statements - For the year ended 31 December 2025

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# St Joseph's School (Kaikōura)

## 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.

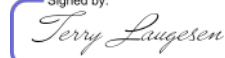
It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2025 fairly reflects the financial position and operations of the School.

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

Terry Laugesen

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Full Name of Presiding Member

Signed by:  
  
D97FCC0A2A4E94CE

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Signature of Presiding Member

25/05/2026

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Date:

Judith Ford

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Full Name of Principal

Signed by:  
  
0D48779651EB71AD

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Signature of Principal

25/05/2026

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Date:

# St Joseph's School (Kaikōura)

## Members of the Board

For the year ended 31 December 2025

<b>Name</b>	<b>Position</b>	<b>How Position Gained</b>	<b>Term Expired/ Expires</b>
Terry Laugesen	Presiding Member	Appointed	
Judith Ford	Principal	ex Officio	
Daniel Fleming	Parent Representative	Elected	Sep 2028
Moana Manawatu	Runanga Representative	Appointed	
Jacinta Riordan	Proprietors Representative	Appointed	Aug 2025
Eilish Smith	Proprietors Representative	Appointed	
Nicola Chambers	Parent Representative	Elected	Sep 2028
Hamish Bruce	Parent Representative	Elected	Sep 2028
Fraser Ibbotson	Parent Representative	Elected	Sep 2028
Ellice Soper	Staff Representative	Elected	Sep 2028
Sophie Lewthwaite	Staff Representative	Elected	Sep 2025
Marieke Ross	Parent Representative	Elected	Sep 2025
Meegan Aikman	Parent Representative	Elected	Sep 2025
Michael Lawrie	Parent Representative	Elected	Sep 2025

# St Joseph's School (Kaikōura)

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
<b>Revenue</b>				
Government Grants	2	1,142,682	974,422	1,032,212
Locally Raised Funds	3	75,716	48,654	50,628
Use of Proprietor's Land and Buildings		105,445	92,000	105,445
Interest		10,712	12,000	14,189
<b>Total Revenue</b>		<b>1,334,555</b>	<b>1,127,076</b>	<b>1,202,474</b>
<b>Expense</b>				
Locally Raised Funds	3	1,311	-	1,516
Learning Resources	4	1,003,580	850,152	929,267
Administration	5	83,046	93,435	86,167
Interest		2,834	-	1,450
Property	6	190,558	183,430	165,852
Loss on Disposal of Property, Plant and Equipment		4,168	-	2,902
<b>Total Expense</b>		<b>1,285,497</b>	<b>1,127,017</b>	<b>1,187,154</b>
<b>Net Surplus for the year</b>		<b>49,058</b>	<b>59</b>	<b>15,320</b>
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<b>49,058</b>	<b>59</b>	<b>15,320</b>

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

# St Joseph's School (Kaikōura)

## Statement of Changes in Net Assets/Equity

For the year ended 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
<b>Equity at 1 January</b>		310,741	310,741	279,377
Total comprehensive revenue and expense for the year		49,058	59	15,320
Contribution - Furniture and Equipment Grant		18,170	-	16,044
<b>Equity at 31 December</b>		377,969	310,800	310,741
Accumulated comprehensive revenue and expense		377,969	310,800	310,741
<b>Equity at 31 December</b>		377,969	310,800	310,741

The above Statement of Changes in Net Assets/Equity should be read in conjunction with the accompanying notes which form part of these financial statements.

# St Joseph's School (Kaikōura)

## Statement of Financial Position

As at 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	7	141,795	57,490	86,202
Accounts Receivable	8	128,328	79,753	79,753
GST Receivable		4,870	5,711	5,711
Prepayments		10,097	8,900	8,900
Inventories	9	1,712	1,949	1,949
Investments	10	179,847	176,300	176,300
		<u>466,649</u>	<u>330,103</u>	<u>358,815</u>
<b>Current Liabilities</b>				
Accounts Payable	12	125,539	74,673	74,673
Revenue Received in Advance	13	-	5,362	5,362
Finance Lease Liability	15	10,998	8,340	8,340
Funds Held on Behalf of the Kaikoura Community of Learning	16	-	10,125	10,125
		<u>136,537</u>	<u>98,500</u>	<u>98,500</u>
<b>Working Capital Surplus</b>		<b>330,112</b>	<b>231,603</b>	<b>260,315</b>
<b>Non-current Assets</b>				
Property, Plant and Equipment	11	88,170	101,659	72,158
		<u>88,170</u>	<u>101,659</u>	<u>72,158</u>
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	14	24,239	18,555	17,825
Finance Lease Liability	15	16,074	3,907	3,907
		<u>40,313</u>	<u>22,462</u>	<u>21,732</u>
<b>Net Assets</b>		<u><u>377,969</u></u>	<u><u>310,800</u></u>	<u><u>310,741</u></u>
<b>Equity</b>		<u><u>377,969</u></u>	<u><u>310,800</u></u>	<u><u>310,741</u></u>

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

# St Joseph's School (Kaikōura)

## Statement of Cash Flows

For the year ended 31 December 2025

		2025	2025	2024
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Cash flows from Operating Activities</b>				
Government Grants		338,650	309,422	291,780
Locally Raised Funds		57,116	48,654	50,628
Goods and Services Tax (net)		841	-	1,357
Payments to Employees		(161,269)	(163,872)	(171,855)
Payments to Suppliers		(164,573)	(179,415)	(167,167)
Interest Paid		(2,834)	-	(1,450)
Interest Received		12,059	12,000	12,652
Net cash from Operating Activities		79,990	26,789	15,945
<b>Cash flows from Investing Activities</b>				
Purchase of Property Plant & Equipment		(14,558)	(30,501)	(10,205)
Purchase of Investments		(3,547)	-	(144,597)
Net cash (to) Investing Activities		(18,105)	(30,501)	(154,802)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		18,170	-	16,044
Finance Lease Payments		(14,337)	(25,000)	(14,831)
Funds Administered on Behalf of Other Parties		(10,125)	-	1,879
Net cash (to)/from Financing Activities		(6,292)	(25,000)	3,092
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>55,593</b>	<b>(28,712)</b>	<b>(135,765)</b>
Cash and cash equivalents at the beginning of the year	7	86,202	86,202	221,967
<b>Cash and cash equivalents at the end of the year</b>	7	<b>141,795</b>	<b>57,490</b>	<b>86,202</b>

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

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

# St Joseph's School (Kaikōura)

## Notes to the Financial Statements

### For the year ended 31 December 2025

#### 1. Statement of Accounting Policies

##### 1.1. Reporting Entity

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

##### 1.2. Basis of Preparation

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

###### **Cyclical Maintenance**

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

#### *Useful lives of property, plant and equipment*

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment, as disclosed in the significant accounting policies, are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 11.

#### **Critical Judgements in applying accounting policies**

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

##### *Classification of leases*

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

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 15. Future operating lease commitments are disclosed in note 21b.

##### *Recognition of grants*

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

### **1.3. Revenue Recognition**

#### **Government Grants**

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

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

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

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

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

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

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

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

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

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

## ***Interest Revenue***

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

### **1.4. Operating Lease Payments**

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

### **1.5. Finance Lease Payments**

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

### **1.6. Cash and Cash Equivalents**

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

### **1.7. Accounts Receivable**

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

### **1.8. Inventories**

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

### **1.9. 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.

### **1.10. Property, Plant and Equipment**

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

Improvements to buildings owned by the Proprietor are recorded at cost, less accumulated depreciation and impairment losses.

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

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

## ***Finance Leases***

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

## **Depreciation**

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

The estimated useful lives of the assets are:

Building Improvements	10 years
Furniture and Equipment	3-10 years
Information and Communication Technology	2-5 years
Leased Assets held under a Finance Lease	Term of Lease
Library Resources	12.5% Diminishing value

### **1.11. Impairment of property, plant and equipment**

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

#### *Non cash generating assets*

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

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

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

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

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

### **1.12. Accounts Payable**

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

### **1.13. Employee Entitlements**

#### *Short-term employee entitlements*

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

#### *Long-term employee entitlements*

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

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

#### **1.14. Revenue Received in Advance**

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

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

The School carries out painting maintenance of the whole school over a variety of periods in accordance with the conditional assessment of each area of the school. The economic outflow of this is dependent on the plan established by the School to meet this obligation and is detailed in the notes and disclosures of these accounts.

#### **1.16. Financial Instruments**

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

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

#### **1.17. Goods and Services Tax (GST)**

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

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

Commitments and contingencies are disclosed exclusive of GST.

#### **1.18. Budget Figures**

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

#### **1.19. Services received in-kind**

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

## 2. Government Grants

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Government Grants - Ministry of Education	361,667	309,422	304,101
Teachers' Salaries Grants	781,015	665,000	724,838
Other Government Grants	-	-	3,273
	<u>1,142,682</u>	<u>974,422</u>	<u>1,032,212</u>

## 3. Locally Raised Funds

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

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
<b>Revenue</b>			
Donations and Bequests	36,517	41,500	45,859
Fees for Extra Curricular Activities	882	-	767
Trading	431	-	943
Other Revenue	37,886	7,154	3,059
	<u>75,716</u>	<u>48,654</u>	<u>50,628</u>
<b>Expense</b>			
Extra Curricular Activities Costs	873	-	811
Trading	438	-	705
	<u>1,311</u>	<u>-</u>	<u>1,516</u>
<i>Surplus for the year Locally Raised Funds</i>	<u>74,405</u>	<u>48,654</u>	<u>49,112</u>

## 4. Learning Resources

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Curricular	60,865	53,350	60,797
Employee Benefits - Salaries	901,381	755,472	821,236
Staff Development	13,407	14,200	18,951
Depreciation	26,448	26,000	27,867
Other Learning Resources	1,479	1,130	416
	<u>1,003,580</u>	<u>850,152</u>	<u>929,267</u>

## 5. Administration

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Audit Fees	11,630	11,630	8,518
Board Fees and Expenses	6,536	7,480	6,582
Operating Leases	-	2,500	2,627
Other Administration Expenses	10,808	11,075	9,073
Employee Benefits - Salaries	45,192	51,400	51,953
Insurance	4,196	3,850	2,640
Service Providers, Contractors and Consultancy	4,684	5,500	4,774
	<u>83,046</u>	<u>93,435</u>	<u>86,167</u>

## 6. Property

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cyclical Maintenance	6,414	4,230	5,228
Heat, Light and Water	9,286	7,000	7,263
Rates	4,553	5,000	3,470
Repairs and Maintenance	21,768	24,500	8,232
Use of Land and Buildings	105,445	92,000	105,445
Employee Benefits - Salaries	24,100	22,000	20,547
Other Property Expenses	18,992	28,700	15,667
	<u>190,558</u>	<u>183,430</u>	<u>165,852</u>

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

## 7. Cash and Cash Equivalents

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Accounts	141,795	57,490	86,202
Cash and cash equivalents for Statement of Cash Flows	<u>141,795</u>	<u>57,490</u>	<u>86,202</u>

## 8. Accounts Receivable

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	15,730	-	-
Receivables from the Ministry of Education	9,578	17,120	17,120
Interest Receivable	352	1,699	1,699
Teacher Salaries Grant Receivable	102,668	60,934	60,934
	<u>128,328</u>	<u>79,753</u>	<u>79,753</u>
Receivables from Exchange Transactions	16,082	1,699	1,699
Receivables from Non-Exchange Transactions	112,246	78,054	78,054
	<u>128,328</u>	<u>79,753</u>	<u>79,753</u>

## 9. Inventories

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
School Uniforms	1,712	1,949	1,949
	<u>1,712</u>	<u>1,949</u>	<u>1,949</u>

## 10. Investments

The School's investment activities are classified as follows:

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Current Asset			
Short-term Bank Deposits	179,847	176,300	176,300
Total Investments	<u>179,847</u>	<u>176,300</u>	<u>176,300</u>

## 11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2025	\$	\$	\$	\$	\$	\$
Building Improvements	5,602	-	-	-	(919)	4,683
Furniture and Equipment	39,422	14,393	(3,315)	-	(6,649)	43,851
Information and Communication Technology	6,233	1,738	(853)	-	(3,134)	3,984
Leased Assets	13,453	29,162	-	-	(14,648)	27,967
Library Resources	7,448	1,335	-	-	(1,098)	7,685
	<u>72,158</u>	<u>46,628</u>	<u>(4,168)</u>	<u>-</u>	<u>(26,448)</u>	<u>88,170</u>

The net carrying value of furniture and equipment held under a finance lease is \$27,967 (2024: \$13,453)

### Restrictions

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

	2025	2025	2025	2024	2024	2024
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	58,358	(53,675)	4,683	58,358	(52,756)	5,602
Furniture and Equipment	153,665	(109,814)	43,851	146,955	(107,533)	39,422
Information and Communication Technology	41,349	(37,365)	3,984	41,376	(35,143)	6,233
Leased Assets	60,123	(32,156)	27,967	64,543	(51,090)	13,453
Library Resources	34,316	(26,631)	7,685	32,981	(25,533)	7,448
	<u>347,811</u>	<u>(259,641)</u>	<u>88,170</u>	<u>344,213</u>	<u>(272,055)</u>	<u>72,158</u>

## 12. Accounts Payable

	2025	2025	2024
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	5,642	4,553	4,553
Accruals	9,430	6,318	6,318
Employee Entitlements - Salaries	108,922	61,956	61,956
Employee Entitlements - Leave Accrual	1,545	1,846	1,846
	<u>125,539</u>	<u>74,673</u>	<u>74,673</u>
Payables for Exchange Transactions	125,539	74,673	74,673
	<u>125,539</u>	<u>74,673</u>	<u>74,673</u>

The carrying value of payables approximates their fair value.

## 13. Revenue Received in Advance

	2025	2025	2024
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Grants in Advance - Ministry of Education	-	5,362	5,362
	<u>-</u>	<u>5,362</u>	<u>5,362</u>

#### 14. Provision for Cyclical Maintenance

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Provision at the Start of the Year	17,825	17,825	12,597
Increase/(decrease) to the Provision During the Year	6,414	4,230	5,228
Use of the Provision During the Year	-	(3,500)	-
Provision at the End of the Year	<u>24,239</u>	<u>18,555</u>	<u>17,825</u>
Cyclical Maintenance - Non current	24,239	18,555	17,825
	<u>24,239</u>	<u>18,555</u>	<u>17,825</u>

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

#### 15. Finance Lease Liability

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

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
No Later than One Year	13,381	8,986	8,986
Later than One Year	17,976	4,167	4,167
Future Finance Charges	(4,285)	(906)	(906)
	<u>27,072</u>	<u>12,247</u>	<u>12,247</u>
<b>Represented by:</b>			
Finance lease liability - Current	10,998	8,340	8,340
Finance lease liability - Non current	16,074	3,907	3,907
	<u>27,072</u>	<u>12,247</u>	<u>12,247</u>

#### 16. Funds Held on Behalf of the Kaikoura Community of Learning Cluster

St Joseph's School (Kaikōura) was the lead school and holds funds on behalf of the Kaikoura Community of Learning cluster, a group of schools funded by the Ministry of Education to share professional support.

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Funds Held at Beginning of the Year	10,125	10,125	8,246
Funds Received from Ministry of Education	32,000	-	33,981
Funds Spent on Behalf of the Cluster	(41,914)	-	(32,102)
Funds recognised as revenue on closure of service	(211)	-	-
Funds Held at Year End	<u>-</u>	<u>10,125</u>	<u>10,125</u>

## 17. Related Party Transactions

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

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

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

The Proprietor provides land and buildings free of charge for use by the School Board as noted in Note 1.3. The estimated value of this use during the current period is included in the Statement of Comprehensive Revenue and Expense as "Use of Land and Buildings".

## 18. Remuneration

### Key management personnel compensation

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

	2025 Actual \$	2024 Actual \$
<i>Board Members</i>		
Remuneration	3,405	4,025
<i>Leadership Team</i>		
Remuneration	301,344	285,795
Full-time equivalent members	2.00	2.00
Total key management personnel remuneration	304,749	289,820

There are eight members of the Board excluding the Principal. The Board has held eight scheduled full meetings in the year. As well as these regular meetings, including preparation time, the Presiding member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

### Principal

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

	2025 Actual \$000	2024 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	160-170	150-160
Benefits and Other Emoluments	5-6	4-5
Termination Benefits	0-0	0-0

### Other Employees

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

Remuneration \$000	2025 FTE Number	2024 FTE Number
100 -110	-	1.00
120 - 130	1.00	1.00
	1.00	2.00

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

## 19. Compensation and Other Benefits Upon Leaving

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

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

## 20. Contingencies

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

### Holidays Act Compliance – Schools Payroll

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

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

## 21. Commitments

### (a) Capital Commitments

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

### (b) Operating Commitments

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

(Operating commitments at 31 December 2024: nil)

## 22. Financial Instruments

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

### Financial assets measured at amortised cost

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Cash and Cash Equivalents	141,795	57,490	86,202
Receivables	128,328	79,753	79,753
Investments - Term Deposits	179,847	176,300	176,300
Total financial assets measured at amortised cost	<u>449,970</u>	<u>313,543</u>	<u>342,255</u>

### Financial liabilities measured at amortised cost

Payables	125,539	74,673	74,673
Finance Leases	27,072	12,247	12,247
Total financial liabilities measured at amortised cost	<u>152,611</u>	<u>86,920</u>	<u>86,920</u>

## 23. Events After Balance Date

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

# Statement of Variance Reporting



<b>School Name:</b>	St Joseph's School, Kaikōura	<b>School Number:</b>	3530
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<b>Strategic Aim 2025:</b>	<p><b>Academic achievement and depth of learning are promoted in all curriculum areas ensuring all ākonga have the opportunity to achieve their best in all areas of the life of the school.</b></p> <p><b>Initiative:</b> Planning, assessment, evaluation, and reporting procedures are based on high quality, valid</p>								
<b>Annual Aim:</b>	<b>Accelerating Progress IN WRITING</b>								
<b>Target:</b>	To accelerate the writing progress of male students below the expected level in writing.								
<b>Baseline Data:</b>	<p><i>Number of students who were below the expected level at the end of 2024</i></p> <table border="1"> <thead> <tr> <th>Year 3/4</th> <th>Year 5/6</th> <th>Year 7/8</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>8</td> <td>3</td> </tr> </tbody> </table>			Year 3/4	Year 5/6	Year 7/8	2	8	3
Year 3/4	Year 5/6	Year 7/8							
2	8	3							

<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<p>Teachers assessed students to find out where the gaps in their learning/knowledge about writing are. They identified male students below the expected level in writing, prioritised these students and referred for RTLit support.</p> <p>Implemented a Structured Literacy approach to writing using a range of resources including Ochre, The Code, all teachers were trained by Liz Kane in Structure Literacy practices. Assessment data was reviewed termly, identifying and prioritising support required for individual students. Support from the Resource Teacher of Literacy (RTLit) - resources was used across the year. Teacher Aides supported the classroom programme. One of our teachers was trained in Structured Literacy so she is able to support teachers by sharing more ideas to support students not achieving at the expected level. She also gave extra structured literacy support in the junior school.</p>	<p>Writing achievement has remained relatively stable across 2025, with most groups maintaining performance above 80%. European students consistently outperform overall averages, while Maori students show small improvement from mid-year to end of year.</p> <p>Female students demonstrate exceptional writing achievement at 93% (end 2025), significantly outperforming male students at 69%. This 24% gap represents our most significant equity challenge. We have made this a focus in our 2026-2027 Strategic Plan.</p> <p>Overall performance at 84% achieving at or above the expected level at the end of 2025.</p> <p>The gap between females and males has decreased by 4% from Mid 2025 to End 2025.</p> <p>However, the boys identified above are still below the expected level. They have all made progress just not at an accelerated rate.</p>	<p>Our teachers were trained in Structured Literacy practices in the first 2 terms of this year, it will take some time to embed these practices and see improvement.</p> <p>Our senior boys motivation and engagement in writing is low.</p> <p>Attendance has been an issue for a small number of students.</p>	<p>Based on the outcomes and the reasons for these, what will you do the same/ differently next year?</p> <p>Continue to implement specific writing support programmes for male students. Develop culturally responsive teaching strategies for Maori students.</p> <p>- What funding/resourcing may be necessary to support identified actions and needs?</p> <p>Term 1 and 2 we will trial teaching girls and boys in years 6 -8 separately with different programmes.</p> <p>Two teachers will retrain in Structured Literacy - one junior, one senior, as they have changed year levels.</p> <p>Engage with The Writing Teacher professional development - all staff.</p>
<p><b>Planning for next year:</b></p>			
<p>Term 1 and 2 we will trial teaching girls and boys in years 6 -8 separately with different programmes.</p> <p>Two teachers will retrain in Structured Literacy - one junior, one senior, as they have changed year levels.</p> <p>Engage with The Writing Teacher professional development - all staff.</p>			

<b>School Name:</b>	St Joseph's School, Kaikōura	<b>School Number:</b>	3530
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<b>Strategic Aim 2025:</b>	<p><b>Strategic Goal:</b> Academic achievement and depth of learning are promoted in all curriculum areas ensuring all ākonga have the opportunity to achieve their best in all areas of the life of the school.</p> <p><b>Initiative:</b> Planning, assessment, evaluation, and reporting procedures are based on high quality, valid data about ākonga learning and achievement and focused on raising student achievement.</p>								
<b>Annual Aim:</b>	<b>RAISING ACHIEVEMENT IN Maths</b>								
<b>Target:</b>	To accelerate the progress of 5 students in mathematics.								
<b>Baseline Data:</b>	<p><i>Number of students who were below the expected level at the end of 2024</i></p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr style="background-color: #d9e1f2;"> <th>Year 3/4</th> <th>Year 5/6</th> <th>Year 7/8</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>2</td> <td>3</td> </tr> </tbody> </table>			Year 3/4	Year 5/6	Year 7/8	1	2	3
Year 3/4	Year 5/6	Year 7/8							
1	2	3							

<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<p>Teachers are using daily review to reinforce learning.</p> <p>Oxford maths is used to compliment the curriculum.</p> <p>Matific is being used in the year 7/8 class and Maths Whizz in year 4-6. Mathseeds year 0-3.</p> <p>Teachers identified students who are below the expected level in maths.</p> <p>Teachers introduced the language of maths as an extra support for students achieving below the expected level - pre-fill learning.</p>	<p>Mathematics represents our strongest achievement area at 89% overall, with European students achieving exceptional 98%. Both Mori and European students maintain high performance at or above 87%. Mathematics shows the smallest gender gap of all three areas, with female students at 89% and male students at 87% - demonstrating equity in this subject area.</p> <p>13 students achieving above the expected level in 2025 in mathematics.</p> <p>5 male students achieving above the expected level in 2025 in mathematics.</p> <p>8 female students achieving above the expected level in 2025 in mathematics.</p> <p>7 students below the expected level in maths, 5 with known needs.</p>	<p>Although we didn't move the 5 students from below to the expected level, these students did make progress. 2 students moved from at mid year to below at the end of the year - this may be a reflection of our understanding of the new curriculum standards.</p>	<p>Teachers will have training and support in the refreshed curriculum. Use good quality assessment practices to support learning.</p> <p>Year 0-3 students will use Numicon resources rather than Oxford as we feel this will be more suited to their level. 2 teachers will be trained in using Numicon.</p> <p>All students will have access to an online learning platform: Mathseeds for year 0-1; Maths Whizz for years 3-6; Matific for years 7-8.</p> <p>We have 2 Teacher Only Days funded by the Ministry of Education - dates to be confirmed.</p>
<b>Planning for next year:</b>			
<p>Year 0-3 students will use Numicon resources rather than Oxford as we feel this will be more suited to their level. 2 teachers will be trained in using Numicon.</p> <p>All students will have access to an online learning platform: Mathseeds for year 0-1; Maths Whizz for years 3-6; Matific for years 7-8.</p> <p>2 teacher only days.</p>			

<b>School Name:</b>	St Joseph's School, Kaikōura	<b>School Number:</b>	3530
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<b>Strategic Aim 2025:</b>	<p><b>Academic achievement and depth of learning are promoted in all curriculum areas ensuring all ākonga have the opportunity to achieve their best in all areas of the life of the school.</b></p> <p><b>Initiative:</b> Improve attendance and ensure whānau understand the relationship between attendance and achievement.</p>										
<b>Annual Aim:</b>	<p><b>IMPROVE ATTENDANCE OF STUDENTS ATTENDING LESS THAN 90%</b></p>										
<b>Target:</b>	<p>That 90% of our students are attending school regularly - 90% or more of the time.</p>										
<b>Baseline Data:</b>	<p><i>Number of students who were attending school between 70 and 90% in 2024</i></p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr style="background-color: #d9e1f2;"> <th>Year 1/2</th> <th>Year 3/4</th> <th>Year 5/6</th> <th>Year 7/8</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>19</td> <td>19</td> <td>15</td> </tr> </tbody> </table>			Year 1/2	Year 3/4	Year 5/6	Year 7/8	6	19	19	15
Year 1/2	Year 3/4	Year 5/6	Year 7/8								
6	19	19	15								

<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<p>Check and Connect Mentors worked with identified students to support their transition to school each day.</p> <p>A letter was sent home to whānau at the end of each term to let parents/caregivers know their child's attendance rate and identify absences and the reason.</p> <p>Regular information in the newsletter regarding the importance of attending school regularly.</p> <p>If a student was absent and the school had not been notified, we got in touch with parents to identify the reason for the absence.</p> <p>Engaged support of Mana Ake for any students who the Check and Connect Mentors are not working for.</p>	<p>Check and Connect Mentors worked really well, only a few new entrant students who needed support by the end of the year.</p> <p>Letters continue to be sent home to inform parents of their child's attendance.</p> <p>Mid year data:</p> <p>We had 4 students attending less than 80% of the time, 1 year 1 boy (holiday during term time), 2 year 5 boys (1 with sickness, the other sickness and a bereavement) and 1 year 7 boy (sickness). A number of students who were attending less than 80% of the time are now in the next category up - attending between 80-90% of the time. 2 of the 4 students have improved attendance compared to last term.</p>	<p>There was significant illness in our community this year. ? of our students went on overseas trips this year.</p> <p>- Which strategies worked well and had a significant impact on your progress in achieving your target? Why do you think this was the case?</p> <p>Sharing attendance data termly with parents had a positive impact as parents could make informed decisions about their children's attendance. The Check and Connect Mentors have done an excellent job in supporting those who are nervous/anxious to attend school improving their attendance and engagement.</p> <p>Some attendance is out of everyone's control such as illness, students who got influenza had a minimum of two weeks away from school sick.</p>	<p>We will continue to inform parents of their children's attendance at the end of each term.</p> <p>- What impact is there on current and ongoing teaching practice as a result of the actions taken and the results?</p> <p>- Have you identified any ongoing teacher or student needs? Student sickness has an impact on attendance with influenza, whooping cough and stomach bugs doing the rounds.</p> <p>- What funding/resourcing may be necessary to support identified actions and needs?</p> <p>Attendance Management Plan</p> <p>Individual Attendance Plans for those attending below 85% if the reason is not clear or the student appears to be away sick more often than other students.</p> <p>Continue to keep parents up to date at the end of each term about their child's attendance</p> <p>School Can't cards to be used to support students who are having trouble attending due to anxiety.</p> <p>Work with parents to support attendance at school.</p>
<b>Planning for next year:</b>			
Attendance Management Plan STAT attendance and individual plans for students with attendance below 80%			



# St Joseph's School Kaikōura

## Student Achievement Report 2025

End of Year Data: Reading, Writing, and Mathematics

The data represented shows students working at or above the expected level.

**Please note:** We have included all students in our data this includes students with learning difficulties, ESOL learners, new students to our school (excluding NE students).

# Summary

## Writing Achievement

Overall performance at 84% at the end of 2025.

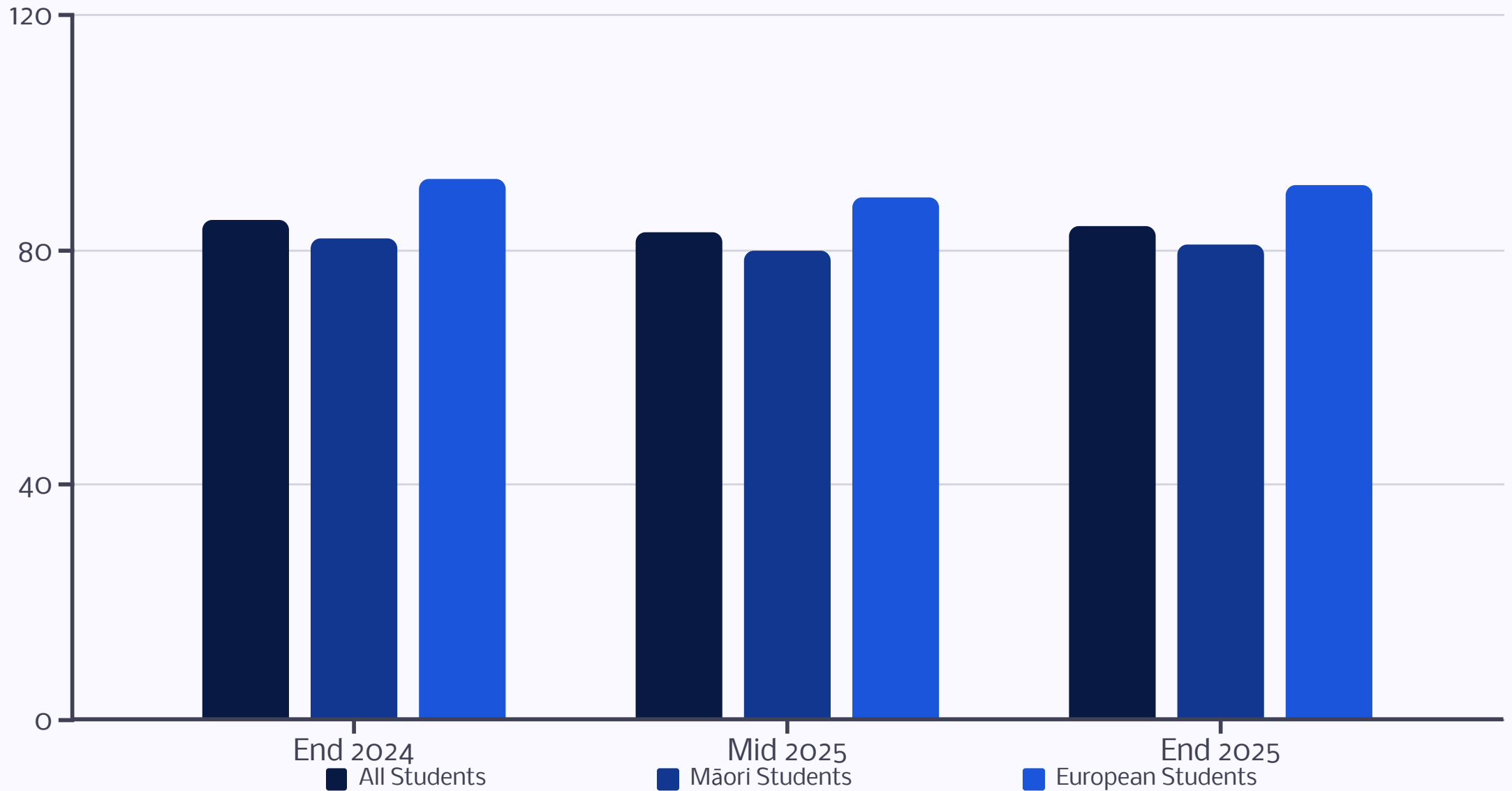
## Reading Achievement

Overall performance at 84% at the end of 2025.

## Mathematics

Overall performance at 89% at the end of 2025.

# Overall Writing Performance



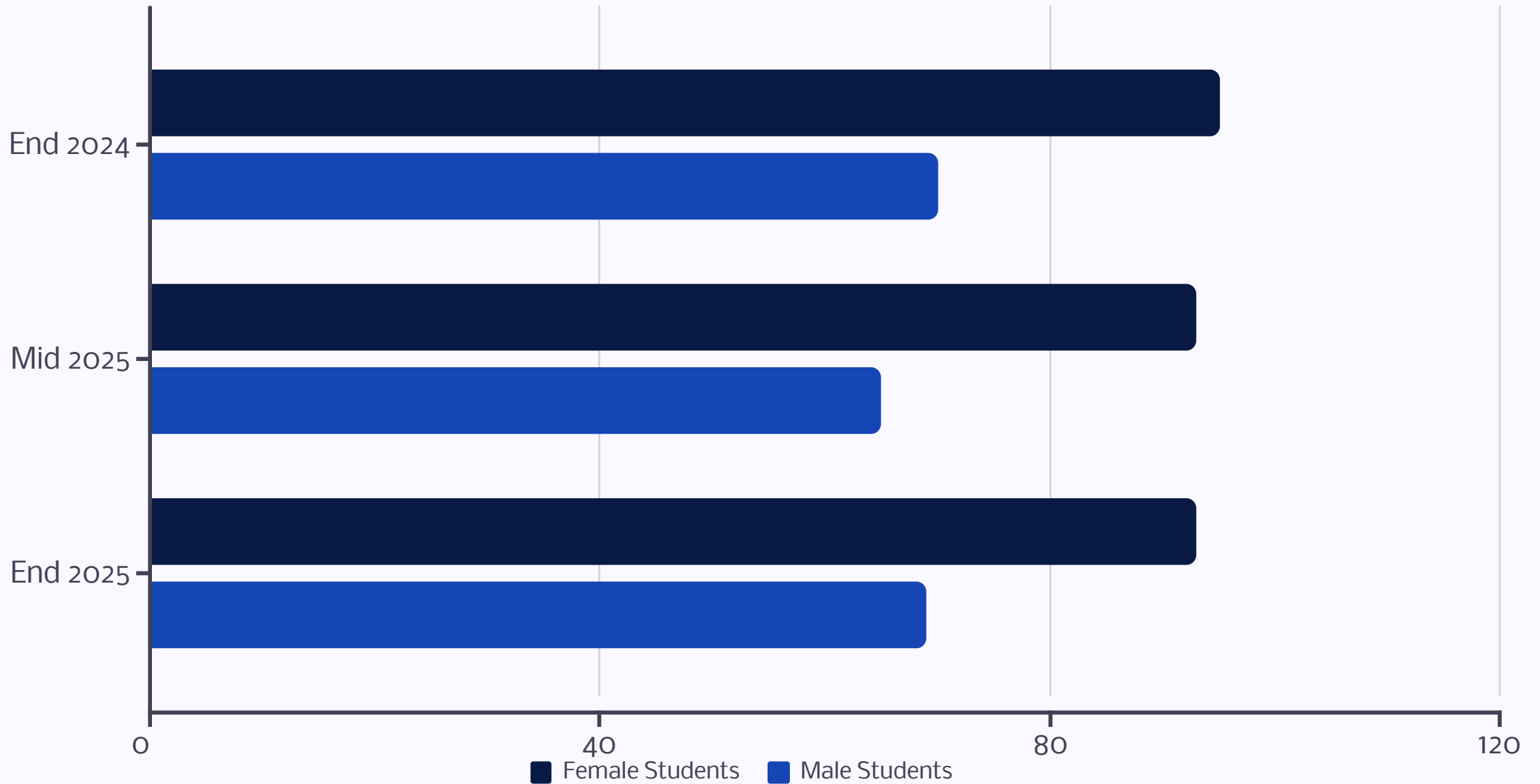
## Key Observations

Writing achievement has remained relatively stable across 2025, with most groups maintaining performance above 80%. European students consistently outperform overall averages, while Māori students show small improvement from mid-year to end of year.

## Gender Analysis

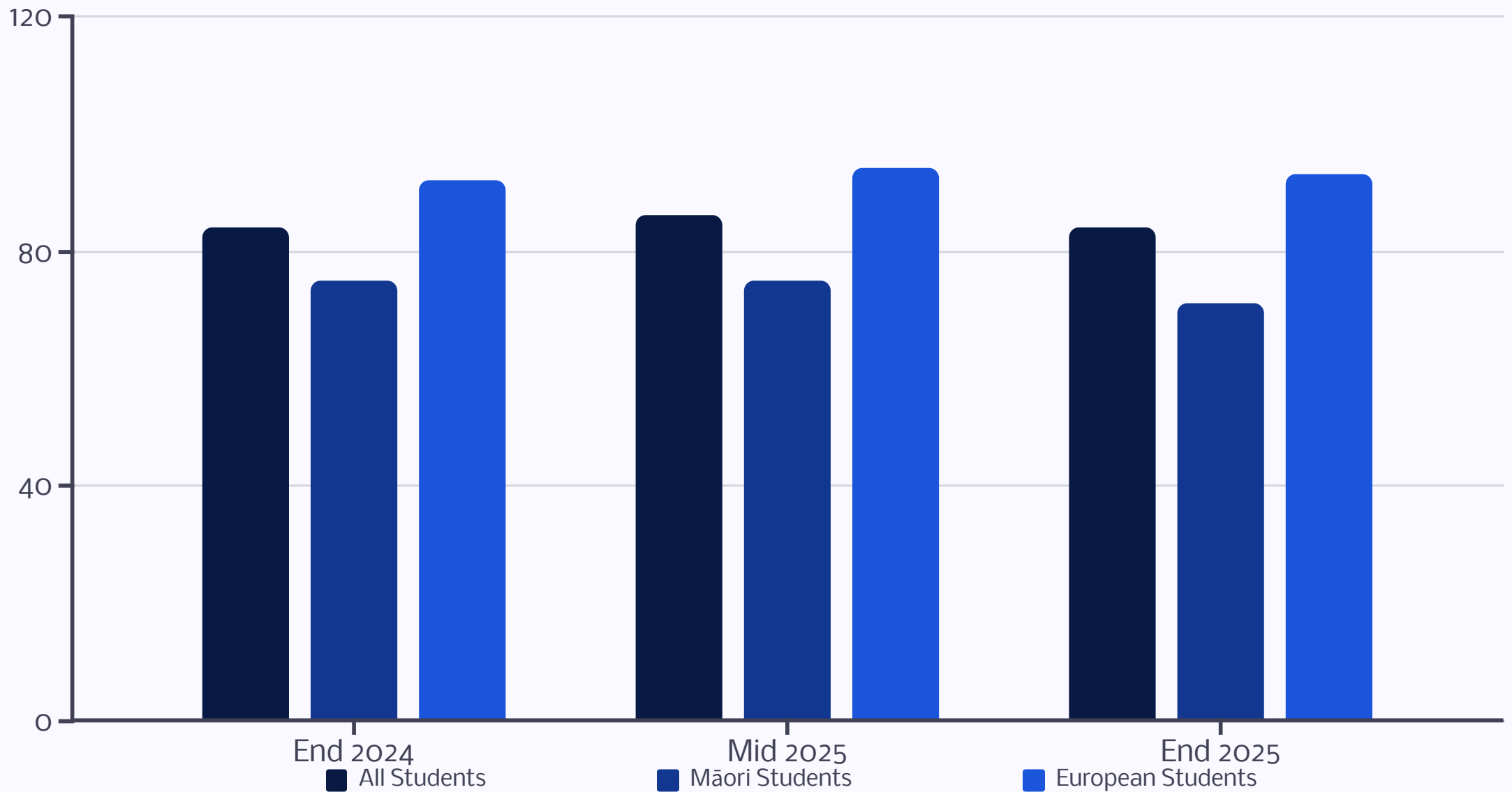
Female students demonstrate exceptional writing achievement at 93% (end 2025), significantly outperforming male students at 69%. This 24% gap represents our most significant equity challenge. We have made this a focus in our 2026-2027 Strategic Plan.

# Writing Achievement by Gender



The gap between females and males has decreased by 4% from Mid 2025 to End 2025.

# Overall Reading Performance by Ethnicity



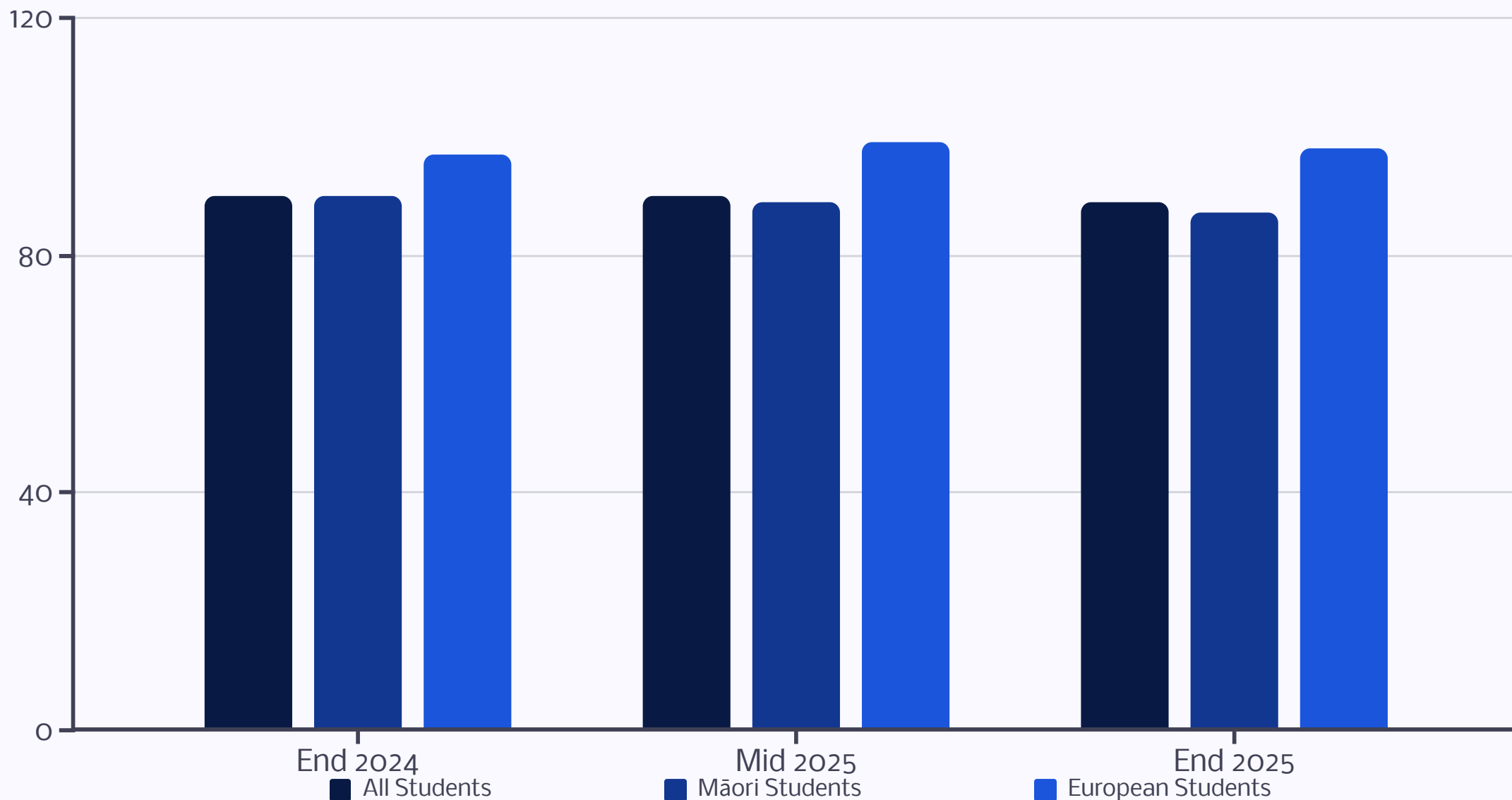
## Reading Achievement Analysis

Overall reading performance has remained stable throughout 2025. European students maintain excellent achievement at 93%, while Māori student achievement requires attention, declining from 75% mid 2025 to 71% end 2025.

## Gender Comparison

Female students lead at 89% compared to male students at 75%, representing a 14% gap, while smaller than writing, still requires targeted support strategies.

# Overall Mathematics Performance



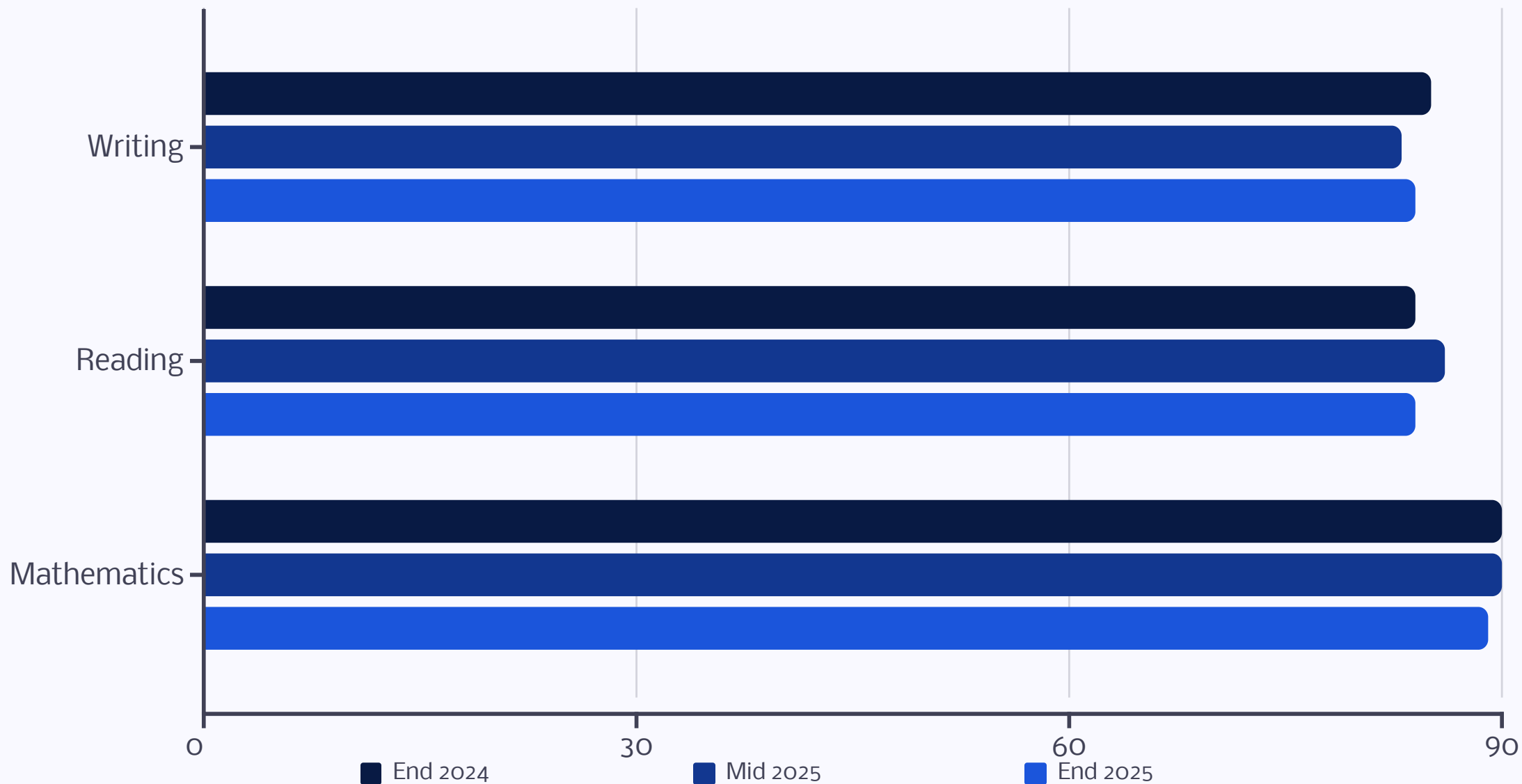
## Strongest Performance Area

Mathematics represents our strongest achievement area at 89% overall, with European students achieving exceptional 98%. Both Māori and European students maintain high performance at or above 87%.

## Gender Equity Success

Mathematics shows the smallest gender gap of all three areas, with female students at 89% and male students at 87% - demonstrating equity in this subject area.

# Comparative Achievement Across All Areas



## Strengths to Celebrate

- Mathematics achievement consistently above 88% across all periods
- European students achieving excellence above 90% in all areas
- Female students demonstrating outstanding achievement in writing, reading, and mathematics at 89% or higher.
- Growth in writing of the numbers of students above the expected level from end of 2024 to end of 2025.

## Areas Requiring Focus

- Male student achievement in writing (24% gender gap)
- Māori student achievement across all areas (equity gap of 10-20%)

# Students Achieving Above the Expected Level

## Writing

### 2024

- 16 students achieving above the expected level in 2024 in writing.
- 1 male student achieving above the expected level in 2024 in writing.
- 15 female students achieving above the expected level in 2024 in writing.
- 1 Māori student achieving above the expected level in 2024 in writing.
- 14 European students achieving above the expected level in 2024 in writing.

### 2025

- 21 students achieving above the expected level in 2025 in writing.
- 2 male students achieving above the expected level in 2025 in writing.
- 19 female students achieving above the expected level in 2025 in writing.
- 2 Māori students achieving above the expected level in 2025 in writing.
- 17 European students achieving above the expected level in 2025 in writing.

## Reading

### 2024

- 25 students achieving above the expected level in 2024 in reading.
- 6 male students achieving above the expected level in 2024 in reading.
- 19 female students achieving above the expected level in 2024 in reading.
- 7 Māori students achieving above the expected level in 2024 in reading.
- 17 European students achieving above the expected level in 2024 in reading.

### 2025

- 24 students achieving above the expected level in 2025 in writing.
- 3 male students achieving above the expected level in 2025 in writing.
- 21 female students achieving above the expected level in 2025 in writing.
- 4 Māori students achieving above the expected level in 2025 in writing.
- 19 European students achieving above the expected level in 2025 in writing.

## Mathematics

### 2024

- 12 students achieving above the expected level in 2024 in mathematics.
- 6 male students achieving above the expected level in 2024 in mathematics.
- 6 female students achieving above the expected level in 2024 in mathematics.
- 2 Māori students achieving above the expected level in 2024 in mathematics.
- 9 European students achieving above the expected level in 2024 in mathematics.

### 2025

- 13 students achieving above the expected level in 2025 in mathematics.
- 5 male students achieving above the expected level in 2025 in mathematics.
- 8 female students achieving above the expected level in 2025 in mathematics.
- 13 European students achieving above the expected level in 2025 in mathematics.

# Strategic Focus Areas for 2026 - 2027

01

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## Close the Gender Gap in Writing

Implement gender-responsive pedagogy and targeted programs for male students, particularly in Years 4-8. Develop engaging writing topics and authentic contexts that resonate with male learners.

### Extension Group in Writing

It would be great to have a teacher come in regularly and take an extension group for our high level writers in the senior school.

02

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## Advance Māori Student Achievement

Strengthen culturally responsive teaching practices and embed te reo Māori across curriculum areas by continuing to give effect to Te Tiriti o Waitangi. Develop targeted interventions to close the 10-20% equity gap across reading, writing, and mathematics.

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

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

<b>Reporting on the principles of being a Good Employer</b>	
<p>How have you met your obligations to provide good and safe working conditions?</p>	<p>To meet our obligations, St Joseph's School, Kaikoura takes a number of steps, including:</p> <ul style="list-style-type: none"> <li>● Conducting regular risk assessments to identify potential hazards and take steps to mitigate them.</li> <li>● Providing appropriate training and supervision to employees to ensure they can perform their jobs safely.</li> <li>● Providing appropriate personal protective equipment (PPE) when necessary.</li> <li>● Maintaining equipment and machinery to ensure they are safe to use.</li> <li>● Ensuring that the workplace is clean and well-maintained.</li> <li>● Encouraging employees to report any hazards or safety concerns they encounter.</li> </ul>
<p>What is in your equal employment opportunities programme?</p> <p>How have you been fulfilling this programme?</p>	<p>St Joseph's School, Kaikoura's (EEO) program is designed to ensure that all employees and job applicants are treated fairly and without discrimination.</p> <p>Through School Docs we have an EEO policy that emphasises St Joseph's School, Kaikoura's commitment to fairness and equal opportunities.</p> <p>The school has a system for employees to report discrimination or harassment, and we take complaints seriously and investigate them promptly.</p> <p>We do our best to ensure diversity in recruitment, while selecting the best candidate for the position. Recruitment practices are fair and inclusive, reaching out to a diverse pool of candidates and avoiding any bias or discrimination.</p> <p>All employees have equal opportunities for advancement.</p>
<p>How do you practise impartial selection of suitably qualified persons for appointment?</p>	<p>Before beginning the recruitment process, we ensure that the job requirements and selection criteria are clearly defined and communicated to all candidates. This helps to ensure that all candidates are assessed against the same standards.</p> <p>We use objective and standardized assessment methods such as structured interviews to evaluate candidates' suitability for the role. These methods are based on the job requirements and selection criteria.</p> <p>We recognise and discuss unconscious bias and how it can affect the selection process, in order to avoid it. For example, we avoid making assumptions based on the candidate's gender, race, age, or other personal characteristics.</p>

	<p>Following our school appointment policies and procedures, we aim to select a diverse appointment panel to ensure that the selection process is fair and impartial. The panel includes a variety of members who represent different backgrounds and perspectives.</p> <p>We keep detailed records of the selection process, including the criteria used to assess candidates, referee comments and the reasons for any decisions made. This helps to ensure that the selection process can be reviewed and audited if necessary.</p> <p>Upon request, we provide feedback to unsuccessful candidates to help them to improve their skills and performance for future job applications.</p>
<p>How are you recognising,</p> <ul style="list-style-type: none"> <li>- The aims and aspirations of Maori,</li> <li>- The employment requirements of Maori, and</li> <li>- Greater involvement of Maori in the Education service?</li> </ul>	<p>We develop policies and programs that reflect Māori aspirations and needs, such as increasing Māori representation in decision-making positions on our board and incorporating Māori language and culture into our curriculum to help ensure our Māori students have access to culturally appropriate teaching and support. We encourage staff to undertake professional learning in te Ao Māori.</p>
<p>How have you enhanced the abilities of individual employees?</p>	<p>We provide regular training and professional learning and development opportunities to help employees develop new skills and knowledge. This has included staff PLD, workshops, courses, and conferences.</p> <p>We provide mentoring and coaching to employees, especially new employees, to help them develop their skills and knowledge. This is done by pairing them with experienced staff members or external coaches.</p> <p>We provide regular feedback and recognition to employees for their work, including areas where they have excelled and areas where they can improve. This helps to motivate them and improve their performance. Our Professional Growth Cycle runs throughout the year.</p> <p>We encourage collaboration and teamwork among employees to help them learn from each other and work more effectively together. This is done through team-building activities, collaborative projects, self reflections and assessments.</p> <p>We provide opportunities for employees to take on leadership roles and to advance in their careers. This includes providing opportunities for professional development and career advancement within the school or in external workshops.</p> <p>We foster a positive work environment that supports employee well-being and encourages open communication. This includes providing a safe and healthy work environment, offering flexible work arrangements, and encouraging employee feedback.</p>

	We provide employees with the resources and tools they need to do their jobs effectively, such as up-to-date technology, instructional materials, and equipment.
How are you recognising the employment requirements of women?	<p>We implement family-friendly policies such as parental leave and flexible meeting schedules to support working parents, especially women.</p> <p>We address unconscious bias by providing training to staff and implementing policies that promote gender equality, such as gender-neutral job descriptions and recruitment processes.</p> <p>We promote work-life balance by encouraging employees to prioritise self-care and mental health. We are a tight knit team who have regular check-ins on each other and at times provide access to wellness programs, and offer flexible scheduling.</p> <p>We foster a culture of inclusivity by promoting diversity and inclusion, providing opportunities for feedback and collaboration, and encouraging open communication.</p>
How are you recognising the employment requirements of persons with disabilities?	We currently have no persons employed with disabilities. The physical environment is modified to ensure accessibility, this includes ramps, accessible restrooms, and other necessary modifications.

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

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



# ST JOSEPH'S SCHOOL TE WHARE KURA O HATO HOHEPA

Principal: Judith Ford  
Phone (03) 319 5752

30 Ludstone Road, Kaikōura 7300  
email [office@stjkaikoura.school.nz](mailto:office@stjkaikoura.school.nz)



11 February 2026

To whom it may concern:

During 2025, the school received total Kiwisport funding of \$1757.16. This was spent on:

- Swimming Sports
- Tennis rackets, tennis balls, hockey sticks, soccer balls and basketballs

Thank you to Kiwisport for their continued support to get tamariki more active more often.

Kind Regards

Judith Ford  
Principal

## INDEPENDENT AUDITOR'S REPORT

### TO THE READERS OF ST JOSEPH'S SCHOOL (KAIKŌURA) FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2025

The Auditor-General is the auditor of St Joseph's School (Kaikōura) (the School). The Auditor-General has appointed me, Amy Goodman, using the staff and resources of BDO Christchurch Audit Limited, to carry out the audit of the financial statements of the School on pages 3 to 17 that comprise the statement of financial position as at 31 December 2025, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

#### Opinion

In our opinion the financial statements:

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

Our audit was completed on 25 May 2026. This is the date at which our opinion is expressed.

#### Basis for our opinion

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Our responsibilities arise from the Public Audit Act 2001.

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

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

The other information obtained at the date of our audit report includes copies of the Statement of Variance, Members of the Board listing, 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 Auditor-General's Auditing Standards, which incorporate the independence requirements of Professional and Ethical Standard 1 *International Code of Ethics for Assurance Practitioners (including International Independence Standards) (New Zealand)* issued by the New Zealand Auditing and Assurance Standards Board.

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



Amy Goodman  
BDO Christchurch Audit Limited  
On behalf of the Auditor-General  
Christchurch, New Zealand