

# ST JOHN BOSCO SCHOOL

## ANNUAL FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2025

### School Directory

**Ministry Number:** 2233

**Principal:** Ryan Fleming

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# ST JOHN BOSCO SCHOOL

Annual Financial Statements - For the year ended 31 December 2025

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# St John Bosco School

## 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.

Jordan David McFadyen.  
Full Name of Presiding Member

[Signature]  
Signature of Presiding Member

26 May 2026  
Date

Ryan Nicholas Fleming  
Full Name of Principal

[Signature]  
Signature of Principal

26 May 2026  
Date



**St John Bosco School**  
**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	2,241,666	2,189,000	2,150,428
Locally Raised Funds	3	103,087	79,000	107,573
Use of Proprietor's Land and Buildings		313,963	290,000	299,163
Interest		15,757	15,000	19,632
<b>Total Revenue</b>		<b>2,674,473</b>	<b>2,573,000</b>	<b>2,576,796</b>
<b>Expense</b>				
Locally Raised Funds	3	47,770	16,000	25,986
Learning Resources	4	2,017,509	2,000,200	1,902,551
Administration	5	161,033	150,250	154,841
Interest		653	-	1,090
Property	6	464,214	424,000	436,892
<b>Total Expense</b>		<b>2,691,179</b>	<b>2,590,450</b>	<b>2,521,360</b>
<b>Net Surplus / (Deficit) for the year</b>		<b>(16,706)</b>	<b>(17,450)</b>	<b>55,436</b>
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<b>(16,706)</b>	<b>(17,450)</b>	<b>55,436</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 John Bosco School

## 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>		536,108	502,000	441,217
Total comprehensive revenue and expense for the year		(16,706)	(17,450)	55,436
Contribution - Furniture and Equipment Grant		42,497	-	39,455
Contributions from the Ministry of Education		-	-	-
Distributions to the Ministry of Education		-	-	-
<b>Equity at 31 December</b>		561,899	484,550	536,108
Accumulated comprehensive revenue and expense		561,899	484,550	536,108
Reserves		-	-	-
<b>Equity at 31 December</b>		561,899	484,550	536,108

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

# St John Bosco School

## 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	100,514	245,550	241,847
Accounts Receivable	8	173,683	120,000	134,100
GST Receivable		11,062	6,000	11,261
Prepayments		8,801	5,000	11,421
Investments	9	400,498	195,000	195,000
		<u>694,558</u>	<u>571,550</u>	<u>593,629</u>
<b>Current Liabilities</b>				
Accounts Payable	11	194,136	155,000	157,481
Provision for Cyclical Maintenance	12	23,942	-	-
Finance Lease Liability	13	4,815	6,000	5,424
		<u>222,893</u>	<u>161,000</u>	<u>162,905</u>
<b>Working Capital Surplus/(Deficit)</b>		471,665	410,550	430,724
<b>Non-current Assets</b>				
Property, Plant and Equipment	10	148,645	157,000	178,271
		<u>148,645</u>	<u>157,000</u>	<u>178,271</u>
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	12	58,263	80,000	67,924
Finance Lease Liability	13	148	3,000	4,963
		<u>58,411</u>	<u>83,000</u>	<u>72,887</u>
<b>Net Assets</b>		<u>561,899</u>	<u>484,550</u>	<u>536,108</u>
<b>Equity</b>		<u>561,899</u>	<u>484,550</u>	<u>536,108</u>

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

# St John Bosco School

## Statement of Cash Flows

For the year ended 31 December 2025

	Note	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
<b>Cash flows from Operating Activities</b>				
Government Grants		544,028	539,000	573,446
Locally Raised Funds		101,411	79,000	107,573
Goods and Services Tax (net)		199	-	(2,139)
Payments to Employees		(320,874)	(334,000)	(319,056)
Payments to Suppliers		(296,764)	(248,450)	(260,632)
Interest Paid		(653)	-	(1,090)
Interest Received		16,195	15,000	16,119
Net cash from/(to) Operating Activities		43,542	50,550	114,221
<b>Cash flows from Investing Activities</b>				
Purchase of Property Plant & Equipment (and Intangibles)		(16,450)	(30,000)	(49,857)
Purchase of Investments		(205,498)	-	(100,000)
Net cash from/(to) Investing Activities		(221,948)	(30,000)	(149,857)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		42,497	-	39,455
Finance Lease Payments		(5,424)	(10,000)	(6,985)
Net cash from/(to) Financing Activities		37,073	(10,000)	32,470
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>(141,333)</b>	<b>10,550</b>	<b>(3,166)</b>
Cash and cash equivalents at the beginning of the year	7	241,847	235,000	245,013
<b>Cash and cash equivalents at the end of the year</b>	<b>7</b>	<b>100,514</b>	<b>245,550</b>	<b>241,847</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 John Bosco School

## Notes to the Financial Statements

### For the year ended 31 December 2025

#### 1. Statement of Accounting Policies

##### a) Reporting Entity

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

##### b) Basis of Preparation

###### *Reporting Period*

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

###### *Basis of Preparation*

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

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

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

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

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

###### *Measurement Base*

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

###### *Presentation Currency*

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

###### *Specific Accounting Policies*

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

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

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

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

###### *Cyclical maintenance*

The School recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the School buildings. The estimate is based on the School's best estimate of the cost of painting the School and when the School is required to be painted, based on an assessment of the School's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 12.

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

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

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

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

#### *Classification of leases*

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

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 13. Future operating lease commitments are disclosed in note 18.

#### *Recognition of grants*

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

### **c) Revenue Recognition**

#### ***Government Grants***

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

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

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

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

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

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

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

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

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

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

### **Interest Revenue**

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

### **d) 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.

### **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.

### **f) Inventories**

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

### **g) 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.

### **h) Property, Plant and Equipment**

Land and buildings owned by the Crown 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 (funded by the Board) to buildings owned by the Crown or directly by the Board 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:

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

**i) Impairment of property, plant, and equipment**

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

*Non cash generating assets*

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

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

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

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.

**j) 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.

**k) 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) Provision for Cyclical Maintenance**

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

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

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

**n) Financial Instruments**

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

Investments that are shares are categorised as 'financial assets at fair value through other comprehensive revenue and expense' for accounting purposes in accordance with financial reporting standards. On initial recognition of an equity investment that is not held for trading, the School may irrevocably elect to present subsequent changes in the investment's fair value in other comprehensive revenue and expense. This election has been made for investments that are shares. Subsequent to initial recognition, these assets are measured at fair value. Dividends are recognised as income in surplus or deficit unless the dividend clearly represents a recovery of part of the cost of the investment. Other net gains and losses are recognised in other comprehensive revenue and expense and are never reclassified to surplus or deficit.

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

**o) Borrowings**

Borrowings on normal commercial terms are initially recognised at the amount borrowed plus transaction costs. Interest due on the borrowings is subsequently accrued and added to the borrowings balance. Borrowings are classified as current liabilities unless the School has an unconditional right to defer settlement of the liability for at least 12 months after balance date.

**p) 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.

**q) Budget Figures**

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

**r) 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	532,465	539,000	564,238
Teachers' Salaries Grants	1,696,335	1,650,000	1,585,779
Other Government Grants	12,866	-	411
	<u>2,241,666</u>	<u>2,189,000</u>	<u>2,150,428</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	41,325	34,000	62,303
Fees for Extra Curricular Activities	33,976	12,000	11,980
Trading	5,095	4,000	4,110
Fundraising and Community Grants	12,348	25,000	18,750
Other Revenue	10,343	4,000	10,430
	<u>103,087</u>	<u>79,000</u>	<u>107,573</u>
<b>Expense</b>			
Extra Curricular Activities Costs	46,769	12,000	16,606
Trading	818	4,000	5,803
Other Locally Raised Funds Expenditure	183	-	3,577
	<u>47,770</u>	<u>16,000</u>	<u>25,986</u>
<i>Surplus/ (Deficit) for the year Locally Raised Funds</i>	<u>55,317</u>	<u>63,000</u>	<u>81,587</u>

## 4. Learning Resources

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Curricular	70,331	65,200	61,412
Employee Benefits - Salaries	1,893,590	1,862,000	1,770,557
Staff Development	7,512	25,000	19,237
Depreciation	46,076	48,000	51,345
	<u>2,017,509</u>	<u>2,000,200</u>	<u>1,902,551</u>

## 5. Administration

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Audit Fees	9,531	7,000	8,076
Board Fees and Expenses	9,503	8,500	7,997
Other Administration Expenses	65,288	64,050	60,799
Employee Benefits - Salaries	70,058	66,000	73,113
Insurance	5,800	4,700	4,856
	<u>161,033</u>	<u>150,250</u>	<u>154,841</u>

## 6. Property

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Consultancy and Contract Services	30,228	20,000	27,119
Cyclical Maintenance	14,281	10,000	4,770
Heat, Light and Water	18,011	16,000	16,603
Rates	4,336	3,000	3,909
Repairs and Maintenance	6,443	6,000	4,666
Use of Land and Buildings	313,963	290,000	299,163
Employee Benefits - Salaries	53,561	56,000	51,907
Other Property Expenses	23,391	23,000	28,755
	<u>464,214</u>	<u>424,000</u>	<u>436,892</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.

## 7. Cash and Cash Equivalents

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Bank Accounts	100,514	245,550	241,847
Cash and cash equivalents for Statement of Cash Flows	<u>100,514</u>	<u>245,550</u>	<u>241,847</u>

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

## 8. Accounts Receivable

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Receivables	1,676	-	-
Receivables from the Ministry of Education	3,337	-	2,034
Interest Receivable	3,075	-	3,513
Teacher Salaries Grant Receivable	165,595	120,000	128,553
	<u>173,683</u>	<u>120,000</u>	<u>134,100</u>
Receivables from Exchange Transactions	4,751	-	3,513
Receivables from Non-Exchange Transactions	168,932	120,000	130,587
	<u>173,683</u>	<u>120,000</u>	<u>134,100</u>

## 9. Investments

The School's investment activities are classified as follows:

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Current Asset			
Short-term Bank Deposits	400,498	195,000	195,000
Non-current Asset			
Long-term Bank Deposits	-	-	-
Total Investments	<u>400,498</u>	<u>195,000</u>	<u>195,000</u>

## 10. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2025	\$	\$	\$	\$	\$	\$
Buildings	33,392	-	-	-	(2,726)	30,666
Furniture and Equipment	81,833	11,978	-	-	(21,825)	71,986
Information and Communication Technology	58,709	4,472	-	-	(19,453)	43,728
Leased Assets	4,337	-	-	-	(2,072)	2,265
	<u>178,271</u>	<u>16,450</u>	<u>-</u>	<u>-</u>	<u>(46,076)</u>	<u>148,645</u>

The net carrying value of furniture and equipment held under a finance lease is \$2,265 (2024: \$4,337)

### Restrictions

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

	2025 Cost or Valuation	2025 Accumulated Depreciation	2025 Net Book Value	2024 Cost or Valuation	2024 Accumulated Depreciation	2024 Net Book Value
	\$	\$	\$	\$	\$	\$
Buildings	54,515	(23,849)	30,666	54,515	(21,123)	33,392
Furniture and Equipment	250,200	(178,214)	71,986	244,387	(162,554)	81,833
Information and Communication Technology	208,869	(165,141)	43,728	211,601	(152,892)	58,709
Leased Assets	21,278	(19,013)	2,265	26,861	(22,524)	4,337
Library Resources	76,217	(76,217)	-	76,217	(76,217)	-
	<u>611,079</u>	<u>(462,434)</u>	<u>148,645</u>	<u>613,581</u>	<u>(435,310)</u>	<u>178,271</u>

## 11. Accounts Payable

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Creditors	17,119	20,000	15,784
Accruals	6,354	5,000	8,076
Employee Entitlements - Salaries	165,595	130,000	128,553
Employee Entitlements - Leave Accrual	5,068	-	5,068
	<u>194,136</u>	<u>155,000</u>	<u>157,481</u>
Payables for Exchange Transactions	194,136	155,000	157,481
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>194,136</u>	<u>155,000</u>	<u>157,481</u>

The carrying value of payables approximates their fair value.

## 12. Provision for Cyclical Maintenance

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Provision at the Start of the Year	67,924	70,000	63,154
Increase/(decrease) to the Provision During the Year	14,281	10,000	4,770
Use of the Provision During the Year	-	-	-
Provision at the End of the Year	<u>82,205</u>	<u>80,000</u>	<u>67,924</u>
Cyclical Maintenance - Current	23,942	-	-
Cyclical Maintenance - Non current	58,263	80,000	67,924
	<u>82,205</u>	<u>80,000</u>	<u>67,924</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.

## 13. 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	4,815	6,000	5,424
Later than One Year	148	3,000	4,963
Future Finance Charges	-	-	-
	<u>4,963</u>	<u>9,000</u>	<u>10,387</u>
<b>Represented by</b>			
Finance lease liability - Current	4,815	6,000	5,424
Finance lease liability - Non current	148	3,000	4,963
	<u>4,963</u>	<u>9,000</u>	<u>10,387</u>

## 14. 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 (Diocese of Palmerston North) 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'.

## 15. Remuneration

### Key management personnel compensation

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

	2025 Actual \$	2024 Actual \$
<i>Board Members</i> Remuneration	5,975	5,645
<i>Leadership Team</i> Remuneration Full-time equivalent members	493,018 4	477,635 4
Total key management personnel remuneration	498,993	483,280

There are 10 members of the Board excluding the Principal. The Board has held 10 full meetings of the Board 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 other matters.

### Principal 1

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

	2025 Actual \$000	2024 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	150-160	140-150
Benefits and Other Emoluments	0-1	0-1
Termination Benefits	-	-

### Other Employees

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

Remuneration \$000	2025 FTE Number	2024 FTE Number
100-110	4.00	1.00
110-120	3.00	2.00
	7.00	3.00

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

## 16. Compensation and Other Benefits Upon Leaving

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

	2025 Actual	2024 Actual
Total Number of People	-	-

## 17. 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.

## 18. Commitments

### (a) Capital Commitments

At 31 December 2025, the Board had no capital commitments (2024:\$0).

### (b) Operating Commitments

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

## 19. 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	100,514	245,550	241,847
Receivables	173,683	120,000	134,100
Investments - Term Deposits	400,498	195,000	195,000
Total financial assets measured at amortised cost	<u>674,695</u>	<u>560,550</u>	<u>570,947</u>

### Financial liabilities measured at amortised cost

Payables	194,136	155,000	157,481
Finance Leases	4,963	9,000	10,387
Total financial liabilities measured at amortised cost	<u>199,099</u>	<u>164,000</u>	<u>167,868</u>

## 20. Events After Balance Date

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

## 21. Comparatives

There have been a number of prior period comparatives which have been reclassified to make disclosure consistent with the current year.

## INDEPENDENT AUDITOR'S REPORT

### TO THE READERS OF SAINT JOHN BOSCO SCHOOL FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2025

The Auditor-General is the auditor of Saint John Bosco School (the School). The Auditor-General has appointed me, Mark Fraser, using the staff and resources of Silks Audit Chartered Accountants Limited, to carry out the audit of the financial statements of the School on pages 2 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 26 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 Responsibility, Statement of Variance, an Evaluation of the School's Students' Progress and Achievement, a Statement of Compliance with Employment Policy, and a Statement of KiwiSport funding. The Board is responsible for the other information that it presents alongside its annual financial statements.

The other information obtained at the date of our audit report includes copies of the Statement of Responsibility, Statement of Variance, 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.

A handwritten signature in black ink, appearing to read 'Mark Fraser'.

**Mark Fraser**  
**Silks Audit Chartered Accountants Limited**  
**On behalf of the Auditor-General**  
**Whanganui, New Zealand**



## Strategic Plan 2024, 2025 extended to 2026

Our Values:

Love

Service

Co-operation

Resilience

Our Mission:

*To provide a caring Catholic environment where Tamariki rights and individual needs are always considered, independence and confidence are fostered, and children are challenged to produce their best efforts.*





## Statement of Variance: Progress Against Targets

We had a range of initiatives this year. The main work has been in the curriculum implementation space (Goal 3: ensure our people achieve their potential in the context of Te Mataiaho (refreshed curriculum) and the documentation below reflects that.

### Strategic Goal 1:

Safeguard and strengthen our Catholic Character in a culturally responsive and inclusive manner.




### Annual Target/Goal/Initiative:

1.1 New curriculum (Tō Tātou Whakapono) implemented (Dimension 2: Mā Te Mātauranga ka Tipu - Growth in Knowledge)

Actions <i>List all the actions from your Annual Implementation Plan for this Annual Target/Goal.</i>	What did we achieve? <i>What were the outcomes of our actions? What impact did our actions have?</i>	Evidence <i>This is the sources of information the board used to determine those outcomes.</i>	Reasons for any differences (variances) between the target and the outcomes <i>Think about both where you have exceeded your targets or not yet met them.</i>	Planning for next year – where to next? <i>What do you need to do to address targets that were not achieved. Consider if these need to be included in your next annual implementation plan.</i>
-Year 5 and 6 programme fully implemented and using the website and resources provided by NZCEO -DRS attended PN Diocese PD on Assessment - (we are still waiting for further guidance around assessment)	New curriculum is fully implemented across the school.  Teachers created assessment tasks for Term 4 RE	Teacher/collaborative plans..  Twice yearly DRS reports to board.	Still waiting for further guidance around assessment from NZCEO - we have held off because we believe these things should be nationally consistent to hold any weight. (arrived in Feb 2026)	Refine our School wide planning format for RE in line with PNCEO guidance.  Begin to develop Assessment tasks to show achievement in RE Curriculum Achievement Objectives  Develop and refine RE goals for Hero  Develop a system to record and track staff

<p>-KS attended Y1-2 assessment PD with PN Diocese          -DRS held staff meeting re Assessment          -Staff began developing assessment tasks          Refine our School wide planning format for RE in line with PNCEO guidance.</p>				<p>PD hours in the absence of 'kete'.</p>
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**Annual Target/Goal/Initiative:**  
 1.2 Develop a sacred space

<p><b>Actions</b>  <i>List all the actions from your Annual Implementation Plan for this Annual Target/Goal.</i></p>	<p><b>What did we achieve?</b>  <i>What were the outcomes of our actions?            What impact did our actions have?</i></p>	<p><b>Evidence</b>  <i>This is the sources of information the board used to determine those outcomes.</i></p>	<p><b>Reasons for any differences (variances) between the target and the outcomes</b>  <i>Think about both where you have exceeded your targets or not yet met them.</i></p>	<p><b>Planning for next year – where to next?</b>  <i>What do you need to do to address targets that were not achieved.            Consider if these need to be included in your next annual implementation plan.</i></p>
<p>Consultation across staff, students, parish and PNCEO. Visits to other school spaces. Funding secured through Community Fundraising Group. Project design enacted through AGC property. Formal opening and blessing.</p>	<p>Collaborative project between a range of stakeholders complete. We have a clearly defined sacred space and have achieved a goal from our most recent Catholic Character review.</p>		<p>Project delivered on time and to scope.</p>	<p>Ensure our space is used intentionally and often. Encourage teachers and classes to use it as part of lessons. Encourage other groups such as music group to use it.</p>

## Strategic Goal 2:

Actively reduce barriers for all students, creating an environment that promotes a sense of belonging.



### Annual Target/Goal/Initiative:

2.1 Take further steps to ensure our school is inclusive and caters for all children

<b>Actions</b> <i>List all the actions from your Annual Implementation Plan for this Annual Target/Goal</i>	<b>What did we achieve?</b> <i>What were the outcomes of our actions?</i> <i>What impact did our actions have?</i>	<b>Evidence</b> <i>This is the sources of information the board used to determine those outcomes.</i>	<b>Reasons for any differences (variances) between the target and the outcomes</b> <i>Think about both where you have exceeded your targets or not yet met them.</i>	<b>Planning for next year – where to next?</b> <i>What do you need to do to address targets that were not achieved.</i> <i>Consider if these need to be included in your next annual implementation plan.</i>
DIBELS testing as an early literacy screener	Dibels testing is now carried out for all Junior classes. This information is used to help inform teachers of who may need intervention, and in what specific areas of literacy.	Term 2, week 8 DP/SENCO board presentation. Data sheets	nil	Redefining measures for priority learning progress across reading, writing and maths to align to the new curriculum.
Ongoing Zones of Regulation PLD and classroom implementation.	Multiple PLD sessions. Classroom frameworks for helping children recognise and label emotional states	Class displays. Target children showing ability to recognise and regulate better Staff using zones to guide discussion	nil	Ongoing review and refresh for both staff and students.
Significant upgrades to accessibility	Pohutukawa and kowhai block is now accessible by wheel. Accessibility bathrooms now big enough to cater for all ages	Project complete and in use.	nil	Maintenance as required.

## Annual Target/Goal/Initiative:

2.3 Lift attendance and reduce absence of students. 80% of students attending 90% of the time.

Actions <i>List all the actions from your Annual Implementation Plan for this Annual Target/Goal.</i>	What did we achieve? <i>What were the outcomes of our actions? What impact did our actions have?</i>	Evidence <i>This is the sources of information the board used to determine those outcomes.</i>	Reasons for any differences (variances) between the target and the outcomes <i>Think about both where you have exceeded your targets or not yet met them.</i>	Planning for next year – where to next? <i>What do you need to do to address targets that were not achieved. Consider if these need to be included in your next annual implementation plan.</i>																														
<p>Twice termly sharing of data with the school board. Analysis of data with MOE advisory and ERO to understand the bigger/nation wide picture. Completion of Attendance Management Plan for sharing with community.</p>	<p>Term 1: 80% <input checked="" type="checkbox"/></p> <p>Term 2: 80% <input checked="" type="checkbox"/></p> <p>Term 3: 63%</p> <p>Term 4: 76%</p> <p>We achieved our target in Terms 1 &amp; 2. We did not achieve the target in Term3.</p>	<p>4 weekly attendance data from HERO Termly attendance matters reports.</p> <p>How have your student attendance categories changed over the last 5 terms? <small>NOTE: Percentages are shown on the vertical axis while the bars show the actual number of students.</small></p> <table border="1"> <caption>Student Attendance Categories (Actual Numbers)</caption> <thead> <tr> <th>Year and Term</th> <th>Regular Attendance (Below 90%)</th> <th>Regular Absence (80-90%)</th> <th>Moderate Absence (70-80%)</th> <th>Chronic Absence (Below 70%)</th> </tr> </thead> <tbody> <tr> <td>2024-4</td> <td>215</td> <td>47</td> <td>19</td> <td>19</td> </tr> <tr> <td>2025-1</td> <td>208</td> <td>49</td> <td>28</td> <td>15</td> </tr> <tr> <td>2025-2</td> <td>208</td> <td>49</td> <td>28</td> <td>15</td> </tr> <tr> <td>2025-3</td> <td>160</td> <td>71</td> <td>32</td> <td>37</td> </tr> <tr> <td>2025-4</td> <td>212</td> <td>47</td> <td>19</td> <td>19</td> </tr> </tbody> </table>	Year and Term	Regular Attendance (Below 90%)	Regular Absence (80-90%)	Moderate Absence (70-80%)	Chronic Absence (Below 70%)	2024-4	215	47	19	19	2025-1	208	49	28	15	2025-2	208	49	28	15	2025-3	160	71	32	37	2025-4	212	47	19	19	<p>Winter illness increases in Term 3. The demands of a school production also impact attendance. Overseas holidays are more attractive in the winter months.</p>	<p>Implementation of Attendance Management Plan.</p>
Year and Term	Regular Attendance (Below 90%)	Regular Absence (80-90%)	Moderate Absence (70-80%)	Chronic Absence (Below 70%)																														
2024-4	215	47	19	19																														
2025-1	208	49	28	15																														
2025-2	208	49	28	15																														
2025-3	160	71	32	37																														
2025-4	212	47	19	19																														

## Strategic Goal 3:

Ensure all our people are able to achieve their potential in the context of Te Mātaiaho.



### Annual Target/Goal/Initiative:

3.1 Strategically and deliberately curate our localised curriculum in line with the curriculum refresh

<b>Actions</b> <i>List all the actions from your Annual Implementation Plan for this Annual Target/Goal.</i>	<b>What did we achieve?</b> <i>What were the outcomes of our actions? What impact did our actions have?</i>	<b>Evidence</b> <i>This is the sources of information the board used to determine those outcomes.</i>	<b>Reasons for any differences (variances) between the target and the outcomes</b> <i>Think about both where you have exceeded your targets or not yet met them.</i>	<b>Planning for next year – where to next?</b> <i>What do you need to do to address targets that were not achieved. Consider if these need to be included in your next annual implementation plan.</i>
<b>Evaluate and re-design the 6 Year Net assessment</b>	Junior teachers adapted the 6 year net to ensure we were collecting data that was purposeful and aligned with SL. Our assessment tools that we had set out to use in our school Assessment Timeline were changed to eliminate any double up testing. This created more meaningful and streamlined assessment and consistency across the Junior classes.	Data we have collated through the elements of the 6 year net assessments we kept were used to inform teaching, and used to inform intervention where needed, and in what specific area of literacy.	Teachers were able to use meaningful data to inform their teaching.  Teachers did not feel as overloaded with assessment tools and procedures, and were not using multiple tools to gain the same data. However, it is still a lot and we want to streamline this further next year.	We now have a range of other assessments (mandated: 20 & 40 week phonics and best practice: DIBELS etc) that mean we no longer see value in the 6 Year net so will eliminate it from our suite of assessments.
<b>Implement the Phonics check at 20 &amp; 40 weeks</b>	Trials completed	Teachers attended workshops to gain understanding of how to administer the test, and the data from this.	All teachers in the junior school were part of the PD required. As we were still doing 6 year nets, we felt like we were still doing so much assessment, and not all of it was used to inform teaching or	We are well positioned to implement these now that are mandatory.  In 2026 there will be an online portal for Phonics checks, so the process will differ, but not the content of the test. This also

		<p>We created a process of how to determine when a child needs a test, and uploading the data when required. This was to ensure all children were tested when they needed to be.</p>	<p>intervention/red flags. As the Phonics Checks are mandated, we need to ensure we understand the data we receive from these tests, and see where we can use this to further inform our teaching.</p>	<p>informs teachers of when students need their test, so we will no longer have to manually work out 20 week and 40 week anniversaries for students.</p>
<p><b>Y0-3 Structured Literacy PLD</b></p>	<p>Junior teachers worked through the Massey University PLD. This was completed by the end of Term 2. Teachers participated in a series of Zoom workshops (8) over the course of the PD.</p>	<p>The content and resources aligned well with our previous PD on Sunshine Decodables, and with Chrisine Braid. This ensured that any new teachers to our Junior team were equipped with the knowledge and resources to teach Structured Literacy in reading and writing.</p>	<p>For most teachers, this PD was used as a refresher course in terms of the implementation of Structured Literacy. It also reaffirmed that some of the teachers held a lot of knowledge in this area.</p>	<p>The Junior teachers continue to teach Structured Literacy using best practice, and will ensure this aligns with the new Curriculum in terms of the scope and sequence.</p> <p>Within our Improvement plans, teachers will choose an element from the Curriculum and use their SL knowledge and skills to dive deeper into understanding what needs to be taught, and how these elements can be taught using a Structured Literacy lens in order to improve achievement outcomes in these areas.</p>
<p><b>Nancy Young PLD in P.Nth 2025</b> <b>Jan Hasbrouck PLD Akld 2024</b></p>	<p>Nancy Young: Deeane and Katie attended PD with Jan Hasbrouck in Auckland with a focus on fluency and Dibel's testing to gain specific information on students who need intervention.</p>	<p>As a result of the PD in Auckland in 2024, Dibels testing is now carried out for all Junior classes. This information is used to help inform teachers of who may need intervention, and in what specific areas of literacy.</p>	<p>Initially teachers felt like Dibels was a lot to grasp and understand, and may not have given them meaningful data, esp in year 1. However, as this test is administered 3 times a year, we quickly began to see the measurable data and results as we came to understand the numbers and the colours and this represented in terms of achievement and progress.</p>	<p>Dibels is now part of our Assessment Timeline, and is used to highlight students who will need intervention and what level of intervention is needed, and also this test is used to monitor the progress closely of Priority and Target students in literacy. We will continue to use this assessment next year.</p>

<b>Y4-6 Structured Literacy PLD</b>	Each senior teacher had an individual improvement plan for what they were learning, improving and working on to align their teaching and lessons to a fully structured literacy approach.	Lessons and classes are more explicit for the sub elements of the English curriculum. Students have access to year level texts.	Teachers worked on their individual literacy goals in line with the curriculum changes. Our teachers were best placed and had already reviewed and started their PD in literacy. Teachers attended ( and one presented at the best practice literacy evening).	Best practice for assessments of the sub elements of the English curriculum will be inquired into. Individual teacher improvement plans will be created for 2026 for sub elements so that data influencing planning and teaching even more effectively.
<b>Implement the Maths No-Problem (resourcing).</b>	All classes used the Maths No-Problem resources.	All teachers attended Maths No-Problem PD and also ministry TOD aligned with the new Maths Curriculum	All have participated. This has been a good foundation for all to use to realign our programmes better suited to the changes in the curriculum pedagogy and expectations.	We will continue to use MNP, however we will move towards using the Curriculum as our solid starting place and use MNP as a supplementary resource for this. We will create new SJB maths long term plans for the new curriculum.
<b>Redefine what a Lesson Framework looks like for the new curriculum</b>	All classes started using the new framework for maths guided by the MNP lessons.	Teachers and lessons were observed.	Juniors felt like there was a huge shift in time spent teaching maths. Seniors adopted the new framework but also kept some key foundations of their original lessons that strengthened MNP.	Seniors will move towards greater formative assessment programmes so that teaching can be even more tailored to the needs of the learners.
<b>Create a maths lesson criteria for observations</b>	Observation criteria created and used.	Observations were completed and teachers were met and time spent reflecting with a senior leader.	This worked well and provided us with vital feedback on whole school implementation and teacher confidence.	We will review the criteria and participate with more observations in 2026.
<b>Refreshed Curriculum: Learning Intention Progression</b>	The learning progression was provided by the curriculum document, however this was then refreshed again and a new progression was released in October 2025.	The new Curriculum is released on Tahurangi.	With the change in Curriculum late in 2025, we followed our MNP programme without changing any HERO goals. This was a deliberate and careful approach that paid off.	With the new 2025 October Curriculum progressions, we will now be able to create our SJB long term plans in 2026 and also lead from the Curriculum using MNP as a resource as intended.
<b>Refreshed Curriculum: Pedagogy Alignment</b>	Teaching practices reflect the direction and intent of the refreshed curriculum. Fiona Smale (Cognition	Teachers participated in PD from Fiona Smale.  Observations of teaching and lessons were	Using the MNP was a critical first step in realigning our pedagogy towards the refreshed curriculum.	We will continue with the heart of this pedagogy while creating some more ownership on how we utilise the MNP resources.

<b>Senior Knowledge Programme: Rewrite kung fu maths to match refreshed curriculum</b>	Education and MOE facilitator)	undertaken.		
	Kung Fu was rewritten	Senior classes implemented this.	The programme was changed for the first curriculum released. This programme created a little more work for teachers and wasn't as easy to implement.	We will look to realign this again with the October 2025 new progressions and make it easier for teachers to work with.
<b>Junior Knowledge Programme: Rewrite Race To The Treasure to align to the refreshed curriculum</b>	This was rewritten and then there was a change in curriculum knowledge in October 2025	This was on hold while it was rewritten again.	The October installment of the curriculum created a change in the programme.	2026 the new refreshed Race to the Treasure will be implemented in junior classes which aligns to the October 2025 Curriculum.
<b>Professional Learning Groups</b>	Teachers from similar year levels collaborated in their planning and learning.	Improvement plans notes/reflections show reflection and planning; shared inquiry questions; 100% participation	Staff hui time was used to discuss.	Continuation of collaboration with SJB long term plans, new assessments and teaching pedagogy.
<b>Observations / Feedback / goal setting</b>	Teachers were observed teaching maths Feedback was provided and goals were set moving forward	Goals redefined and documented, improvements evident.	All complete, observers feel they were able to get a good view of the overall picture, those being observed felt that feedback has been useful to stimulate growth	2026 - continuation of observations, feedback and goal setting.
<b>Teacher Support</b>	Teacher Surveys to ascertain Effectiveness of implementation support Successes Teacher confidence Next Steps for growth	<a href="#">Where am I at survey?</a>	Teacher reported confidence is high and for those that it is not, we move fast to put support in place.	Continued PD and support in 2026.

## Annual Target/Goal/Initiative:

3.2 Continue to refine and develop our HERO processes and reporting.

<b>Actions</b> <i>List all the actions from your Annual Implementation Plan for this Annual Target/Goal.</i>	<b>What did we achieve?</b> <i>What were the outcomes of our actions?                      What impact did our actions have?</i>	<b>Evidence</b> <i>This is the sources of information the board used to determine those outcomes.</i>	<b>Reasons for any differences (variances) between the target and the outcomes</b> <i>Think about both where you have exceeded your targets or not yet met them.</i>	<b>Planning for next year – where to next?</b> <i>What do you need to do to address targets that were not achieved.                      Consider if these need to be included in your next annual implementation plan.</i>
Strategic decision made to maintain status quo amidst change	NIL	NIL	Strategic decision to not make any changes.	2026 we will meet with HERO, look at their direction with HERO curriculum learning progressions and their insights to ministry requirements for reporting.

## Strategic Goal 4:

Be a school that is authentically *Aotearoa New Zealand*.



### Annual Target/Goal/Initiative:

#### 4.3 Embed our waharoa stories in our community

#### Actions

*List all the actions from your Annual Implementation Plan for this Annual Target/Goal*

Day 1, 2025 full school mihi whakataua for new students. CRT specialist teaching in Term 1 spent teaching about our Waharoa. "Positive & Negative space" Art project taught with Waharoa the central model. All interschool groups were brought through. Principal presentations to MAC group, NZCEO evaluation team.

#### What did we achieve?

*What were the outcomes of our actions?  
What impact did our actions have?*

Children and teachers deepened their understanding and knowledge of our waharoa - what and why. It has become a focal point for visitors to our kura. The story has been shared with external stakeholders.

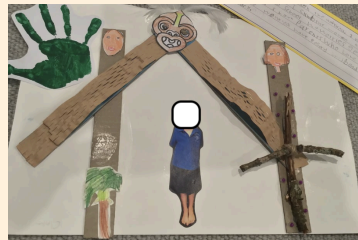
#### Evidence

*This is the sources of information the board used to determine those outcomes.*

Ongoing board report.



Student artwork from specialist teaching units.



#### Reasons for any differences (variances) between the target and the outcomes

*Think about both where you have exceeded your targets or not yet met them.*

The main focus for this initiative was centered around the use of specialist teaching time in Term 1. This was achieved and any further opportunities were above and beyond.

#### Planning for next year – where to next?

*What do you need to do to address targets that were not achieved.  
Consider if these need to be included in your next annual implementation plan.*

Continuation of Student Ambassadors to meet all visitors (from a range of sectors) at the waharoa. Continuation of mihi whakataua. Feature in whanau hui so any new whanau gain further insight.

## MY POU



On the top of my pou I have the stairs of learning because my mum and dad are both teachers.

### Annual Target/Goal/Initiative:

#### 4.4 Form a strong partnership with our new Kapa Haka tutor

#### Actions

List all the actions from your Annual Implementation Plan for this Annual Target/Goal

#### What did we achieve?

What were the outcomes of our actions?  
What impact did our actions have?

#### Evidence

This is the sources of information the board used to determine those outcomes.

#### Reasons for any differences (variances) between the target and the outcomes

Think about both where you have exceeded your targets or not yet met them.

#### Planning for next year – where to next?

What do you need to do to address targets that were not achieved.  
Consider if these need to be included in your next annual implementation plan.

Full school Mihi Whakatau  
Full staff engagement at each session  
Large community turnout to Puanga festival performance

We welcomed our tutors with full school mihi whakatau.  
Great puanga festival performance.  
Continued learning and development for both students and staff.

We have transitioned relatively seamlessly from one tutor to a new one and learnt lots along the way.

Nil

Ongoing and important relationship for our kura that will continue to be prioritised and valued.



# Evaluation and Analysis of the School's Students' Progress and Achievement alongside curriculum improvement plans.

## Literacy Improvement Plan 2025

OVERVIEW: We have been developing our knowledge and skills in the implementation of structured literacy for the past 5 years. This was after it was identified that teachers needed to be better equipped with the knowledge and teaching methods to consider what happens in the brain as children learn to read, write and spell. Teachers needed knowledge about the complexity of the written code of English and how it can be taught, for both reading and writing. Teachers also need an understanding of how Orthographic mapping works.

In 2019, St John Bosco started a Structure Literacy journey with the guidance of Christine Braid from Massey University. This was a whole staff PD, however it was mainly centred around reading, and mainly suitable for the junior end of the school. During the following years, we have continued to learn and develop resources for our implementation of our SL programmes including a spelling programme.

In 2024, we identified that the senior school especially, needed better systems and approaches to ensure the implementation of a SL approach within reading and writing. Movements within pedagogies and learning around this was strong in the senior school and we continue to develop this. Along with our changes, we implemented a school wide explicit handwriting programme (year 0-3 Petersen's Handwriting, and year 4-6 Debbie Hepplewhite Cursive). Also with staffing changes and with the new curriculum being outlined, we needed to support the junior teachers with their continued understanding and confidence in SL in both reading and writing.

In an effort to create consistency school wide in our programmes, more explicit teaching, lessons founded in the science of learning, using the 2025 refreshed curriculum and accelerating achievement for our at risk learners we are undertaking more intensive learning and PD for this and identifying goals for improvement. We will also develop and change our approach to intervention and how that will improve achievement.

<b>Identified Collaborative PGC Goal:</b>	To implement the 2025 refreshed literacy curriculum. This includes the what (changed expectations at each level) and the how (pedagogy) with a major focus on the how.
<b>Most Relevant <a href="#">Standard of the Teaching Profession (STP)</a>:</b>	<p>2. Professional Learning</p> <p>Use inquiry, collaborative problem-solving and professional learning to improve professional capability to impact on the learning and achievement of all learners.</p> <ul style="list-style-type: none"> <li>Inquire into and reflect on the effectiveness of practice in an ongoing way, using evidence from a range of sources.</li> <li>Critically examine how my own assumptions and beliefs, including cultural beliefs, impact on practice and the achievement of learners with different abilities and needs, backgrounds, genders, identities, languages and cultures.</li> <li>Engage in professional learning and adaptively apply this learning in practice.</li> <li>Be informed by research and innovations related to: content disciplines; pedagogy; teaching for diverse learners including learners with disabilities and learning support needs; and wider education matters.</li> <li>Seek and respond to feedback from learners, colleagues and other education professionals, and engage in collaborative problem solving and learning-focused collegial discussions.</li> </ul>
<b>Most Relevant Strategic Goal and Initiative:</b>	<p><b>Goal 2: Actively reduce barriers for all students, creating an environment that promotes a sense of belonging.</b></p> <p><u>Initiative: 2.1</u> Take further steps to ensure our school is inclusive and caters for all children</p> <p><b>Goal 3: Ensure all our people are able to achieve their potential in the context of Te</b></p>

	<p><b>Mātaiaho.</b>  <u>Initiative 3.1</u> Strategically and deliberately curate our localised curriculum in line with the curriculum refresh  <u>Initiative 3.3</u> Strengthen teaching, leadership and learner support capability.</p>
<b>APPROACH</b>	<p>This improvement plan sits within the context of the refreshed Literacy curriculum for 2025. It also sits within the rolling back of Reading Recovery.....</p> <p><b>Historically</b>, literacy has been ability grouped, and whole language reading approach. Writing is genre driven without much of a scope and sequence to progressions of the science of reading and writing. In 2019, SL journey began and we continue to learn and develop.</p> <p><b>Moving forward</b>, our approach is continuing to develop with the change in pedagogy and SL wide implementation with more teacher-led, more explicit lessons and flexible grouping with intervention at tier 2 and 3 for our priority and target students. Mrs Deahne Peck Aro is assisting with literacy intervention across the school. During Term 2, we are trialling tier 2 intervention with Year 4-6 students twice a week. Teachers are involved in PD and personal goals with reflection.</p>
<b>CURRENT ACHIEVEMENT PICTURE</b>	<p>At the beginning of 2025, we have <b>33</b> identified <b>Priority Learners</b> in reading, and <b>24</b> identified <b>Priority learners</b> in writing (defined as children who are 'working towards' expectation at the end of the previous year as per their data). 2025 beginning of the Year roll is 242. If we take out Year 0 and 1 students who are identified as 'target' only (not priority), there are <b>33/208</b> students who are <b>priority learners</b> in reading, and <b>24/208 in writing</b>.</p> <p>By Year Level, the <b>Priority Learner</b> Data in <b>Reading</b> looks like:</p> <p><b>Reading</b>  Year 2: 8 out of 36 students = 22%  Year 3: 10 out of 46 students = 21 %  Year 4: 6 out of 44 students = 13%  Year 5: 4 out of 50 students = 8%  Year 6: 5 out of 37 = 13%</p> <p>This is 15% of our students Year 2 - 6</p> <p>By gender the <b>Priority Learner</b> Data in <b>Reading</b> looks like:  <b>Boys</b>: 45%  <b>Girls</b> 55%</p> <p>Year 2  F - 4 out of 19 = 21%  M - 4 out of 17 = 24%</p> <p>Year 3  F - 4 out of 26 girls = 15%  M - 6 out of 20 = 30%</p> <p>Year 4  F - 5 out of 21 = 24%  M - 1 out of 23= 4%</p> <p>Year 5</p>

F - 3 out of 29 = 10%  
M - 1 out of 21 = 5%

Year 6  
F - 2 out of 16 = 12%  
M - 3 out of 21 = 14%

māori Students Reading  
F - 5 out of 27 māori girls = 19 %  
M - 2 out of 16 māori boys = 12%  
TOTAL 7 out of 43 = 16%

### **Writing**

By Year Level, the **Priority Learner** Data in **writing** looks like:

Year 2 : 3 out of 36 students 8%  
Year 3: - *There are no year 3 students identified at priority in writing*  
Year 4: 2 out of 44 students = 5%  
Year 5: 9 out of 50 students = 18%  
Year 6: 10 out of 37 students = 27%

### **Total**

11% of year 2 - 6 students

By gender the **Priority Learner** Data in **Writing** looks like:

Year 2  
F - 0 out of 19 students  
M - 3 out of 17 students

Year 3  
*There are no priority writers at Year 3*

Year 4  
F - 1 out of 21 students  
M - 1 out of 23 students

Year 5  
F - 3 out 29 students  
M - 6 out of 21 students

Year 6  
F - 4 out of 16 students  
M - 6 out of 21 students

māori Students Writing  
F - 1 out of 27 māori girls = 4%  
M - 5 out of 16 māori boys = 31%  
TOTAL 6 out of 43 = 14%

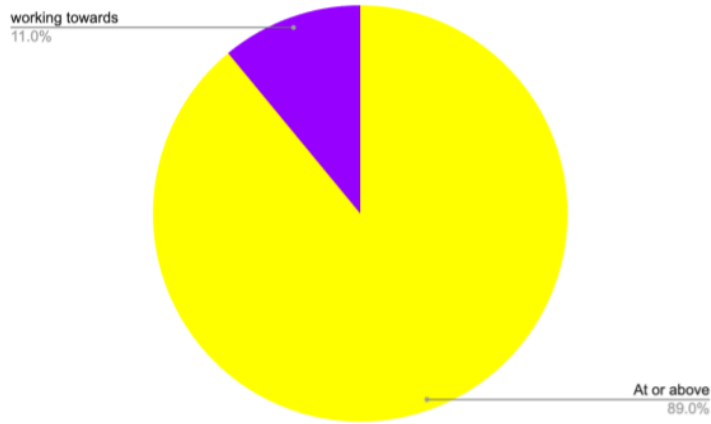
### **SUMMARY and ANALYSIS:**

#### **READING:**

The 15% are **Priority Learners** in reading and will be monitored by class teachers and SLT on the Care and Concern Register.

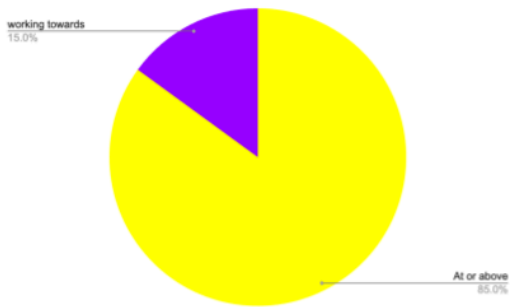
	<p>This leaves 85% who sit in a good position to achieve expectations.</p> <p>In 2024 we also identified 2% students who are <b>Target Students</b> for 2024 (these are students who met expectations at the end of 2024 but teachers have identified that they may require closer monitoring due to their data that might be close or they have just met expectations). These students, combined with <b>Priority Learner</b> students make up 17% of our year 2-6 learners.</p> <p>Therefore, we have 170 out of 208, Yr2-6 students, comfortably sitting in the AT range at the beginning of the year which is 82%.</p> <p>WRITING: There 11% are <b>Priority Learners</b> in writing and will be monitored by class teachers and SLT on the Care and Concern Register.</p> <p>This leaves 89% who sit in a good position to achieve expectations.</p> <p>In 2024 we also identified 4.8% students who are <b>Target Students</b> for 2024 (these are students who met expectations at the end of 2024 but teachers have identified that they may require closer monitoring due to their data that might be close or they have just met expectations). These students, combined with <b>Priority Learner</b> students make up 15.8% of our year 2-6 learners.</p> <p>Therefore, we have 174 out of 208, Yr2-6 students, comfortably sitting in the AT range at the beginning of the year which is 84%.</p>
<p><b>ASSESSMENT</b></p>	<p>Measures of success: We are teaching the new curriculum. There is currently no standardised measure of success against the refreshed curriculum. Therefore, we will assess our students using current standardised measures (PAT testing), PROBE, running records and our 2024 HERO goals which are aligned to the old curriculum. Data sheets, Decoding data , Encoding data, Dibels (links removed)</p>

## Writing Achievement Overall

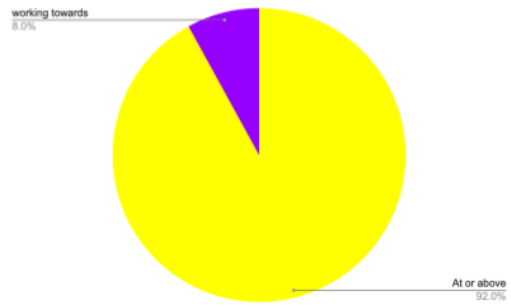


## Writing by Gender

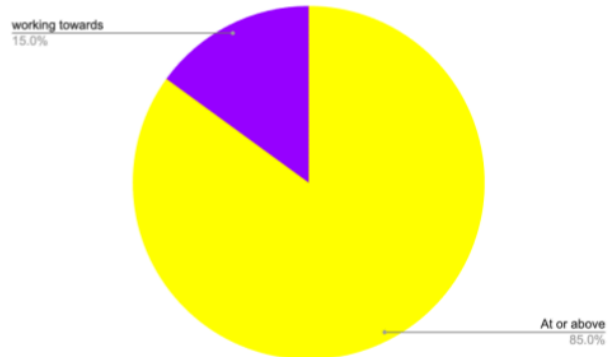
boys



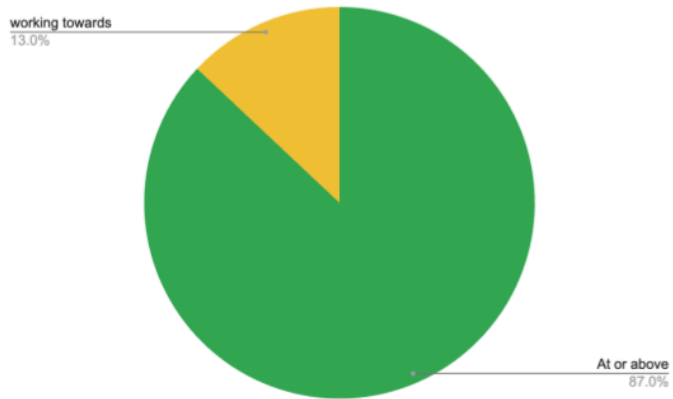
girls



## Writing Maori student achievement data

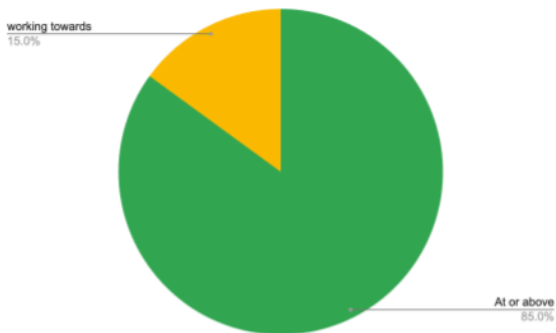


## Reading Achievement Overall

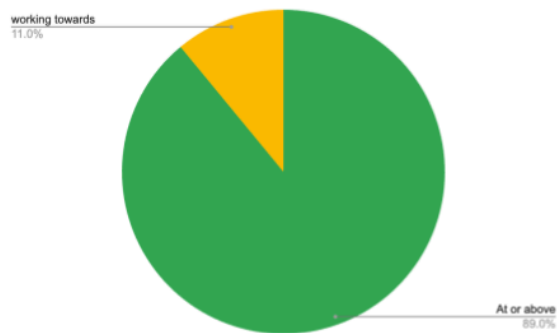


## Reading by gender

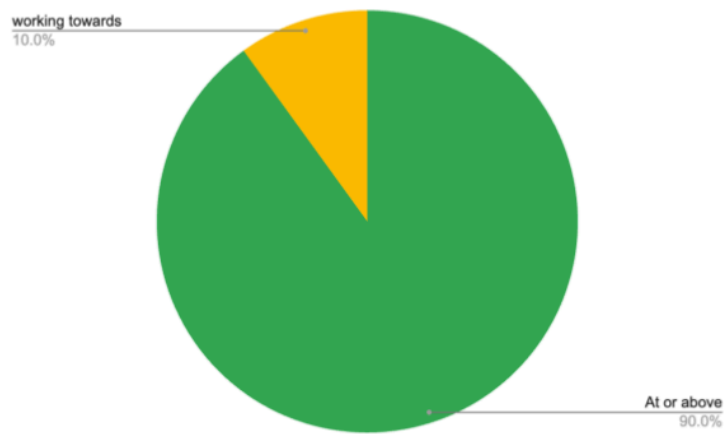
Boys



Girls



## Reading Maori student achievement data



# Numeracy Improvement Plan 2025

OVERVIEW: For the previous 8 or so years one of our main foci for maths teaching have been systems to enable student agency through logically sequenced progressions and access to next learning steps at all time. We feel our systems for agency are very well refined and work very well for those students who are motivated, able and capable of self direction. These can and will remain in place for those it will benefit. However we feel that in order to advance our 'tail' we need to focus on high quality teaching of maths, namely in the same explicit/direct instruction style that we have seen work so well for structured literacy.

In 2025 the refreshed mathematics curriculum is in use and we have selected resourcing from Maths - No Problem to help implement it. We look forward to adapting our pedagogy to implement a structured mathematics approach.

<p><b>Identified Collaborative PGC Goals:</b></p>	<p>To implement the 2025 refreshed maths curriculum.</p>
<p><b>Most Relevant <a href="#">Standard of the Teaching Profession</a> (STP):</b></p>	<p>Teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace.</p> <ul style="list-style-type: none"> <li>• Teach in ways that ensure all learners are making sufficient progress, monitor the extent and pace of learning, focusing on equity and excellence for all.</li> <li>• Specifically support the educational aspirations for Māori learners, taking shared responsibility for these learners to achieve educational success as Māori.</li> <li>• Use an increasing repertoire of teaching strategies, approaches, learning activities, technologies and assessment for learning strategies and modify these in response to the needs of individuals and groups of learners.</li> <li>• Provide opportunities and support for learners to engage with, practise and apply learning to different contexts and make connections with prior learning.</li> <li>• Teach in ways which enable learners to learn from one another, to collaborate, to self-regulate, and to develop agency over their learning.</li> <li>• Ensure learners receive ongoing feedback and assessment information and support them to use this information to guide further learning.</li> </ul> <p>2. Professional Learning</p> <p>Use inquiry, collaborative problem-solving and professional learning to improve professional capability to impact on the learning and achievement of all learners.</p> <ul style="list-style-type: none"> <li>• Inquire into and reflect on the effectiveness of practice in an ongoing way, using evidence from a range of sources.</li> <li>• Critically examine how my own assumptions and beliefs, including cultural beliefs, impact on practice and the achievement of learners with different abilities and needs, backgrounds, genders, identities, languages and cultures.</li> <li>• Engage in professional learning and adaptively apply this learning in practice.</li> <li>• Be informed by research and innovations related to: content disciplines; pedagogy; teaching for diverse learners including learners with disabilities and learning support needs; and wider education matters.</li> <li>• Seek and respond to feedback from learners, colleagues and other education professionals, and engage in collaborative problem solving and learning-focused collegial discussions.</li> </ul>
<p><b>Most Relevant Strategic Goal and Initiative:</b></p>	<p><b>Goal 2: Actively reduce barriers for all students, creating an environment that promotes a sense of belonging.</b>  <u>Initiative: 2.1</u> Take further steps to ensure our school is inclusive and caters for all children</p> <p><b>Goal 3: Ensure all our people are able to achieve their potential in the context of Te Mātaiaho.</b>  <u>Initiative 3.1</u> Strategically and deliberately curate our localised curriculum in line with the curriculum refresh  <u>Initiative 3.3</u> Strengthen teaching, leadership and learner support capability.</p>
<p><b>APPROACH</b></p>	<p><b>Historically</b> Student agency has been a huge focus- students leading their learning and next steps          Heavy on solving set equations          Strong in strategy learning progressions, lower in basic facts fluency and application and being able to use this knowledge in different situations - e.g. higher order contexts          We see opportunity to integrate more meaningful tasks - students are not always seeing challenging tasks as meaningful or relevant. We will also increase opportunities to communicate and justify their thinking.</p>

	<p><b>Moving forward</b>, our approach is continuing to develop with the change in pedagogy with whole class approach. Students are taught their age appropriate level and more explicit lessons and flexible grouping with intervention at tier 2 and 3 for our priority and target students. We are using Maths No Problem as a vehicle for change with the intention of creating our own structure for <i>structured maths</i> programmes.</p>
<p><b>ASSESSMENT</b></p>	<p>Measures of success:  We are teaching the new curriculum. There is currently no standardised measure of success against the refreshed curriculum.  Therefore, we will assess our students using current standardised measures (PAT testing) and our 2024 HERO goals which are aligned to the old curriculum  Why? The 'what' of maths isn't really changing - some of the content is moving up or down a level. The pedagogy is changing. We need a baseline to measure against.</p>
<p><b>Current achievement picture</b></p>	<p>At the end of 2024 our OTJ data showed that: 89% of our students are achieving at or beyond expectation.  This OTJ data is informed by a range of sources including PAT data, JAM and our HERO goals that are aligned to the 2024 curriculum.</p> <p>At the beginning of 2025 we have <b>34</b> identified <b>Priority Learners</b> (defined as children who are 'working towards' expectation at the end of the previous year). The beginning of the Year roll is 242. If we take out Year 0 and 1 students who are identified as 'target' only (not priority) there are 34/208 students who are priority learners.</p> <p>This is 16% of our students.</p> <p>By Year Level, the <b>Priority Learner</b> Data this looks like:</p> <p>Year 2 - 3 out of 36 students - 8%  Year 3 - 11 out of 46 students - 24%  Year 4 - 5 out of 44 students - 11%  Year 5 - 10 out of 50 students - 20%  Year 6 - 5 out of 37 students - 14%</p> <p>By gender this looks like:</p> <p>Year 2 - F - 2 out of 19 students - 11%  M - 1 out of 17 students - 6%  Year 3 - F - 6 out of 26 students - 23%  M - 5 out of 20 students - 25%  Year 4 - F - 4 out of 22 students - 18%  M - 1 out of 22 students - 5%  Year 5 - F - 8 out of 29 students - 28%  M - 2 out of 21 students - 10%  Year 6 - F - 4 out of 17 students - 24%  M - 1 out of 20 students - 5 %  TOTAL F - 24 out of 137 students - 18%  M - 10 out of 113 students - 9%</p> <p>Maori Students  F - 4 out of 27 - 15%  M - 3 out of 16 - 19%  TOTAL 7 out of 43 - 16%</p> <p>This leaves 84% who sit in a good position to achieve expectation or as <b>Target Learners</b> (defined as</p>

children who were achieving 'at expectation' at the end of the previous year but have been identified as at risk of not achieving through start of year data analysis or previous teacher recommendation).

## End of Year Data for Maths 2025

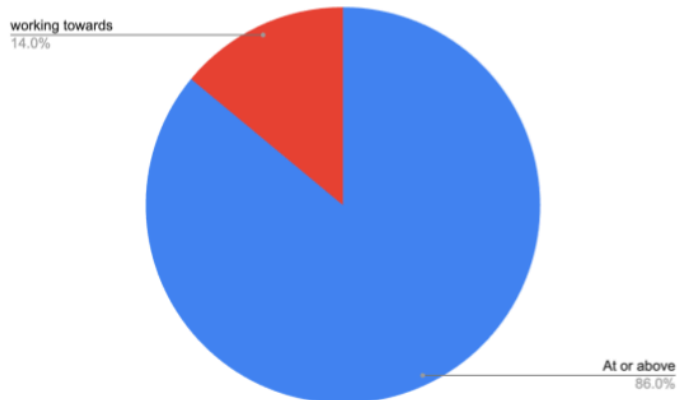


### Maths

Overall

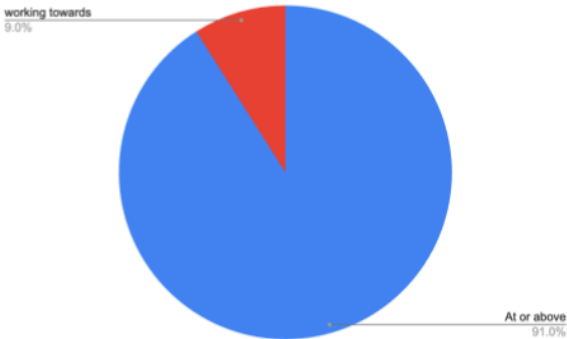
At or above: 86%

Working towards: 14%

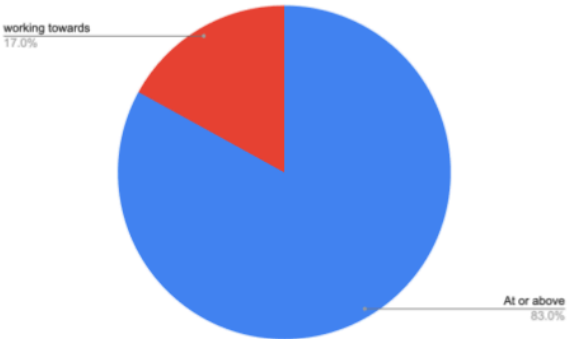


# Maths: by gender

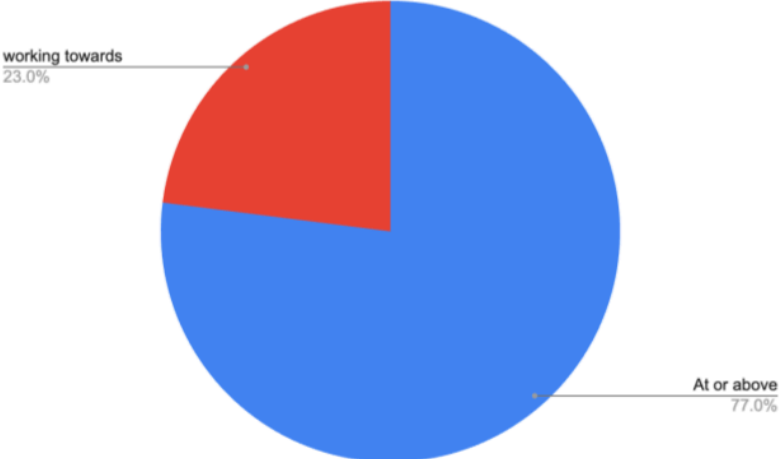
Boys



Girls



# Maths Maori achievement data



# Statement of Compliance With Employment Policy 2025



## Equal Employment Opportunities

At St John Bosco School, we promote equal employment opportunities (EEO) for all staff as part of our commitment to being a good employer. St John Bosco School supports the fair and proper treatment of staff members in all aspects of their employment, and we comply with employment legislation and regulations, and all relevant employment agreements. We aim to provide a safe and inclusive environment, and to identify and eliminate causes of inequality in employment at our school.

At St John Bosco School, we implement equal employment opportunities in all relevant school policies, procedures, and practices. The board is required to operate an EEO programme, which means "a programme that is aimed at the identification and elimination of all aspects of policies, procedures, and other institutional barriers that cause or perpetuate, or tend to cause or perpetuate, inequality with respect to the employment of any persons or group of persons" (Education and Training Act 2020, s 10, s 597).

The implementation of our EEO policy and programme supports our school to:

- prevent and eliminate bias and discrimination
- promote an inclusive and safe work environment
- treat all current and prospective staff fairly
- provide equal access and consideration in all aspects of employment (e.g recruitment, training, promotion).

We ensure that our EEO policy and programme is available to all staff. Prospective and current staff can raise concerns at any time. See Concerns and Complaints Policy.

We monitor, review, and evaluate our employment policies and processes on an ongoing basis. We report on compliance with our Employment Policy (including our EEO programme) in our annual report.

## Equal employment opportunities (EEO) programme

To support equal employment opportunities at our school, we have a programme to identify and eliminate processes that contribute to employment inequality. As part of our EEO programme, we:

- appoint appropriately qualified staff through a fair and impartial appointment process
- create opportunities for staff to receive information about the programme and provide feedback (e.g. through staff meetings)
- explore professional development and training opportunities
- monitor the implementation of our programme and report to the board.

See Appointment Policy and Professional Development.

Any information collected as part of our EEO programme is kept confidential and securely in accordance with privacy and record keeping requirements – see Privacy Policy and School Records Retention and Disposal.

St John Bosco School appoints appropriately qualified staff through a fair and impartial appointment process. We are guided by the principle of being a good employer and aim to build employment relationships that are based on good faith. See Employment Policy.

Our appointment process meets the requirements of all relevant legislation, including the Education and Training Act 2020, Employment Relations Act 2000, and Children's Act 2014. We also comply with the employment provisions of our integration agreement, including ensuring an appropriate number of positions at the school are special positions, and following appointment requirements for special positions. We ensure the special character of our school is upheld in all aspects of employment.

The board consults with the proprietor about the acceptability of applicants for appointment. The proprietor confirms the acceptability of applicants in terms of the special character of the school or the capability of applicants. The board only considers applicants for appointment that the proprietor has confirmed as acceptable (Education and Training Act 2020, Schedule 6, clause 52).

Our appointment process includes:

- delegating the authority of the board to appoint staff (see Delegations for appointment below)
- advertising a position, interviewing and reference checking, and making an appointment – see Stages of Appointment
- ensuring that applicants for teaching positions are appropriately qualified and registered – see Teaching Staff
- checking that staff do not pose a risk to student safety – see Safety Checking and Police Vetting
- providing new staff with information and support – see Staff Induction
- ensuring all new staff have an employment agreement and are aware of the terms and conditions of their employment – see Employment Agreements.

We sight originals or verified copies of documentation as part of the appointment process. We retain or destroy records as required.

#### Delegations for appointment

The board of St John Bosco School has the authority to appoint school staff but is able to delegate this authority to the principal, other board or staff members, or an appointment committee. If the board delegates authority to a committee to appoint a teacher or recommend the appointment of a teacher, the committee must contain at least one of the board members appointed to the board by the proprietor (Education and Training Act, Schedule 6, clause 46).

- The board must be satisfied that any delegated person or group is able to fulfil their appointment responsibilities appropriately.
- The board ensures that any delegated person or group is informed of their responsibilities, including the requirements and limitations of their role.
- The board documents any delegations in writing and reviews these regularly.

The board is responsible for the appointment of the principal and does not delegate this responsibility. The board may also seek external support to ensure the school follows a fair, impartial, and robust appointment process.

Any person who is involved in the appointment process must declare conflicts of interest that may compromise (or be seen to compromise) their judgement or actions. Staff or board members with a conflict of interest may need to withdraw from the appointment process.

Reporting on the principles of being a Good Employer	
<p>How have you met your obligations to provide good and safe working conditions?</p>	<p>The school strives to provide employees with a healthy and safe working environment. Reporting of hazards is strongly encouraged, and systems are in place to ensure that process improvements can be made, and harmful impacts minimised.</p> <p>All employees receive regular information regarding health and safety and initiatives, and employee involvement and representation from across the organisation are active and productive.</p> <p>This year we have increased focus on strategies and support for employees' well being and workload. Collaborative practices are also ensuring staff have a colleague that they are working alongside in all aspects of school life.</p> <p>The board treats employees fairly and properly in all aspects of their employment as required by the Public Service Act 2020, and complies with legislation on employment and personnel matters.</p> <p>We ensure that all employees maintain proper standards of integrity and conduct, and a concern for the safety and wellbeing of students, colleagues, and public interest</p> <p>Also dealing effectively and fairly with any concerns through the concerns and complaints procedures.</p>
<p>What is in your equal employment opportunities programme? How have you been fulfilling this programme?</p>	<p>The school is committed to providing equality of opportunity in its employment policies. All permanent positions are advertised externally to attract a wide range of candidates.</p> <p>We promote high levels of staff opportunity through:</p> <ul style="list-style-type: none"> <li>● performance management and professional development (including budgeting for training and development programmes intended to enhance the abilities of individual employees)</li> <li>● acknowledgement of staff achievements</li> <li>● salary units and classroom release time.</li> </ul> <p>The school also follows a structured and formalised induction process for new employees.</p>
<p>How do you practise impartial selection of suitably qualified persons for appointment?</p>	<p>The best candidates are appointed to positions after following a strict selection process. We ensure that employment and personnel practices are fair and free of any bias.</p> <p>The school ensures that diversity is achieved, where appropriate. It recognises the value of diversity in staffing (for example, ethnicity, age, gender, disability, tenure, hours of work, etc.) and the employment requirements of diverse individuals/groups through an appointments committee including management, Board and staff.</p>

<p>How are you recognising,</p> <ul style="list-style-type: none"> <li>- The aims and aspirations of māori,</li> <li>- The employment requirements of māori, and</li> <li>- Greater involvement of māori in the Education service?</li> </ul>	<p>Our Tumuaki is a part of a māori Achievement Collaborative that is actively ensuring aspirations of māori whanau are being met. Our staff regularly meet to provide professional support to each other and advice for the school. The school aspires to lead by example and demonstrate to other schools how they can shape their practice to better respect Tangata Whēnua, and support staff to learn Te Ao māori practice. We consult with our māori whanau to ensure their aspirations are being heard and included in our strategic aims.</p>
<p>How have you enhanced the abilities of individual employees?</p>	<p>We have formal annual performance and development agreements with all staff, and support staff development. Our agreed school improvement plans guide our professional learning and personal growth. We have a very effective management structure to ensure our planning and coaching support to our staff is effective and integrated with our school competency framework. Through collaborative teaching and planning staff are supported by their peers to grow professionally.</p>
<p>How are you recognising the employment requirements of women?</p>	<p>Flexible work arrangements are available to support the balance of personal obligations with the needs of the school. Flexible work times for planning also ensure our employees can work around their requirements. We have supported and provided parental leave in line with our legislative requirements.</p>
<p>How are you recognising the employment requirements of persons with disabilities?</p>	<p>The school is set up for persons with disabilities. This includes staff and students. We provide a safe working environment that supports staff health and wellbeing. There are currently no employees who identify as having a disability in the current year.</p>

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

Reporting on Equal Employment Opportunities (EEO) Programme/Policy	YES	NO
Do you operate an EEO programme/policy?	✓	
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?	✓	
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	✓	
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?	✓	

# Kiwisport Funding 2025



Kiwi sport is a Government funding initiative to support students' participation in organised sport. In 2025, the school received total Kiwi sport funding of \$4198.52 (excluding GST).

The school continues to have more children becoming involved in organised out of school sports activity. This has meant further purchase of uniform and equipment allowing children to participate at minimal cost to the family.

During 2025 the funding was spent increasing the resources and equipment the school needed. This included equipment for Basketball, netball, hockey, rugby and cricket teams.

During 2025 all classes took part in a skills and game sense based programme aimed at increasing students physical ability and activity both in school and out of school. Our focus was increased confidence in a cooperative games environment with a focus on being engaged and competitive. We also upgraded our play time and lunch time balls with a particular focus on smaller balls (basketball, football) for our junior students.

Our School also held its school swimming sports at the New Plymouth aquatic centre. This included all children in our school. There was a mix of traditional and fun activities that allowed all students to confidently participate. The school met the costs of bus transport and the entry fee for all students.

As a school we organised whole school

- Swimming Sports
- Cross Country
- Athletics

In 2025 the amount of physical education being offered remains high, as has the number of children participating in organised sports. We continue to send large numbers of children to local sports events held in New Plymouth.

Ryan Fleming, Principal

