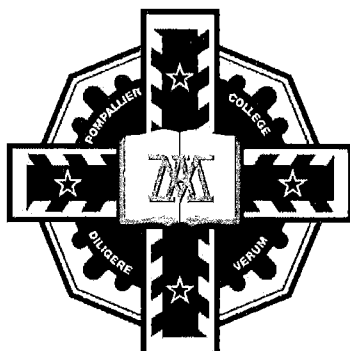


POMPALLIER CATHOLIC COLLEGE



ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2025

School Directory

Ministry Number: 17
Principal: Hayden Kingdon
School Address: Main Road, State Highway, Maunu, Whangarei
School Postal Address: P O Box 10-042, Te Mai, Whangarei
School Phone: (09) 438-3950
School Email: admin@pompallier.school.nz
Accountant / Service Provider: The School Office

Members of the Board:

Name	Position	How Position Gained	Term Expired/Expires
Edwin Roberts	Presiding Member/Proprietor's Representative	Appointed	Sept-28
Hayden Kingdon	Principal	ex Officio	
Dr Jim Schimanski	Proprietor's Representative	Appointed	Sept-28
Laura Kerrisk-Fannin	Proprietor's Representative	Appointed	Sept-28
Pa Peter Tipene	Proprietor's Representative	Appointed	Sept-28
Bronwen Gilmour	Parent Representative	Re-Elected	Sept-28
Bernadette Hall	Parent Representative	Elected	Sept-28
Steve Macmillan	Parent Representative	Elected	Sept-28
Rosa Taufau Vaa	Parent Representative	Elected	Sept-28
Matthew van den Bosch	Parent Representative	Elected	Sept-28
Denise Finchett	Staff Representative	Elected	Sept-28
Samuel Davidson	Student Representative	Re-Elected	Sept-26

Auditor: Bennett & Associates Chartered Accountants

POMPALLIER CATHOLIC COLLEGE

Annual Financial Statements - For the year ended 31 December 2025

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Pompallier Catholic College

Statement of Responsibility

For the year ended 31 December 2025

The Board accepts responsibility for the preparation of the annual financial statements and the judgements used in these financial statements.

The management (including the Principal and others, as directed by the Board) accepts responsibility for establishing and maintaining a system of internal controls designed to provide reasonable assurance as to the integrity and reliability of the school's financial reporting.

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

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

Eddie Roberts

Hayden Kingdon

Full Name of Presiding Member

Full Name of Principal



Signature of Presiding Member

Signature of Principal

18 May 2026

18 May 2026

Date

Date

Pompallier Catholic College

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Revenue				
Government Grants	2	7,198,567	7,013,394	7,005,131
Locally Raised Funds	3	598,196	486,416	854,480
Use of Proprietor's Land and Buildings		1,075,000	1,075,000	1,075,000
Interest		50,205	42,000	72,774
Total Revenue		8,921,968	8,616,810	9,007,385
Expense				
Locally Raised Funds	3	502,820	431,834	702,460
Learning Resources	4	6,222,638	6,132,157	6,284,068
Administration	5	397,096	433,903	439,222
Interest		3,989	2,000	3,510
Property	6	1,651,530	1,616,139	1,797,478
Loss on Disposal of Property, Plant and Equipment		3,473	-	3,860
Total Expense		8,781,546	8,616,033	9,230,598
Net Surplus / (Deficit) for the year		140,422	777	(223,213)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		140,422	777	(223,213)

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



Pompallier Catholic College

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Equity at 1 January		1,350,010	1,476,828	1,457,961
Total comprehensive revenue and expense for the year		140,422	777	(223,213)
Contribution - Furniture and Equipment Grant		127,570	-	115,262
Contributions from the Ministry of Education		103,245	-	-
Equity at 31 December		1,721,247	1,477,605	1,350,010
Accumulated comprehensive revenue and expense		1,721,247	1,477,605	1,350,010
Equity at 31 December		1,721,247	1,477,605	1,350,010

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.



Pompallier Catholic College

Statement of Financial Position

As at 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Current Assets				
Cash and Cash Equivalents	7	467,530	685,757	705,326
Accounts Receivable	8	496,800	458,431	458,431
GST Receivable		3,395	37,384	37,384
Prepayments		24,009	33,906	33,906
Inventories	9	485	947	947
Investments	10	1,020,970	661,566	661,566
		2,013,189	1,877,991	1,897,560
Current Liabilities				
Accounts Payable	12	649,297	603,259	603,259
Revenue Received in Advance	13	272,440	325,933	325,933
Provision for Cyclical Maintenance	14	76,778	72,474	55,331
Finance Lease Liability	15	19,107	12,219	19,728
Funds held in Trust	16	86,336	97,084	97,084
		1,103,958	1,110,969	1,101,335
Working Capital Surplus/(Deficit)		909,231	767,022	796,225
Non-current Assets				
Property, Plant and Equipment	11	1,121,078	897,326	896,707
		1,121,078	897,326	896,707
Non-current Liabilities				
Provision for Cyclical Maintenance	14	282,662	179,807	323,768
Finance Lease Liability	15	26,400	6,936	19,154
		309,062	186,743	342,922
Net Assets		1,721,247	1,477,605	1,350,010
Equity		1,721,247	1,477,605	1,350,010

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



Pompallier Catholic College

Statement of Cash Flows

For the year ended 31 December 2025

	Note	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Cash flows from Operating Activities				
Government Grants		2,049,930	2,013,394	2,096,485
Locally Raised Funds		429,511	307,443	723,905
Hostel		-	-	-
International Students		109,578	178,973	255,950
Goods and Services Tax (net)		33,989	-	(2,776)
Payments to Employees		(1,123,312)	(1,140,809)	(1,349,231)
Payments to Suppliers		(1,275,314)	(1,272,224)	(1,587,421)
Interest Paid		(3,989)	(2,000)	(3,510)
Interest Received		53,018	42,000	76,781
Net cash from/(to) Operating Activities		273,411	126,777	210,183
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		-	-	2,437
Purchase of Property Plant & Equipment (and Intangibles)		(245,294)	(126,619)	(440,151)
Purchase of Investments		(359,404)	-	-
Proceeds from Sale of Investments		-	-	153,472
Net cash from/(to) Investing Activities		(604,698)	(126,619)	(284,242)
Cash flows from Financing Activities				
Furniture and Equipment Grant		127,570	-	115,262
Contributions from Ministry of Education		-	-	-
Distributions to Ministry of Education		-	-	-
Finance Lease Payments		(23,331)	(19,727)	(22,651)
Loans Received		-	-	-
Repayment of Borrowings		-	-	-
Funds Administered on Behalf of Other Parties		(10,748)	-	(3,063)
Net cash from/(to) Financing Activities		93,491	(19,727)	89,548
Net increase/(decrease) in cash and cash equivalents		(237,796)	(19,569)	15,489
Cash and cash equivalents at the beginning of the year	7	705,326	705,326	689,837
Cash and cash equivalents at the end of the year	7	467,530	685,757	705,326

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.



Pompallier Catholic College

Notes to the Financial Statements

For the year ended 31 December 2025

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

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 14.



Useful lives of property, plant and equipment

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

Critical Judgements in applying accounting policies

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

Classification of leases

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

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

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

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

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

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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



Interest Revenue

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

d) Operating Lease Payments

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

e) Finance Lease Payments

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

f) Cash and Cash Equivalents

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

g) Accounts Receivable

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

h) Inventories

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

i) Investments

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

j) Property, Plant and Equipment

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

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

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

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

Finance Leases

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



Depreciation

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

The estimated useful lives of the assets are:

Buildings	25 years
Furniture and fittings	20 years
Electronic equipment	5 years
Motor vehicles	5 years
Plant and equipment	10 years
Other equipment	5 years
Sports equipment	5 years
Textbooks	4 years
Intangible Assets	3 years
Leased Assets held under a Finance Lease	Term of Lease
Library Resources	12.5% Diminishing value

k) Accounts Payable

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

l) Employee Entitlements*Short-term employee entitlements*

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

Long-term employee entitlements

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

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

m) Revenue Received in Advance

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

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

n) Funds Held in Trust

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

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

o) Funds held for Capital works

The School directly receives funding from the Ministry of Education for capital works projects that are included in the School five year capital works agreement. These funds are held on behalf and for a specified purpose. As such, these transactions are not recorded in the Statement of Comprehensive Revenue and Expense.

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



p) Provision for Cyclical Maintenance

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

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

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

q) Financial Instruments

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

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

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

r) 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.

s) Budget Figures

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

t) 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	1,983,691	1,934,522	2,015,381
Teachers' Salaries Grants	5,145,538	5,000,000	4,944,726
Other Government Grants	69,338	78,872	45,024
	<u>7,198,567</u>	<u>7,013,394</u>	<u>7,005,131</u>

3. Locally Raised Funds

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

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Revenue			
Donations and Bequests	25,850	24,400	85,056
Fees for Extra Curricular Activities	300,237	225,276	467,195
Trading	6,124	5,626	57,375
Fundraising and Community Grants	15,609	-	51,631
Other Revenue	65,108	52,141	60,623
International Student Fees	185,268	178,973	132,600
	<u>598,196</u>	<u>486,416</u>	<u>854,480</u>
Expense			
Extra Curricular Activities Costs	379,578	325,910	558,035
Trading	2,111	1,750	81,370
Fundraising and Community Grant Costs	16	-	-
International Student - Employee Benefits - Salaries	60,735	55,068	12,498
International Student - Other Expenses	60,380	49,106	50,557
	<u>502,820</u>	<u>431,834</u>	<u>702,460</u>
<i>Surplus/ (Deficit) for the year Locally Raised Funds</i>	<u>95,376</u>	<u>54,582</u>	<u>152,020</u>

Overseas Trip

During the year ended December 2025, 23 students and 3 staff members undertook a French Language tour to Tahiti at a cost of \$105,048, which included visits to significant cultural, historical and natural attractions. It enabled the students to experience a completely different culture and to broaden their cultural and French language knowledge.



4. Learning Resources

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Curricular	263,156	292,083	280,875
Information and Communication Technology	16,577	17,657	15,689
Employee Benefits - Salaries	5,769,485	5,659,307	5,840,117
Staff Development	19,378	27,450	13,446
Depreciation	150,651	126,000	131,326
Other Learning Resources	3,391	9,660	2,615
	<u>6,222,638</u>	<u>6,132,157</u>	<u>6,284,068</u>

5. Administration

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Audit Fees	12,480	12,250	12,040
Board Fees and Expenses	39,989	42,225	13,285
Operating Leases	647	8,000	1,291
Legal Fees	-	4,000	37,459
Other Administration Expenses	33,148	48,539	39,797
Employee Benefits - Salaries	289,474	297,636	319,767
Insurance	11,458	11,353	6,451
Service Providers, Contractors and Consultancy	9,900	9,900	9,132
	<u>397,096</u>	<u>433,903</u>	<u>439,222</u>

6. Property

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Consultancy and Contract Services	8,816	7,500	1,376
Cyclical Maintenance	61,559	56,000	253,385
Heat, Light and Water	75,857	66,050	68,958
Repairs and Maintenance	45,278	39,400	38,091
Use of Land and Buildings	1,075,000	1,075,000	1,075,000
Employee Benefits - Salaries	126,711	128,798	122,074
Other Property Expenses	258,309	243,391	238,594
	<u>1,651,530</u>	<u>1,616,139</u>	<u>1,797,478</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	467,530	685,757	705,326
Cash and cash equivalents for Statement of Cash Flows	<u>467,530</u>	<u>685,757</u>	<u>705,326</u>

Of the \$467,530 Cash and Cash Equivalents \$358,776 is subject to restrictions for the following reasons:

- \$36,971 of unspent grant or student funding is subject to conditions which specify how the grant is required to be spent. If these conditions are not met, the funds will need to be returned. This is included in Revenue in Advance in note 13.
- \$235,469 of international student fees including homestay fees relating to the 2026 school year have been collected by the school. This is included in Revenue in Advance in note 13.
- \$86,336 of unspent grant or student fundraising is subject to conditions which specify how the grant is required to be spent. If these conditions are not met, the funds will need to be returned. This is included in Funds Held in Trust in note 16.

8. Accounts Receivable

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Receivables	6,615	1,001	1,001
Receivables from the Ministry of Education	8,166	5,352	5,352
Interest Receivable	11,343	14,156	14,156
Teacher Salaries Grant Receivable	470,676	437,922	437,922
	<u>496,800</u>	<u>458,431</u>	<u>458,431</u>
Receivables from Exchange Transactions	17,958	15,157	15,157
Receivables from Non-Exchange Transactions	478,842	443,274	443,274
	<u>496,800</u>	<u>458,431</u>	<u>458,431</u>

9. Inventories

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
School Uniforms	485	947	947
	<u>485</u>	<u>947</u>	<u>947</u>

10. Investments

The School's investment activities are classified as follows:

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Current Asset			
Short-term Bank Deposits	1,020,970	661,566	661,566
Total Investments	<u>1,020,970</u>	<u>661,566</u>	<u>661,566</u>



11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2025	\$	\$	\$	\$	\$	\$
Buildings - School	14,079	-	-	-	(741)	13,338
Furniture and Equipment	289,333	81,859	-	-	(24,057)	347,135
Information and Communication Technology	75,832	162,571	-	-	(38,306)	200,097
Motor Vehicles	63,829	68,460	-	-	(12,077)	120,212
Other Equipment	4,264	-	-	-	(2,030)	2,234
Plant & Equipment	354,441	14,423	-	-	(37,720)	331,144
Sports Equipment	23,633	12,786	-	-	(6,448)	29,971
Textbooks	4,519	2,610	-	-	(1,963)	5,166
Leased Assets	36,934	29,954	-	-	(23,284)	43,604
Library Resources	29,843	5,833	(3,474)	-	(4,025)	28,177
	<u>896,707</u>	<u>378,496</u>	<u>(3,474)</u>	<u>-</u>	<u>(150,651)</u>	<u>1,121,078</u>

The net carrying value of furniture and equipment held under a finance lease is \$43,604 (2024: \$36,934)

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 - School	14,820	(1,482)	13,338	14,820	(741)	14,079
Furniture and Equipment	625,449	(278,314)	347,135	543,591	(254,258)	289,333
Information and Communication Technology	533,497	(333,400)	200,097	370,926	(295,094)	75,832
Motor Vehicles	206,147	(85,935)	120,212	137,687	(73,858)	63,829
Other Equipment	51,273	(49,039)	2,234	51,273	(47,009)	4,264
Plant & Equipment	504,353	(173,209)	331,144	489,930	(135,489)	354,441
Sports Equipment	55,775	(25,804)	29,971	42,989	(19,356)	23,633
Textbooks	24,619	(19,453)	5,166	22,008	(17,489)	4,519
Leased Assets	86,772	(43,168)	43,604	76,597	(39,663)	36,934
Library Resources	105,351	(77,174)	28,177	112,625	(82,782)	29,843
	<u>2,208,056</u>	<u>(1,086,978)</u>	<u>1,121,078</u>	<u>1,862,446</u>	<u>(965,739)</u>	<u>896,707</u>



12. Accounts Payable

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Creditors	95,906	60,683	60,683
Accruals	14,352	13,846	13,846
Employee Entitlements - Salaries	519,451	513,073	513,073
Employee Entitlements - Leave Accrual	19,588	15,657	15,657
	649,297	603,259	603,259
Payables for Exchange Transactions	649,297	603,259	603,259
	649,297	603,259	603,259

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
International Student Fees in Advance	235,469	311,159	311,159
Other revenue in Advance	36,971	14,774	14,774
	272,440	325,933	325,933

14. Provision for Cyclical Maintenance

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Provision at the Start of the Year	379,099	179,807	181,014
Increase/(decrease) to the Provision During the Year	61,559	72,474	253,385
Use of the Provision During the Year	(81,218)	-	(55,300)
Provision at the End of the Year	359,440	252,281	379,099
Cyclical Maintenance - Current	76,778	72,474	55,331
Cyclical Maintenance - Non current	282,662	179,807	323,768
	359,440	252,281	379,099

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 and quotes from local contractors.



15. Finance Lease Liability

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

	2025	2025	2024
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
No Later than One Year	22,276	13,219	22,346
Later than One Year	29,217	7,436	20,817
Future Finance Charges	(5,986)	(1,500)	(4,281)
	<u>45,507</u>	<u>19,155</u>	<u>38,882</u>
Represented by			
Finance lease liability - Current	19,107	12,219	19,728
Finance lease liability - Non current	26,400	6,936	19,154
	<u>45,507</u>	<u>19,155</u>	<u>38,882</u>

16. Funds held in Trust

	2025	2025	2024
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Funds Held in Trust on Behalf of Third Parties - Current	86,336	97,084	97,084
	<u>86,336</u>	<u>97,084</u>	<u>97,084</u>

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

17. Related Party Transactions

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

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

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

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



Under an agency agreement, the School collects funds on behalf of the Proprietor. These include attendance dues, building levy, Marist network levy and special character donations payable to the Proprietor. The amounts collected in total were \$638,760 (2024: \$583,190). These do not represent revenue in the financial statements of the school. Any balance not transferred at the year end is treated as a liability. The total funds held by the school on behalf of the proprietor are \$637, (2024: \$7,450).

18. 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	5,435	4,685
 <i>Leadership Team</i> Remuneration	604,739	760,093
Full-time equivalent members	4.00	7.00
 Total key management personnel remuneration	610,174	764,778

There are twelve members of the Board excluding the Principal. The Board has held eight full meetings of the Board in the year. The Board also has a Finance (3 members) committee that meet monthly respectively. As well as these regular meetings, including preparation time, the Presiding member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal 1

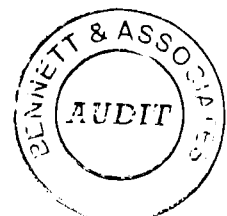
The total value of remuneration paid or payable to the Principal was in the following bands:

	2025 Actual \$000	2024 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	170 - 180	50 - 60
Benefits and Other Emoluments	0 - 5	0 - 5
Termination Benefits	-	-

Principal 2

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

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



Principal 3 (Acting 2024)

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	-	70 - 80
Benefits and Other Emoluments	-	0 - 5
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	16	15
110 - 120	13	7
120 - 130	1	4
130 - 140	1	2
140 - 150	2	0
	<u>33.00</u>	<u>28.00</u>

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

19. Compensation and Other Benefits Upon Leaving

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

	2025 Actual	2024 Actual
Total	\$0	\$59,035
Number of People	nil	4

20. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets (except as noted below) 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.

Pay Equity and Collective Agreement Funding Wash-up

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



21. Commitments

(a) Capital Commitments

At 31 December 2025, the Board had capital commitments of \$NIL (2024:\$NIL).

(b) Operating Commitments

As at 31 December 2025, the Board has entered into the following contracts:

(a) Cleaning contract commenced February 2023 for 36 months;

(B) Carus Group painting contract (pay as you go);

	2025 Actual \$	2024 Actual \$
No later than One Year	251,813	134,445
Later than One Year and No Later than Five Years	505,390	11,204
	<u>757,203</u>	<u>145,649</u>

22. Financial Instruments

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

Financial assets measured at amortised cost

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Cash and Cash Equivalents	467,530	685,757	705,326
Receivables	496,800	458,431	458,431
Investments - Term Deposits	1,020,970	661,566	661,566
Total financial assets measured at amortised cost	<u>1,985,300</u>	<u>1,805,754</u>	<u>1,825,323</u>

Financial liabilities measured at amortised cost

Payables	649,297	603,259	603,259
Finance Leases	45,507	19,155	38,882
Total financial liabilities measured at amortised cost	<u>694,804</u>	<u>622,414</u>	<u>642,141</u>

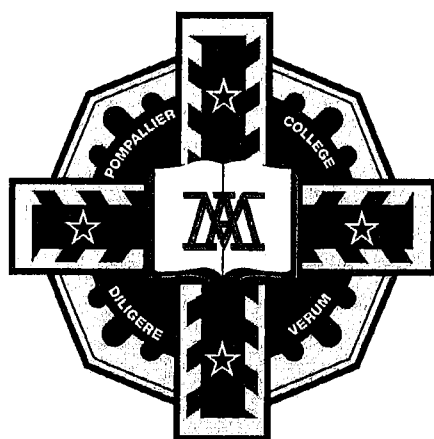
23. Events After Balance Date

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

24. Comparatives

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





**POMPALLIER CATHOLIC
COLLEGE**

**2025
Annual Report**

SPORT COORDINATOR

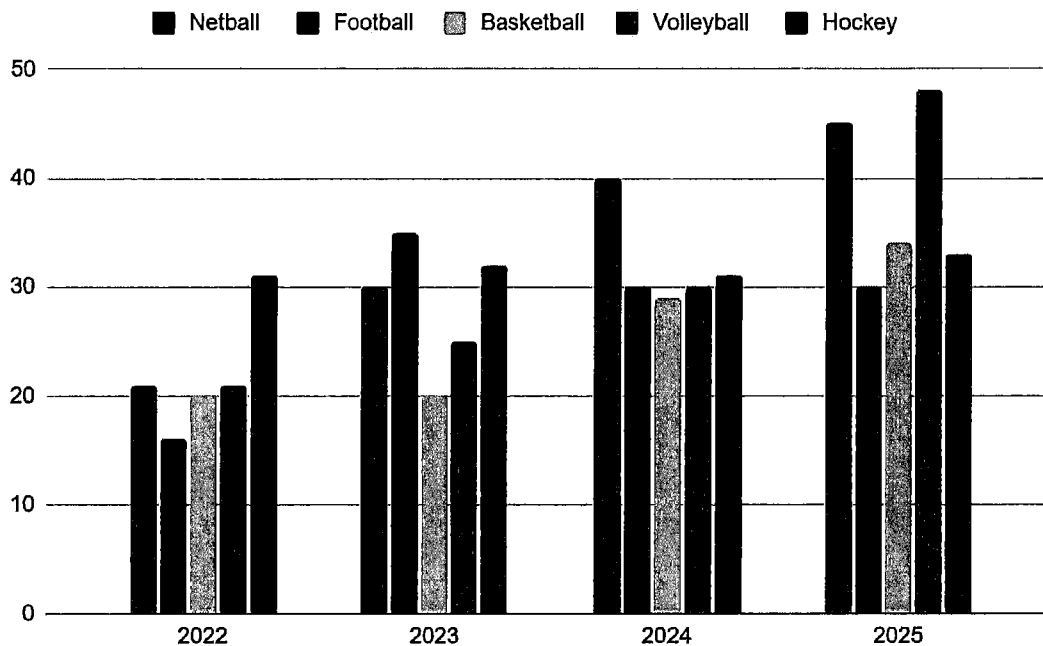
Sam Page

Participation:

This year our Census that we provide to New Zealand Sport, showed we had 189 students in Years 9 – 13, participate in sports. This equates to 39% of the roll (just shy of our 40% goal for the year) - 95 females and 94 males – an increase from last year (34%). Our goal for 2026 is 45% participation rate.

We also had 3 staff members (including myself) assist with Sport this year.

The Census does not count Year 7 & 8 students involved in sports teams, however they continue to be avid participants. Sports is growing at all year levels and we continue to experience some good growth in particularly Netball, Volleyball, Football and Basketball.



We can see some amazing growth in both Volleyball and Netball - which is where we have staff in charge of the code - Hockey and Football are the most stable with the potential for growth with a push for more teams.

Core Sport Teams:

Netball	3 Collegiate Teams, 2 Year 7/8 Teams
Hockey	2 Collegiate Teams, 2 Year 7/8 Teams
Basketball	2 Collegiate Team, 2 Year 9/10 Team
Basketball- Interball	2 Year 7/8 Team
Football	1 Collegiate Boys Team, 1 Collegiate Girls Team, 1 Intermediate Team
Volleyball	2 Collegiate Boys Teams, 2 Collegiate Mixed Teams, 1 Year 9/10 Girls Team, 1 Year 9/10 Boys Team and 2 Year 7&8 Teams

Students also trained and competed in tournaments in the below sports throughout the year;

- Equestrian – Show jumping and Combined Training
- Cricket
 - Year 7&8 Team, Year 9&10 Team and Senior Team
- Futsal
 - Year 7&8 Team x2, Year 9&10 Team x2, Senior Team x2
- 3x3 Basketball
 - Year 9/10 Teams x2 and Senior Teams x2
- Golf
- Beast Run
- Touch & Turbo Touch
 - 7&8 Touch and Senior Turbo Touch
- Rippa/Tag
 - 7&8 Rippa/Tag

School Events

Swimming Championships

Senior Athletics Day

Cross Country

Year 7/8 Athletics Day

Bream Bay Exchange – Year 7&8

Tikipunga Exchange - Year 7&8

WIS Aims Games Exchange Year 7&8

Huanui Exchange Year 7&8 - CANCELLED DUE TO STRIKE

Sponsorship:

Applications submitted on behalf of the Sports Department this year:

- Oxford Sports Trust – Sports Gear and Equipment
 - Partial funding approved \$3000
- Oxford Sports Trust - Mixed Hockey Tournament Accommodation
 - Partial funding approved \$2,500
- Pub Charity – AIMS Games Accommodation
 - Partial funding approved \$4000
- Grassroots Trust - AIMS Games Travel
 - Full funding approved \$3130.44
- Four Winds Foundation - Football Uniform
 - Declined \$900
- Grassroots Trust – Sports Equipment
 - Decision yet to be made

An application was also made to the PTFA on behalf of the sport department to assist with the purchasing of new sport gear, a sum of \$500 was donated.

While we have been successful with funding applications in 2025, the amount being granted is much lower than previous years with all, bar one application, only providing partial amounts.. Trends suggest that the best option is to apply for little amounts (less than \$3000) and often.

Pompallier Catholic College also receives funding from Kwisport to assist with providing extracurricular sport within the school. This funding is used towards the Sports Coordinators salary.

Notable Performances and Events:

New School Records

Swimming Championships

Te Rauroha Paki

- 50m Butterfly (Open)
- 50m Breaststroke (Int)
- 100m Breaststroke (Int)
- 100m Freestyle (Int)
- 50m Backstroke (Int)
- 100m Backstroke (Int)
- 50m Freestyle (Int)

Hans Haufe

- 50m Breaststroke (Snr)
- 100m Breaststroke (Snr)
- 100m Freestyle (Snr)
- 50m Backstroke (Snr)
- 100m Backstroke (Snr)

Athletics Championship

Malachy Smedley

- Junior Boys Discus
- Junior Boys Javelin

London-Rose Gould

- Intermediate Girls Long Jump

Ayla Johnson

- Senior Girls Long Jump

Katie Perris

- Year 8 Girl 800m Record

Charlee McKenzie

- Year 8 Girl 200m Sprint
- Year 8 Girls Discus

AIMS Games 2025

One of the major events of the year was the AIMS Games in Tauranga for our Year 7 and 8 students. This year marked our largest-ever participation, with our school proudly represented across Basketball, Hockey, Netball, Football, Gymnastics/Tumbling, and Cross Country. Our students competed with resilience, determination, and true Marist spirit — gracious in defeat and humble in victory. A huge thank you to all of the parents, coaches, and supporters whose time and effort made this trip such a success.

Tournament Week

Another highlight was the Winter Tournament for our Collegiate Hockey Team - this year a substantial drive through to Stratford! Tournament week is always a special opportunity for our senior players to test themselves against teams from across New Zealand. This year, our team showed incredible teamwork and dedication, reaching the finals. While they didn't quite finish on top, the experience built lasting friendships, strengthened team spirit, and gave our players memories to treasure.

We were also excited to be able to attend the Summer Tournament for the first time ever with our Senior Volleyball team heading to Auckland to represent Pompallier. This was an eye-opener to both our students and staff to see the calibre of teams at this type of tournament, while the results didn't go our way it has paved our way forward for future years.

Inaugural Sports Awards

One of the standout moments this year was the success of our Inaugural Sports Awards Night. It was wonderful to come together as a school to celebrate the dedication, skill, and spirit of our athletes. The event was a great start, and we look forward to growing this celebration in the years to come, while recognising even more of the talent and hard work that makes Pompallier sport so special.

Looking ahead to 2026

To continue the upwards trend in participation in 'meaningful sport' for 2026 we are aiming to implement the following strategies;

- Voice of Rangitahi Survey
 - Survey to all Year 9/10 students (Term 2) to identify why students want to participate in sport and what type of sport, as well as outline any barriers to participation.
- Parents Sports Evening and a Students Sports Fair

Thank you for your continued support. We look forward to an even better year in 2026.



Sam Page

How we have given effect to Te Tiriti o Waitangi

Goal 2 of our Strategic and Annual Plan outlines how we have given effect to Te Tiriti o Waitangi in 2025. For specific outcomes related to the 'Te Tiriti as taonga' goal from our strategic plan (detailed below), please refer to the included document: '2025 Annual Review for Pompallier Catholic College'.

Goal 2: Te Tiriti as taonga	Deepened commitment of Te Tiriti and bicultural relationships, by promoting cultural responsiveness and leadership	1. Staff development	1.1 Further develop whole school opportunities for Bicultural activities
		2. Whole school development	2.1 Strengthen student experience of te ao Māori through retreats and marae visits
		3. Community development	3.1 Further develop and support whānau connections
			3.2 Through the leadership of the 3 x Community Liaison staff, explore and further develop wider links with local hapū and iwi

Pompallier Catholic College

Statement of Compliance with Employment Policy

For the year ended 31 December 2025

For the year ended 31 December 2025: the Pompallier Catholic College Board:

Has met their obligations to provide good and safe working conditions by following their health and safety policies.

Has provided equal employment opportunities to their employees by promoting professional development training and conducting performance reviews in accordance with their personnel policy and the appropriate employment agreements.

Has practiced impartial selection of suitably qualified persons for appointment through their independent selection committee that is delegated by the Board.

I attest to the following statement:

Good Employer Statement

Our School met our obligations to provide good and safe working conditions by following our health and safety policies. We provide equal employment opportunities to our employees by promoting professional development training and conducting performance reviews in accordance with our personnel policy and the appropriate employment agreements. We practice impartial selection of suitably qualified persons for appointment through our independent selection committee that is delegated by the Board.

Regards,



Hayden Kingdon
PRINCIPAL

Pompallier Catholic College
Te Kāreti Katorika o Pomapārie
PO Box 10-042 | Te Mai | Whangarei 0143
Ph: 09 438 3950

Strategic Goals	Annual Plan to Achieve Strategic Goals 2024 - 2025	Actions and Targets for 2025
<p>Goal 1: Special Character</p> <p>Continue to deepen spiritual formation of our Catholic faith and strengthen our Marist charism</p>	<p>1. Marist charism</p> <p>2. Development of Catholic Character</p>	<p>1.1 Continue to deepen our understanding and expression of our Marist Charism</p> <p>1.2 Taking up Marist network connections to develop our senior students</p> <p>1.3 Host Fr Mark Walls for Marist PLD for Staff in Term 3</p> <p>2.1 Collaborate with the Diocese for our Catholic Special Character Evaluation for Development (Term 3)</p> <p>2.2 Establish connections with new St Francis Xavier Parish Priest so as to continue deepening school-parish ties</p> <p>2.3 Support key staff in new Catholic Character roles with PLD</p> <p>3.1 Reinroduce Service Days</p>
<p>Goal 2: Te Tiriti as taonga</p> <p>Deepened commitment of Te Tiriti and bicultural relationships, by promoting cultural responsiveness and leadership</p>	<p>1. Staff development</p> <p>2. Whole school development</p> <p>3. Community development</p>	<p>1.1 Further develop whole school opportunities for Bicultural activities</p> <p>2.1 Strengthen student experience of te ao Māori through retreats and marae visits</p> <p>3.1 Further develop and support whānau connections</p> <p>3.2 Through the leadership of the 3 x Community Liaison staff, explore and further develop wider links with local hapū and iwi</p>
<p>Goal 3: Learning and Teaching</p> <p>Continue to strive for excellence in our spiritual, academic, sporting and cultural endeavours</p>	<p>1. Curriculum developments</p>	<p>1.1 Successfully implement Year 7-8 Mathematics curriculum changes</p> <p>1.2 Prepare for MOE-led 2026 Year 7-13 curriculum refresh, including Structured Literacy</p>

			2. Data analysis	2.1 Implement the new UE Dean position, based upon data-analysis and tracking reports 2.2 Review and further develop parent reports 3.1 SLT and HOLS to establish achievement goals and strategies to attain them
			3. School and Faculty achievement goals	
Goal 4: Community and wellbeing	Cultivate a culture of service and social justice, creating a welcoming and inclusive community		1. Staff wellbeing	1.1 Staff wellbeing survey completed in Term 3 and compared with 2024 data
			2. Student wellbeing	2.1 Establish clear Pastoral systems to promote student wellbeing and teaching and learning 2.2 Focus on student attendance, with the aim of 90% attendance rate
			3. Community connections	3.1 Complete annual parent survey in Term 3, compare with 2024 data
Goal 5: Future Focus outlook	Prepare for an evolving world by embracing change, innovation and adaptability and embracing mindsets to shape the future		1. Use of current technology	1.1 Research educational opportunities presented by AI 1.2 Review and enhance school AI policy and procedure 1.3 Introduce a system to track student engagement that is shared with Pastoral staff and parents
			2. Planning for excellence	2.1 The creation of a new Strategic Plan, envisaging the next steps for Pompallier Catholic College

2024 Annual Strategic Plan Achievements and Analysis

Goal 1: Special Character			
1. Marist charism 2. Development of Catholic character 3. Service for students			
When	What	Who	Indicators of Progress
Marist Charism	1.1 Continue to deepen our understanding and expression of our Marist Charism	SLT	<input checked="" type="checkbox"/> Staff attending Marist-run PLD <input checked="" type="checkbox"/> staff attending Marist pilgrimages for PCC students <input checked="" type="checkbox"/> Review of our Marist Charism by Justin Boyle
	1.2 Taking up Marist network connections to develop our senior students	CO/ KI/ WK	<input checked="" type="checkbox"/> Student attendance at MYL in January <input checked="" type="checkbox"/> Student attendance at Marist neighbours <input checked="" type="checkbox"/> Student attendance at Marist Leaders' Forum
	1.3 Host Fr Mark Walls for Marist PLD for Staff in Term 3	CO/KI	<input checked="" type="checkbox"/> Liaise with Fr Mark to plan the day <input checked="" type="checkbox"/> Survey staff for feedback
Outcomes	<input checked="" type="checkbox"/> 11 Staff attended Marist-run PLD in 2025. <input checked="" type="checkbox"/> 10 staff attended Marist pilgrimages for PCC students in Northland <input checked="" type="checkbox"/> 9 Year 13 students attended MYL in January <input checked="" type="checkbox"/> 12 students attended Marist neighbours <input checked="" type="checkbox"/> Justin Boyle visited PCC from 12-14 May. His purpose was to interview staff and students regarding the Marist Catholic Character at the College. His report documents clear Marist Catholic Character values visible in both staff and students. It also recommends the establishment of a Ministry Team with portfolios to further enhance the Marist culture at Pompallier Catholic College <input checked="" type="checkbox"/> Hayden Kingdon attended a Marist Pilgrimage to places of origin of the Society of Mary in June. This was a hugely beneficial experience for understanding at a much deeper level the Marist Catholic character of Pompallier Catholic College. <input checked="" type="checkbox"/> Fr Mark Walls delivered Marist PLD to staff on Monday 14 July. Fr Mark spoke on a Marist approach to Pastoral Care to the whole staff after school, and he worked with individual groups of staff during the day, including SLT, the Deans and our wonderful Support Staff. <input checked="" type="checkbox"/> Anton Juan and Olivia Dykes from the Young Marists ran retreats for Year 13 and 12 students the week of 14-18 July. We are lucky to have these vibrant and enthusiastic young people to inspire our students toward a life of faith. Anton and Olivia commented on the unity between our students and their open contribution to group discussion. Given their experience with the other Marist colleges across the country, their insights into the strengths of our college culture are both encouraging and important.		
	Analysis The analysis of the Marist Charism sub-goal shows a year of high engagement and successful external validation. We exceeded participation targets for both staff PLD and senior student leadership forums (MYL and Marist Neighbors). The insights from Justin Boyle and the Young Marists confirm that our Marist values are 'highly visible' and lived out through a culture of unity. The		

	primary area for growth is structural; we need to action the recommendation to establish a formal Ministry Team with specific portfolios to ensure the long-term sustainability and enhancement of our Marist culture			<ul style="list-style-type: none"> ✓ Action areas for improvement from last report ✓ Attend evaluation of another Catholic College ✓ Liaise with Diocese to prepare for Term 3 evaluation
2. Development of Catholic character	2.1 Collaborate with the Diocese for our Catholic Special Character Evaluation for Development (Term 3)	KI/CO		<ul style="list-style-type: none"> ✓ Regular meetings with Fr Brian before his departure ✓ Invitation of new Parish Priest to meet PCC staff and students ✓ Planning of college liturgical events with new Parish Priest
	2.2 Establish connections with new St Francis Xavier Parish Priest to continue deepening school-parish ties	KI/CO		<ul style="list-style-type: none"> ✓ Identify relevant PLD ✓ Liaise with staff to attend
	2.3 Support key staff in new Catholic Character roles with PLD	KI		
Outcomes	<ul style="list-style-type: none"> ✓ Hayden Kingdon assisted at the Catholic Character Evaluation of St Ignatius Loyola College in March ✓ Fr Brian and Hayden Kingdon met numerous times in Term 1, before Fr Brian was redeployed to Napier. ✓ The new DRS and the new Head of Learning for Religious Studies have both attended Diocese-run PLD related to their new roles ✓ The Youth Mass at St Francis Xavier Parish has been successfully revived in recent months. Lucy Correa has done a fantastic job organising students and staff to attend masses in June, July, August, September and October. ✓ We welcomed our two new priests to our community at a morning tea on Thursday 31 July. Pa Peter Tipene will replace Fr Brian on the board, and Father Mark Napa is our new chaplain. We are lucky to have these dynamic and engaging priests in our community, and we look forward to working with them in the coming years. ✓ Lucy Correa (DRS) and Katrina Perry (HOD RST) have attended Diocese-run PLD in Catholic Character and Religious Studies Best Practice. ✓ Our Catholic Character Evaluation took place in the last week of Term 3. We received an excellent report that commended the strength of our Catholic Character and recommended the establishment of a Ministry Team. 			
Analysis	The development of our Catholic Character in 2025 was marked by significant external validation and the revitalisation of our community connections. The Term 3 Catholic Character Evaluation resulted in an 'excellent report,' confirming the strength of our spiritual identity. Our partnership with St Francis Xavier Parish has been reinvigorated through the successful revival of the Youth Mass and the welcoming of Pa Peter Tipene and Fr Mark Napa. While our new Catholic Character leaders (DRS and HOD RST) have been well-supported through Diocese PLD, the primary focus for 2026 will be actioning the evaluation's recommendation to formalise a dedicated Ministry Team to further distribute and enhance our Catholic culture.			
3. Service for students	3.1 Provide service opportunities for our students		WK	<ul style="list-style-type: none"> ✓ Advertise and fill service coordinator role ✓ Review service opportunities
Outcomes	<ul style="list-style-type: none"> ✓ A new Service-Learning Coordinator role was advertised toward the end of Term 1. Trudy Norrish was appointed to this role ✓ The Service Programme was started in late Term 2. Students had until early Term 4 to complete their 10 hours of service and to write their reflections on what they have learned through the service in their Service Journals. Trudy Norrish is doing an excellent job of leading this programme. 			

Analysis	The Service for Students sub-goal has successfully transitioned from planning to implementation in 2025. The appointment of a Service-Learning Coordinator and the launch of the formal Service Programme have provided a necessary framework for student outreach. The introduction of Service Journals has successfully embedded a culture of reflection, supported by the inspiring presence of the Young Marists during retreats. As the programme matures, our focus will shift toward ensuring the depth and quality of student reflections and expanding service opportunities to ensure broad engagement across all year levels
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Goal 2: Te Tiriti as taonga			
When	What	Who	Indicators of Progress
1. Staff development 2. Whole school development 3. Community development	1.1 Further develop whole school opportunities for Bicultural activities	KI / SP	<input checked="" type="checkbox"/> Identify appropriate opportunities that are available. <input checked="" type="checkbox"/> Appropriate opportunities are taken <input checked="" type="checkbox"/> Review of activities undertaken in T4
Outcomes	<input checked="" type="checkbox"/> There was a Pōwhiri for the start of the school year, 29 January <input checked="" type="checkbox"/> Waiata were sung at school assemblies throughout the year <input checked="" type="checkbox"/> A new waiata, Te Ata Māhina, was taught to staff and students <input checked="" type="checkbox"/> Staff lead prayer in Te Reo each Wednesday at Briefings <input checked="" type="checkbox"/> A House Haka and Waiata competition was held at the end of Term 3. Tyson Stephens (previous PCC Kapa Haka instructor) judged the haka and waiata. The spirit and quality of both the haka and waiata were exceptional, as pointed out by Tyson at the end of the competition. <input checked="" type="checkbox"/> Preparations are underway for PCC hosting Ngā Manu Kōrero next June, 2026. Ngā Manu Kōrero is regarded as the most significant event on the Māori education calendar and includes opportunities for students to give speeches in both Te Reo Māori and English. It is an honour for Pompallier Catholic College to host this prestigious event. <input checked="" type="checkbox"/> Te Wiki o te Reo Māori (Māori Language Week) was celebrated at the College in the last week of Term 3. Staff were encouraged to increase their use of Te Reo in the classroom, and students marked the celebration at the Wednesday school assembly.		
Analysis	Staff development in 2025 focused on building confidence and consistency in Te Reo Māori and Tikanga. Staff weekly staff-led Te Reo prayer and the collective mastery of the new waiata, <i>Te Ata Māhina</i> , were significant aspects of our Biculturalism in 2025. Staff participation in Marae-based retreats has deepened their experiential understanding of Te Ao Māori. To further strengthen this sub-goal, we will look to move beyond high-usage periods like Māori Language Week to ensure Te Reo is more integrated into all classrooms daily, providing tailored support for staff at varying levels of proficiency.		
2. Whole school development	2.1 Strengthen student experience of te ao Māori through retreats and marae visits	SP	<input checked="" type="checkbox"/> Arrange marae visits that link to our Marist Catholic Character <input checked="" type="checkbox"/> Adequately prepare students for marae visits

Outcomes	<ul style="list-style-type: none"> ✓ Lucille Spring and Tyson Stephens prepared Year 13 students in tikanga for the Year 13 Retreat ✓ Year 13 took part in Pōwhiri at Matihetihe Marae and Matihetihe school ✓ Lucille Spring prepared Year 9 students for the Pōwhiri at Oromahoe Marae that took place at Year 9 Retreats ✓ Our Kapa Haka group performed at the Te Tai Tokerau Festival at Opononi Area School on Wednesday 9 April. They were simply outstanding. ✓ Lucille Spring has done an exceptional job of building the Kapa Haka group in her three years at the college. ✓ Preparations are underway for marae visits and stays in Term 1, 2026. Year 13 will stay at Matihetihe Marae in the Hokianga during their Hikoī, 17-20 February. Tyson Stephens will join us again as Te Ao Māori adviser and tutor. He was excellent this year, and we are delighted to have him back in 2026. 						
Analysis	<p>Whole school development regarding Te Tiriti as taonga was strong in 2025, characterised by exceptional student performance and cultural pride. The House Haka and Waita competition and our outstanding Kapa Haka performance at the Te Tai Tokerau Festival demonstrated that our Bicultural Identity is a lived reality for our students. Marae stays in our retreat programme further demonstrated this connection. Looking ahead, the hosting of Ngā Manu Kōrero in 2026 provides a prestigious and challenging focal point that will require a coordinated, whole-school effort to maintain the high standards we have established this year</p>						
3. Community development	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td data-bbox="598 1075 670 1780" style="width: 30%;">3.1 Further develop and support whānau connections</td> <td data-bbox="598 952 670 1075" style="width: 10%;">KI + SP</td> <td data-bbox="598 235 670 952"> <ul style="list-style-type: none"> ✓ Identify opportunities that are available ✓ Strengthen connections with Māori at SFX </td> </tr> <tr> <td data-bbox="670 1075 821 1780">3.2 Through the leadership of the 3 x Community Liaison staff, explore and further develop wider links with local hapū and iwi</td> <td data-bbox="670 952 821 1075">KI + SP</td> <td data-bbox="670 235 821 952"> <ul style="list-style-type: none"> ✓ In conjunction with Māori Liaison roles, organise and hold regular termly hui. ✓ Looking to increase the number of whānau attending hui. </td> </tr> </table>	3.1 Further develop and support whānau connections	KI + SP	<ul style="list-style-type: none"> ✓ Identify opportunities that are available ✓ Strengthen connections with Māori at SFX 	3.2 Through the leadership of the 3 x Community Liaison staff, explore and further develop wider links with local hapū and iwi	KI + SP	<ul style="list-style-type: none"> ✓ In conjunction with Māori Liaison roles, organise and hold regular termly hui. ✓ Looking to increase the number of whānau attending hui.
3.1 Further develop and support whānau connections	KI + SP	<ul style="list-style-type: none"> ✓ Identify opportunities that are available ✓ Strengthen connections with Māori at SFX 					
3.2 Through the leadership of the 3 x Community Liaison staff, explore and further develop wider links with local hapū and iwi	KI + SP	<ul style="list-style-type: none"> ✓ In conjunction with Māori Liaison roles, organise and hold regular termly hui. ✓ Looking to increase the number of whānau attending hui. 					
Outcomes	<ul style="list-style-type: none"> ✓ Patrick Butler from St Francis Xavier Parish was our kaumatua for the beginning of year Pōwhiri on 29 January ✓ There was a Community Liaison Team and Whānau Hui at PCC on 19 February ✓ The Kapa Haka group attended St Francis Xavier Parish and sang a waiata at Communion the Sunday before performing at the Te Tai Tokerau Secondary Schools Kapa Haka Festival ✓ There was a second Community Liaison Team and Whānau Hui at PCC on 15 May. Approximately 20 members of the Māori and Pasifika communities attended the hui. A key topic of conversation was understanding NCEA, the tracking of student progress, and NCEA achievement at Pompallier Catholic College benchmarked against national averages. Māori and Pasifika students at Pompallier Catholic College are achieving significantly above national averages. ✓ A third Kai and Kōrero was held for the year on Tuesday 16 September. Members of our Māori and Pasifika families and staff attended. Key topics discussed were the proposed NCEA changes and the benefits of the Weekly Engagement Report. 						
Analysis	<p>Community development in 2025 was underpinned by the exceptional academic achievement of our Māori and Pasifika students, who continue to perform well above national averages. Our 'Kai and Kōrero' hui have provided a platform for whānau community-building and discussion of student achievement. The hosting of Ngā Manu Kōrero in 2026 is a major challenge and provides a clear mandate to further strengthen our relationships with local Iwi and Hapū. Moving forward, our focus will be on increasing whānau attendance at Kai and Kōrero and leveraging the 2026 hosting opportunity to formalise our community partnerships.</p>						

Goal 3: Learning and Teaching

Goal 3: Learning and Teaching			
1. Curriculum developments 2. Data analysis 3. Processes to support learning and teaching			
When	What	Who	Indicators of Progress
1. Curriculum developments	1.1 Successfully implement Year 7-8 Mathematics curriculum changes	SD + TW	✓ Appropriate resources researched and implemented ✓ Required PLD sourced ✓ Changes initiated
Outcomes	✓ Oxford resources have been chosen and sourced for implementing required curriculum changes ✓ Year 7-8 maths teachers have attended PLD, with more planned ✓ The new Year 7-8 Structured Numeracy changes are being successfully rolled out ✓ Student progress in Numeracy was reported on at the beginning of Term 3 ✓ The new Year 7-8 Structured Numeracy changes are complete for 2025 ✓ Year 7 and 8 Maths teachers recently attended PLD to prepare for changes to the curriculum for 2026		
Analysis	Analysis of the 2025 curriculum developments reveals the successful implementation of the Year 7-8 Structured Numeracy programme. By securing high-quality Oxford resources and completing staff PLD, we have met our implementation targets for the current year and successfully reported outcomes to our community. The college is now positioned well for the 2026		

	MOE-led curriculum refresh. Our focus for 2026 will be to apply the successful implementation model used for Numeracy to the upcoming Structured Literacy changes, ensuring our pedagogy and resources remain aligned with national standards.	
2. Data analysis	<p>2.1 Implement the new UE Dean position, based upon data-analysis and tracking</p> <p>2.2 Review and further develop parent reports</p>	<p>✓ Position established</p> <p>✓ Research trip to Auckland</p> <p>✓ Goal identified (85% UE in 2025)</p> <p>✓ Year 7-8 reports simplified</p> <p>✓ Year 9-13 reports reviewed</p> <p>✓ KI</p> <p>✓ WKVSIK</p> <p>✓ 1</p>
Outcomes	<p>✓ Felicity McAulay has begun strongly as the new University Entrance (UE), Academic Tracking Dean</p> <p>✓ Student timetables were checked for UE alignment at the beginning of the school year</p> <p>✓ A report was given to parents of Y13 students at the end of Term One, detailing progress toward UE</p> <p>✓ Year 7-8 Reports were reviewed. A simplified reporting system was created.</p> <p>✓ All Year 13 students and parents were emailed Academic Tracking Reports on Tuesday 6 May. The reports contained Level 3 and University Entrance predictions, based upon student progress in Term 1. Year 13 students had the report explained to them at a special assembly.</p> <p>✓ A Google Meet for Year 13 parents to explain the Academic Tracking Report was held on the evening of 6 May.</p> <p>✓ The Year 7-8 Reports review has been completed. An improved, easier to read report template was used for reporting at the end of Term 2.</p> <p>✓ All Year 13 students and parents were emailed a second Academic Tracking Report in September.</p> <p>✓ We expect the UE rate for Year 13 students who have completed the year to be around 80%. This turned out to be the exact statistic: While our overall UE rate was 74%, 80% of students who completed Year 13 attained University Entrance.</p> <p>✓ A new Reporting to Parents Committee was established. The committee is preparing for MOE mandated changes to reporting in 2026.</p>	
Analysis	<p>Analysis of the Data Analysis sub-goal reveals a year of significant structural improvement in how we monitor and communicate student achievement. The successful establishment of the UE Dean role has enabled precise, real-time academic tracking, particularly for Year 13, where 80% of students who completed the year attained University Entrance. Our transition to a simplified, more readable reporting format for Year 7-8 and the introduction of a Reporting to Parents Committee demonstrate our commitment to transparency and future-readiness. Moving forward, we aim to leverage these successful tracking models to close the gap between general achievement and UE attainment, ensuring all students are supported to reach their full academic potential.</p>	
3. School and Faculty Achievement Goals	3.1 SLT and HOLs to establish achievement goals and strategies to attain them	<p>✓ Data-based goals are established</p> <p>✓ Clear strategies are established</p> <p>✓ SLT + HOLs</p>
Outcomes	<p>✓ Overall goals have been established for NCEA, UE and the Common Assessment Activities. Level 1, 2, and 3 goals are 95% pass rates. The goals for the CAAs are also 95%. The UE goal is 85%.</p> <p>✓ HOLs are working on department data goals.</p> <p>✓ Deputy Principal Curriculum Mark Waenink and I met with all Heads of Learning over the first half of Term 2. The purpose was to discuss subject reviews of 2024 achievement and goals for 2025. Strong 2024 Level 3 results were common across the subject areas, as was a drop in Level 1 achievement. This was a national trend, attributed to an adjustment period to the new Level 1 Curriculum.</p>	



	<ul style="list-style-type: none">✓ Heads of Learning discussed strategies for achievement targets at the Term 2 meetings. Reflections upon 2024 achievement informed 2025 strategies.✓ 2025 Achievement Goals will be reported on in Term 1 of 2026. Heads of Learning will complete reports on targets and achievement.
Analysis	<p>School and Faculty 205 Achievement Goals were aspirational, with 95% pass rate targets for NCEA and CAAs. Department leaders demonstrated a strong ability to use 2024 data to inform 2025 strategies, particularly in responding to national curriculum shifts at Level 1. To further strengthen this area, our 2026 focus will be on faculty-specific interventions to lift University Entrance attainment closer to our general NCEA pass rates and ensuring that the insights gained from 2025 achievement reports are immediately integrated into classroom practice.</p>

Goal 4: Community and wellbeing

<ol style="list-style-type: none"> 1. Staff wellbeing 2. Student wellbeing 3. Community connections 			
When	What	Who	Indicators of Progress
2. Staff wellbeing	a. Wellbeing survey completed in Term 3 and compared with 2024 data	V/S/KI	<ul style="list-style-type: none"> ✓ Conduct survey in Term 3 ✓ Report trends to board by end of Term 3 ✓ Identify areas of strength and areas for improvement by mid-T4 for implementation in 2026
Outcomes	<ul style="list-style-type: none"> ✓ Planned for Term 3 ✓ A staff wellbeing survey was conducted late Term 3. The results were collated, assessed and shared with staff in Term 4. A staff wellbeing committee was established as an action point from the survey results. 		
Analysis	<p>The analysis of Staff Wellbeing in 2025 included data collection and intervention. We completed the scheduled Term 3 wellbeing survey and shared the findings with staff in Term 4. The re-establishment of a dedicated Staff Wellbeing Committee is a development that provides an additional formal structure for addressing staff needs. While 2025 was focused on identifying trends, our priority for 2026 will be the implementation of improvement areas identified in the survey.</p>		
3. Student wellbeing	2.1 Establish clear Pastoral systems to promote student wellbeing and teaching and learning	DV	<ul style="list-style-type: none"> ✓ Creation of clear behaviour management expectations ✓ Staff PLD on best practice behaviour management strategies ✓ Clear pastoral systems for teachers and Deans to follow
	a. Focus on student attendance, with the aim of 90% attendance rate	DV/SA/KI	<ul style="list-style-type: none"> ✓ Monitoring of attendance ✓ Initiating required interventions ✓ Reporting on attendance to the Board of Trustees
Outcomes	<ul style="list-style-type: none"> ✓ Catherine Davis led PLD at beginning of 2025 regarding new Pastoral processes ✓ Staff were given clear flow-charts of expectations and student behavioural interventions when required ✓ Learning behaviour expectations were communicated and reinforced by SLT and Deans ✓ Our attendance rate for the year was 90.4% ✓ Learning behaviour expectations continue to be communicated and reinforced by SLT and Deans 		
Analysis	<p>The 2025 analysis of Student Wellbeing shows that key targets for attendance and pastoral structure were met. The college achieved a 90.4% attendance rate, meeting the 90% objective set in the annual plan. The implementation of clear pastoral flow-charts and staff PLD at the start of the year provided a consistent framework for managing student behavior and expectations. For 2026, the focus will shift toward evaluating the long-term effectiveness of these new systems and ensuring that attendance data is used alongside engagement tracking to support individual student needs.</p>		

4. Community connections	1.1 Complete annual parent survey in Term 3, compare with 2024 data	CA	<ul style="list-style-type: none"> ✓ Conduct annual parent survey in T3 ✓ Report trends to board by end of T3 ✓ Identify areas of strength and areas for improvement by mid-T4 for implementation in 2026
Outcomes	<ul style="list-style-type: none"> ✓ Planned for Term 4 ✓ The survey was adapted to dovetail with community consultation for the new Strategic Plan ✓ It went out to the community in Term 4. We have excellent data from this to use in the creation of our 2026-2028 Strategic Plan. 		
Analysis	<p>In 2025, the parent survey was moved to Term 4 to coincide with the 2026-2028 Strategic Plan consultation. This shift resulted in data that will directly inform the college's long-term direction. While the reporting timeline was adjusted, the primary goal of gathering community feedback was achieved.</p>		

Goal 5: Future Focus outlook

<ul style="list-style-type: none"> 1. Use of current technology 2. Planning for excellence 			
When	What	Who	Indicators of Progress
1. Use of current technology	1.1 Research educational opportunities presented by AI	SLT/ NH	<ul style="list-style-type: none"> ✓ Conduct research into best practice for staff and students
	1.2 Review and enhance school AI policy and procedure	SLT/ NH	<ul style="list-style-type: none"> ✓ Review AI procedure and ensure alignment with MOE guidance
	1.3 Introduce a system to track student engagement that is shared with Pastoral staff and parents	DV/KI	<ul style="list-style-type: none"> ✓ Research engagement tracking system ✓ PLD for staff ✓ Introduce system to community
Outcomes	<ul style="list-style-type: none"> ✓ PCC Specialist Classroom Teacher conducted research on best practice uses of AI in schools ✓ Catherine Davis visited St Peter's College Auckland in Term 1 to research an engagement tracking system. Planning is underway in Term 3 for PCC introduction of this system. ✓ PCC Specialist Classroom Teacher Trudy Norrish has concluded a research project on best practice uses of AI in schools. She has created a draft AI use at PCC Tool that will be discussed with Heads of Learning in Term 4. ✓ We have a 3rd draft AI Policy that will also be discussed with Heads of Learning in Term 4. 		

	<p>✓ The Weekly Engagement Report began at Pompallier Catholic College in Term 3. Feedback from parents has been very positive.</p>			
<p>Analysis</p>	<p>Analysis of our use of current technology in 2025 shows successful progress in both emerging tech policy and student monitoring systems. We have completed significant research into AI best practices, resulting in a draft usage tool and policy ready for faculty review. Additionally, the launch of the Weekly Engagement Report in Term 3 was a highlight, meeting our goal of providing parents with real-time insights into student participation. Moving into 2026, the focus will be on formalising our AI procedures and ensuring the long-term consistency of our engagement tracking to further support student achievement.</p>			
<p>1. Planning for excellence</p>	<table border="1"> <tr> <td data-bbox="432 1081 552 1776"> <p>2.1 The creation of a new Strategic Plan, envisaging the next steps for Pompallier Catholic College</p> </td> <td data-bbox="432 842 552 1081"> <p>BOT</p> </td> <td data-bbox="432 219 552 842"> <ul style="list-style-type: none"> ✓ Engagement of strategic plan consultant ✓ Workshop planning ✓ Creation of plan </td> </tr> </table>	<p>2.1 The creation of a new Strategic Plan, envisaging the next steps for Pompallier Catholic College</p>	<p>BOT</p>	<ul style="list-style-type: none"> ✓ Engagement of strategic plan consultant ✓ Workshop planning ✓ Creation of plan
<p>2.1 The creation of a new Strategic Plan, envisaging the next steps for Pompallier Catholic College</p>	<p>BOT</p>	<ul style="list-style-type: none"> ✓ Engagement of strategic plan consultant ✓ Workshop planning ✓ Creation of plan 		
<p>Outcomes</p>	<ul style="list-style-type: none"> ✓ Mark Vincent from Insight Plus is booked for workshops on 14 and 15 November ✓ Mark Vincent has begun initial interviews and research toward the Strategic Planning workshops in November. ✓ The 14-15 November workshop was very successful. We now have the first draft of a new Strategic Plan to take to staff and the community at the beginning of 2026. 			
<p>Analysis</p>	<p>The 2025 planning for excellence focused on securing a long-term direction for both our educational strategy and our physical campus. We reviewed the 10-Year Property Plan and utilised school and community consultation data to shape the 2026-2028 Strategic Plan. These actions ensure that the college's growth and infrastructure remain aligned with our commitment to excellence. The focus for 2026 will be the formal launch of the new strategic goals and the initiation of the priority projects identified in the updated property plan.</p>			

2025 Co-requisites (CAAs): Numeracy, Reading, Writing

Pompallier Catholic College Year 10 Achievement

- 95% Numeracy
- 95% Reading
- 95% Writing

National Year 10 Achievement

- 68% Numeracy
- 72% Reading
- 66% Writing

Achievement Comparison

Subject	Pompallier	National Average	Difference
Numeracy	95%	68%	+27%
Reading	95%	72%	+23%
Writing	95%	66%	+29%

- **Numeracy:** Pompallier students significantly outperformed the national average by 27 percentage points (95% vs 68%). This represents the second largest performance gap among the three subjects.
- **Reading:** Pompallier students exceeded the national average by 23 percentage points (95% vs 72%). While this is the smallest difference among the three subjects, it still represents a substantial achievement.
- **Writing:** Pompallier students performed 29 percentage points above the national average (95% vs 66%).
- **Overall Consistency:** Pompallier shows consistent performance across all three subjects (95%), while national averages vary more significantly (66-72%).



The Arts and Technology - Term 3, 2025

Pompallier Catholic College - Year 8 Results

Interpreting these results

For example, referring to the first assessment below: thirteen students from your school completed New Zealand's Got Talent and scored an average of 2.62. This compares with the national average of 1.99.

Task	Your School	National Sample
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Achievement in The Arts

Assessment	Descriptor	Max Score	Students	Avg Score	Students	Avg Score
New Zealand's Got Talent	Describe how movements and technology create effects in a performance and explain the reasons for combining dance forms from two cultures.	4	13	2.62	391	1.99
Instruments	Match sounds and names to pictures of instruments.	16	26	12.42	381	11.99
Describing a Piece of Music	Respond to and describe a contemporary piece of music that includes taonga puoro (traditional Māori instruments).	5	13	3.46	187	3.30
Same But Different	Describe the characteristics of, and respond to, two arrangements of the same song.	7	13	4.46	189	3.16
Broken Dream	Describe and respond to elements of drama and identify reasons why people take part in drama.	10	13	5.46	402	6.08

Achievement in Technology

Assessment	Descriptor	Max Score	Students	Avg Score	Students	Avg Score
Is it Digital?	Understanding digital devices and their impact	11	4	8.25	288	8.14
Whoosh	Characteristics of a new technological development	9	13	6.38	374	5.21
Hāngi	Managing a technological system; comparing systems: contemporary vs traditional	10	26	7.15	375	6.25
Omeo	How technology impacts the user	7	13	5.31	194	5.17
Popcorn Maker	Describe how the parts of a system work together	6	13	3.46	187	2.60

Achievement in Reading

Assessment	Descriptor	Max Score	Students	Avg Score	Students	Avg Score
Cloze reading (A)	Students use decoding, rereading, and monitoring strategies, and knowledge of morphology, grammar, and syntax to restore and create meaning across sentences and paragraphs.	2	13	0.20	809	0.30
Reading comprehension (A)	Students make meaning from extended written texts by retrieving and inferring information, interpreting and integrating ideas, and critiquing and evaluating an author's communicated purpose.	24	13	14.90	809	14.30
Sentence completion (A)	Students use decoding strategies and knowledge of vocabulary, idioms, syntax, linking phrases, morphology, punctuation, and grammar to interpret and complete sentences.	15	13	7.80	809	8.20
Vocabulary (A)	Students use decoding strategies and knowledge of vocabulary, syntax, and morphology to interpret word meanings.	8	13	6.30	809	5.00
Cloze reading (B)	Students use decoding, rereading, and monitoring strategies, and knowledge of morphology, grammar, and syntax to restore and create meaning across sentences and paragraphs.	2	12	0.20	817	0.40
Reading comprehension (B)	Students make meaning from extended written texts by retrieving and inferring information, interpreting and integrating ideas, and critiquing and evaluating an author's communicated purpose.	24	12	13.80	817	14.20
Sentence completion (B)	Students use decoding strategies and knowledge of vocabulary, idioms, syntax, linking phrases, morphology, punctuation, and grammar to interpret and complete sentences.	15	12	7.60	817	8.20
Vocabulary (B)	Students use decoding strategies and knowledge of vocabulary, syntax, and morphology to interpret word meanings.	8	12	5.40	817	4.90

Achievement in Writing

Assessment	Descriptor	Max Score	Students	Avg Score	Students	Avg Score
Ideas	The relevance, quantity, quality, selection and elaboration of ideas for the topic	6	24	3.71	405	3.65
Organisation	The organisation of ideas into a coherent text	7	24	4.58	405	4.23
Punctuation	The accurate use of sentence punctuation markers and the range and accuracy of other punctuation to aid understanding of the text and to enhance meaning	7	24	4.17	405	3.96
Sentence structure	The quality, effectiveness and correctness of sentences	6	24	4.04	405	3.82
Structure and language	The presence and development of structural and language features appropriate to the specified purpose	6	24	3.96	405	3.71
Spelling	The difficulty of words used and the accuracy of the spelling	6	24	4.17	405	4.16
Vocabulary	The range, precision and effectiveness of word choices appropriate to the topic	6	24	4.08	405	4.07

Curriculum Insights and Progress Study (CIPS)

Year 8 Data Analysis Report — 2025

1. Achievement in The Arts

The Arts assessment evaluated student performance across music, dance, instruments, and drama competencies.

Summary

Overall, Pompallier Catholic College students performed strongly in The Arts, clearing the national benchmark in four out of the five assessed areas. Students demonstrated exceptional capability in tasks involving musical analysis, arrangement comparison, and cross-cultural dance contexts.

- **Areas of Strength (Above National Average):** Students showed significant positive margins against the national average in musical arrangement comparison, identification of musical instruments, and contemporary music description. Performance was also notably strong in tasks requiring students to explain performance effects and cultural dance combinations.
- **Areas for Improvement (Below National Average):** The cohort fell slightly below national expectations in drama, specifically in tasks requiring them to describe drama elements and identify reasons for participating in drama.

2. Achievement in Technology

The Technology domain evaluated student understanding of digital systems, technological developments, and system management.

Summary

Year 8 students at Pompallier tracked above the national average in almost all assessed technology components, showing strong innovative and analytical thinking. They adapt well to conceptualising systems and understanding modern digital shifts.

- **Areas of Strength (Above National Average):** Students performed comfortably above the national standard in identifying features of new technological advancements, evaluating technology's impact on users, and describing internal system components. Basic conceptual understanding of digital systems also tracking slightly above the national norm.
- **Areas for Improvement (Below National Average):** A clear lag was identified in students' capacity to manage technological systems or compare contemporary systems with traditional frameworks.

3. Achievement in Reading

Reading was assessed across two distinct test streams (Forms A and B), measuring vocabulary, close reading, and comprehension.

Summary

The reading data shows a highly polarized performance profile. While our students display excellent surface-level word knowledge and general comprehension, they face difficulties when required to decode broken or fragmented syntax.

- **Areas of Strength (Above National Average):** Vocabulary is a standout area of excellence across both test forms, indicating strong word recognition and decoding strategies. Comprehension of extended texts was also a strength in Form A, where students successfully retrieved information and evaluated an author's purpose.
- **Areas for Improvement (Below National Average):** Deficits were recorded in close reading and sentence completion across both text forms. Students struggled when required to use grammar, morphology, syntax, and linking phrases to restore meaning to broken passages. Form B comprehension also dipped slightly below the national standard.

4. Achievement in Writing

The writing segment measured raw language competencies across a single comprehensive writing sample.

Summary

Writing is an area of excellence for this cohort. Pompallier Catholic College Year 8 students systematically outscored the national baseline across **every single tracked writing indicator**.

The largest positive margins were achieved in structural organization, sentence layout, and purposeful language features. Core operational mechanics (spelling, vocabulary precision, and punctuation choice) all sit securely above national expectations.

Board Summary Report: Year 7 & 8 Mathematics (2025)

To: Board of Trustees

From: E-asTTle Data Analysis Specialist

Date: October 26, 2025

Subject: Achievement Data for Year 7 and Year 8 Mathematics

1. Achievement vs. Curriculum Expectations

The following data tracks student achievement against the e-asTTle Mathematics Curriculum Norms for 2025.

Year 7 Mathematics

- **Mid-Year (Expected Level: 3P): 38.4%** of students achieved at or above the expectation.
- **End-of-Year (Expected Level: 4B): 54.2%** of students achieved at or above the expectation.
- **Shift:** An increase of **15.8%** in students meeting the norm by year-end.

Year 8 Mathematics

- **Mid-Year (Expected Level: 4B): 41.2%** of students achieved at or above the expectation.
- **End-of-Year (Expected Level: 4P): 51.8%** of students achieved at or above the expectation.
- **Shift:** An increase of **10.6%** in students meeting the norm by year-end.

2. Strand Performance (End-of-Year)

The table below shows the percentage of students achieving at or above their respective year-level expectations across specific mathematical strands:

Mathematics Strand	Year 7 (At/Above 4B)	Year 8 (At/Above 4P)
Number Knowledge	56%	53%
Number Sense & Operations	48%	49%
Algebra	51%	50%
Statistics	58%	55%

3. Cohort Distribution (End-of-Year)

- **Year 7: 45.8%** of students are currently working toward the Year 7 Quarter 4 expectation (Level 4B).
- **Year 8: 48.2%** of students are currently working toward the Year 8 Quarter 4 expectation (Level 4P).
- **Significant Gap: 22.4%** of Year 8 students are achieving at Level 3B or lower, which is approximately two years behind the expected curriculum norm for their age group.

4. Technical Data Notes

- **Normative Baseline:** Benchmarks are based on New Zealand national e-asTTle norms.
- **Data Integrity:** Results are based on unique Student Master IDs; duplicate or incomplete test entries were removed prior to analysis.
- **Curriculum Alignment:** Data reflects a transition toward higher curriculum expectations and more rigorous assessment standards implemented in 2025.

Achievement Strengths

- **Positive Cohort Progress:** Both year groups demonstrated measurable growth over the academic year. The proportion of Year 7 students meeting or exceeding curriculum expectations rose significantly by 15.8% (from 38.4% to 54.2%). Similarly, Year 8 students achieved a 10.6% upward shift, resulting in 51.8% meeting curriculum norms by the end of the year.
- **Strong Performance in Data and Statistics:** Statistics stands out as the top-performing mathematical strand across both cohorts, with 58% of Year 7 students and 55% of Year 8 students achieving at or above their respective year-level expectations.
- **Solid Number Knowledge Base:** Number Knowledge represents another key area of competency, with 56% of Year 7 and 53% of Year 8 students tracking at or above expectation by the end of the year.

Areas for Improvement

- **Targeted Support for Underachieving Year 8 Students:** A significant achievement gap persists in the older cohort, where 22.4% of Year 8 students are performing at Level 3B or lower. This places nearly a quarter of the cohort approximately two years behind national curriculum standards for their age group, highlighting an urgent need for targeted

intervention strategies.

- **Enhancing Number Sense and Operations:** Across both year levels, Number Sense & Operations was identified as a weaker strand. Less than half of the students—48% in Year 7 and 49% in Year 8—are meeting curriculum benchmarks. This indicates that deeper conceptual understanding and operational fluency require focused instructional development.
- **Consolidating Marginal Students:** Large sub-cohorts of students are currently performing just below their full year-level targets (45.8% of Year 7 working toward Level 4B, and 48.2% of Year 8 working toward Level 4P). Focused scaffolding and incremental support could help transition these borderline students into the "at or above" category.

Success of Intervention Strategies

High levels of Year 10 achievement in the Mathematics Common Assessment Activity (95% pass rate in 2025) show that targeted interventions are proving effective over time.

Board Summary Report: Year 7 & 8 E-asTTle Reading and Writing (2025)

To: Board of Trustees

E-asTTle Data Analysis 2025

Subject: Mid-Year (MY) and End-of-Year (EOY) Progress Report for Year 7 and Year 8 in Reading and Writing

1. Executive Summary

This report details the academic performance and progress of Year 7 and Year 8 cohorts in Reading and Writing for the 2025 academic year. All judgments are measured against the **e-asTTle Curriculum Expectation Norms**, which define the expected achievement levels for New Zealand students at specific intervals (Quarter 2 for Mid-Year and Quarter 4 for End-of-Year).

2. Reading Performance Analysis

Year 7 Reading

- **Mid-Year (Expected: 3A):** At the mid-year point, approximately **32%** of Year 7 students were achieving at or above the curriculum expectation of **3A**.
- **End-of-Year (Expected: 4B):** By the end of the year, this increased significantly, with **67.8%** of students meeting or exceeding the **4B** expectation.
- **Progress:** The cohort showed a strong shift toward the expected norm, reducing the "well below" group from 21% at MY to **10.3%** at EOY.

Year 8 Reading

- **Mid-Year (Expected: 4P):** Mid-year data indicated **42%** of students were at or above the **4P** expectation.
 - **End-of-Year (Expected: 4P):** Results maintained stability with **50%** of students achieving at or above the **4P** level by year-end.
 - **Cohort Challenge:** A significant subgroup (**18.6%**) remains "two years below" the expected curriculum level (achieving at Level 2/3B), requiring ongoing targeted intervention. In Year 9 the students will need to continue support in the learning centre extension programmes.
-

3. Writing Performance Analysis

Year 7 Writing

- **Mid-Year (Expected: 3B):** Achievement at mid-year showed **28%** of students at or above the **3B** expectation.
- **End-of-Year (Expected: 3P):** Performance improved to **45%** of students meeting the **3P** end-of-year expectation.
- **Focus Area:** While progress was made, a large portion of the cohort (**55%**) is currently working below the expected level, primarily in the 'Punctuation' and 'Spelling' strands.

Year 8 Writing

- **Mid-Year (Expected: 3A):** Mid-year results showed **35%** of students achieving at or above **3A**.
- **End-of-Year (Expected: 4B):** By end-of-year, **52%** of students reached or exceeded the **4B** expectation.
- **Strength:** The 'Ideas' and 'Structure' scores were consistently higher than 'Surface Features' (Spelling/Punctuation) across the cohort.

4. Alignment with NELPs and NZ Curriculum

The data presented aligns with **NELP Priority 2: Have high aspirations for every learner**, and **Priority 3: Reduce barriers to education**. The identification of priority learners (those 1-2 years below expectation) allows for the allocation of resources to ensure equitable outcomes as mandated by the New Zealand Ministry of Education.

5. Technical Accuracy Statement

- **Mean Scores:** All mean scores reported are calculated from raw e-asTTle student data files.
- **Normative Data:** Norms are derived from the official *e-asTTle Norms and Curriculum Expectations* (Reading/Writing July 2013).
- **Validation:** All percentages have been double-checked against student master IDs to ensure no duplicate entries influenced the results.

Reading and Writing: Strengths and Areas for Improvement

Achievement Strengths

- **Significant Year 7 Reading Growth:** The Year 7 cohort demonstrated exceptional progress in reading, with the percentage of students meeting or exceeding curriculum norms increasing from 32% mid-year to 67.8% by the end of the year.
- **Reduction of At-Risk Readers:** The Year 7 cohort successfully halved the proportion of students categorized as "well below" in reading, shrinking this group from 21% mid-year to just 10.3% at year-end.
- **Strong Structural Skills in Writing:** Across the Year 8 cohort, students demonstrated a solid baseline of higher-level writing skills, with performance in 'Ideas' and 'Structure' consistently outperforming surface-level writing features.
- **Positive Trajectory in Year 8 Writing:** The Year 8 cohort showed steady upward mobility in writing proficiency, lifting the number of students at or above curriculum expectations from 35% mid-year to 52% by the end of the year.

Areas for Improvement

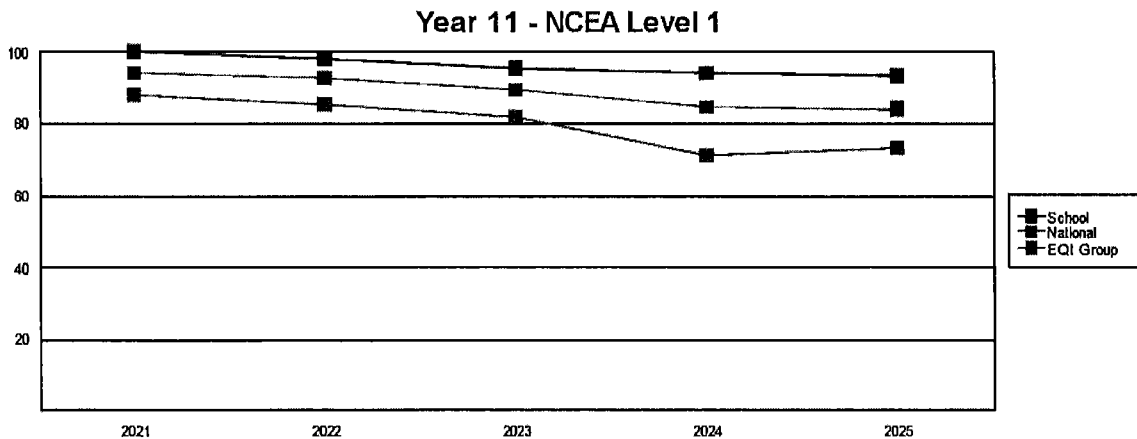
- **Address Surface Features in Writing:** Across the cohorts, mechanical writing elements require targeted attention. A large portion of the Year 7 cohort (55%) finished the year working below expectations, heavily impacted by gaps in the 'Punctuation' and 'Spelling' strands. Similarly, Year 8 writing data highlighted a need to lift 'Surface Features' to match their stronger conceptual skills.
- **Support for Priority Year 8 Readers:** A significant and persistent challenge exists within the Year 8 reading cohort, where 18.6% of students remain "two years below" their expected curriculum level (achieving at Level 2/3B). This group requires continued, targeted support through learning center extension programs as they transition into Year 9.
- **Stagnant Year 8 Reading Acceleration:** While half of the Year 8 cohort (50%) reached end-of-year expectations, the group showed flat acceleration compared to Year 7, shifting up only 8% from their mid-year position (42%). Additional scaffolding is needed to motivate and accelerate growth in this older cohort.

Success of Intervention Strategies

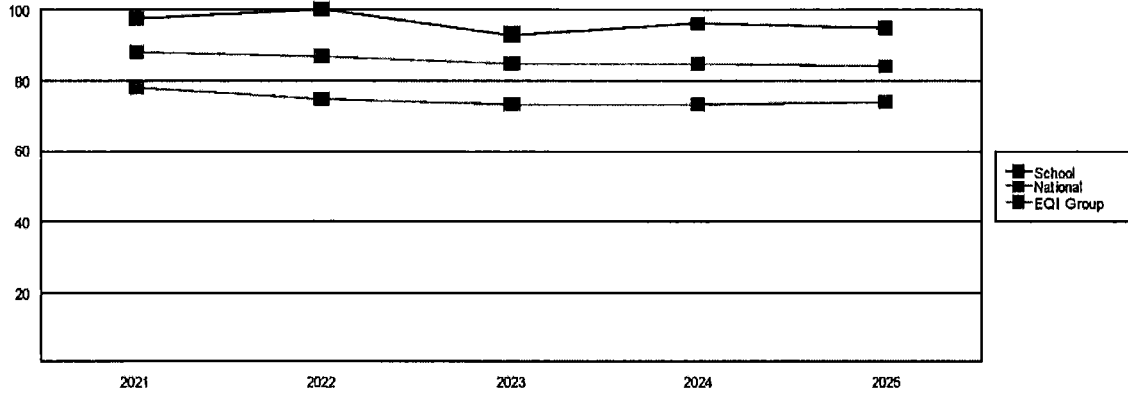
High levels of Year 10 achievement in the Reading and Writing Common Assessment Activities (95% pass rate in 2025) show that targeted interventions are proving effective over time.

POMPALLIER CATHOLIC COLLEGE 2025 NCEA RESULTS

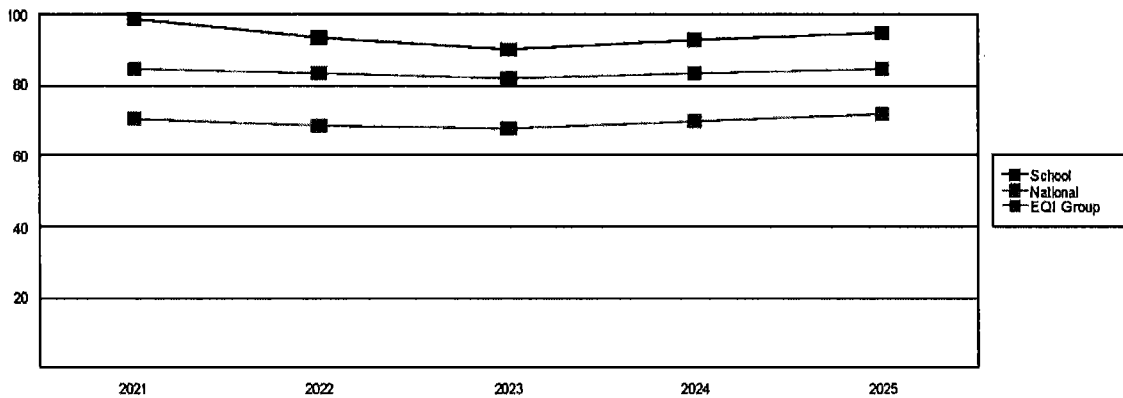
	2019	2020	2021	2022	2023	2024	2025
Pompallier L1	96.3	94.9	97.8	93.9	94.1	90.8	93.7
National L1	85.5	89.2	87.9	85.3	81.9	71.5	73.5
EQI	91.4	94.3	94	92.5	89.5	84.7	84.4
	2019	2020	2021	2022	2023	2024	2025
Pompallier L2	95.4	100	97.3	100	93.2	96.4	95.1
National L2	77.5	80.1	77.9	74.9	73.2	72.7	73.6
EQI	89.6	91.5	90.6	88.9	86.5	84.7	84.3
	2019	2020	2021	2022	2023	2024	2025
Pompallier L3	85.5	90.2	98.6	93.1	89.8	92.6	94.2
National L3	67.3	72.1	70.5	68.2	67.7	68.2	71.5
EQI	80.4	86	85.2	83.3	81.3	83	84.5
	2019	2020	2021	2022	2023	2024	2025
Pompallier UE	65.5	58.5	79.7	74.1	76.3	76.5	75.4
National UE	49.3	53.4	51.9	50.3	49.7	50.6	52
EQI	65.7	72.6	69.7	68.9	67.8	71.7	72.9



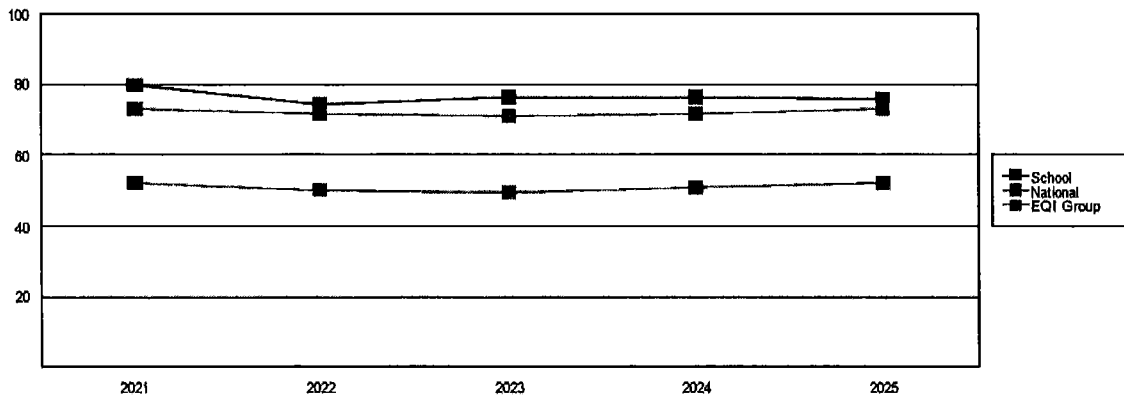
Year 12 - NCEA Level 2



Year 13 - NCEA Level 3



Year 13 - University Entrance



Analysis of Pompallier Catholic College's 2025 NCEA Achievement

Overall Achievement Rates

Pompallier College is significantly outperforming both National averages and EQI benchmarks across all NCEA levels in 2025:

- **NCEA Level 1:** 93.7% achievement rate (+20.7 points above National, +9.3 points above EQI)
- **NCEA Level 2:** 95.1% achievement rate (+22.1 points above National, +10.8 points above EQI)
- **NCEA Level 3:** 94.2% achievement rate (+23.2 points above National, +9.7 points above EQI)
- **University Entrance:** 75.4% achievement rate (+23.4 points above National, +2.5 points above EQI)

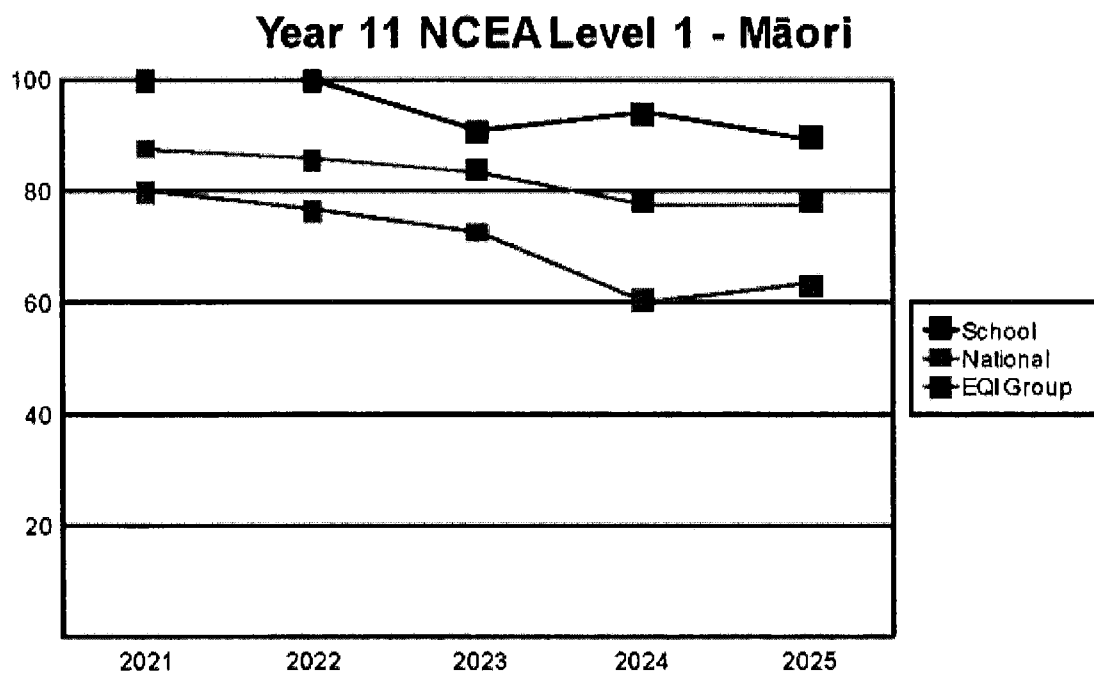
Year-on-Year Trends

Comparing 2023 to 2024 results shows mixed trends:

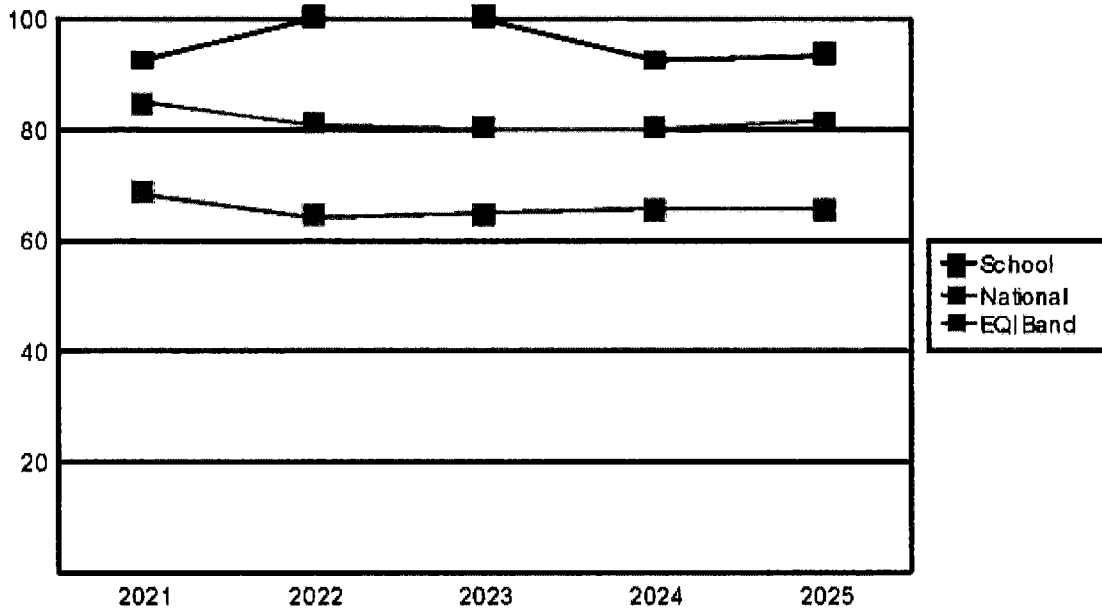
- **Level 1** shows an increase of 2.9 percentage points (90.8% → 93.7%).
- **Level 2** shows a slight drop 1.3 percentage (96.4% → 95.1%)
- **Level 3** shows improvement with a 1.6 percentage point increase (92.6% → 94.2%)
- **University Entrance** shows a slight drop of 1.1 percentage point increase (76.5% → 75.4%)

Māori and Pasifika excellence

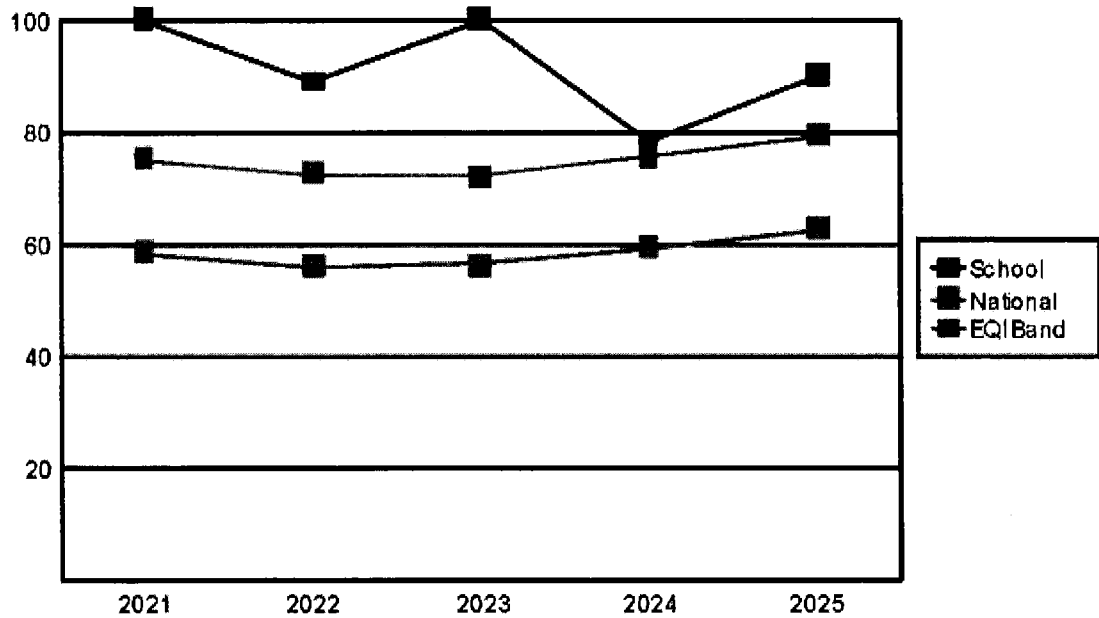
- 2025 Māori and Pasifika NCEA achievement shows exceptional results in Levels 1, 2, and 3, with significant room for improvement in University Entrance.
- Our Māori student achievement in 2025 NCEA is detailed below. The National and EQI rates show how our students compare with the national average and the EQI (former Decile) average:
 - Level 1: 90% pass rate (63% National, 77% EQI)
 - Level 2: 93% (65% National, 82% EQI)
 - Level 3: 90% (62% National, 79% EQI)
 - UE: 50% (34% National, 56% EQI)
- Our Pasifika student achievement for 2025 NCEA is as follows:
 - Level 1: 78% pass rate (57% National, 59% EQI)
 - Level 2: 100% (66% National, 74% EQI)
 - Level 3: 100% (68% National, 74% EQI)
 - UE: 0% (35% National, 47% EQI) (there were 2 PCC students)



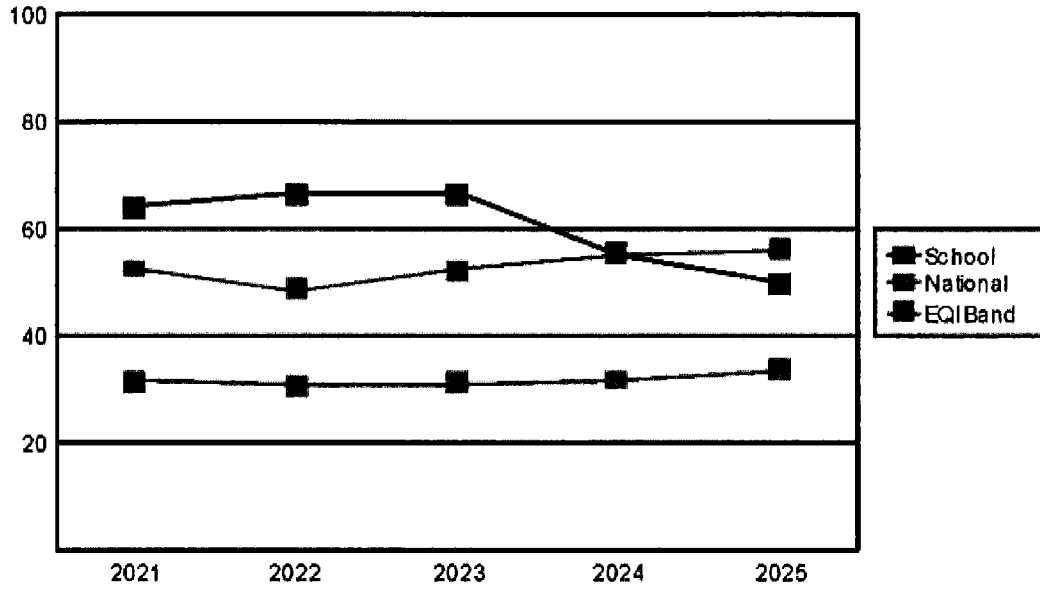
Year 12 NCEA Level 2 - Māori



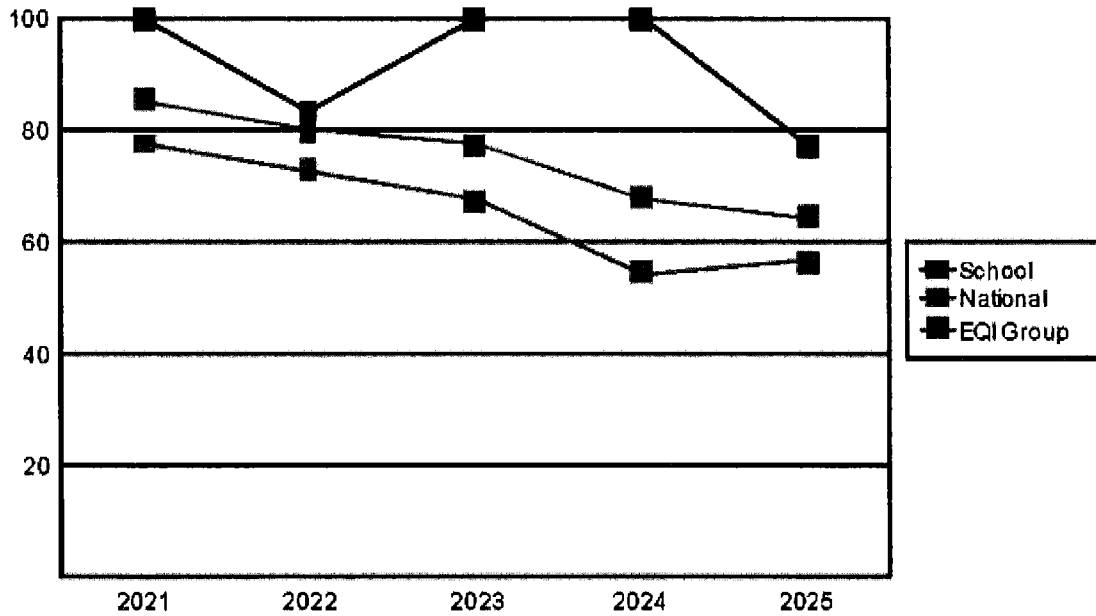
Year 13 NCEA Level 3 - Māori



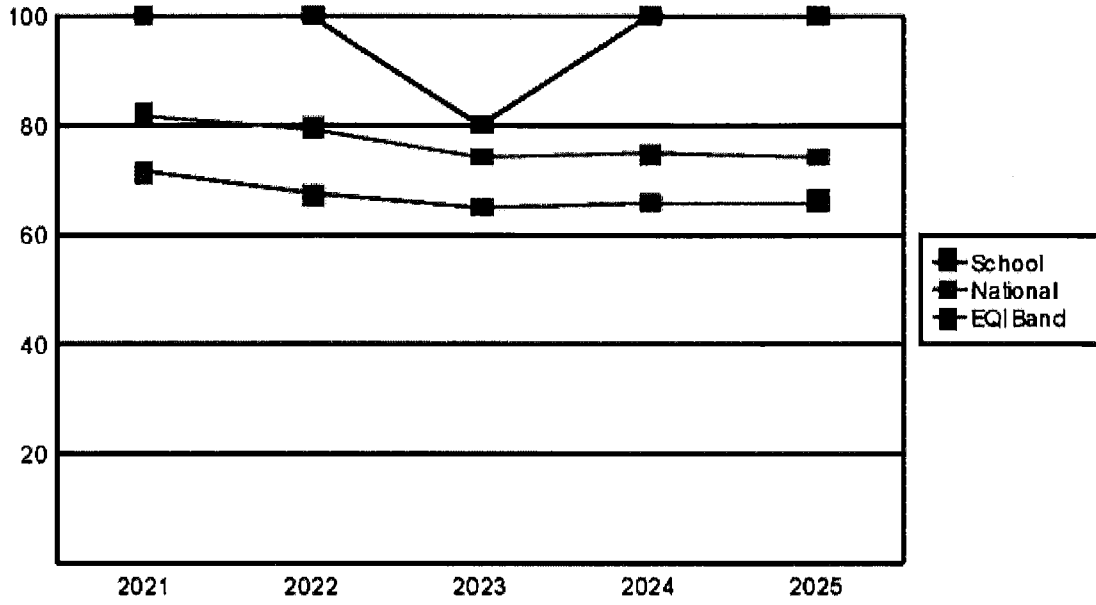
Year 13 University Entrance - Māori



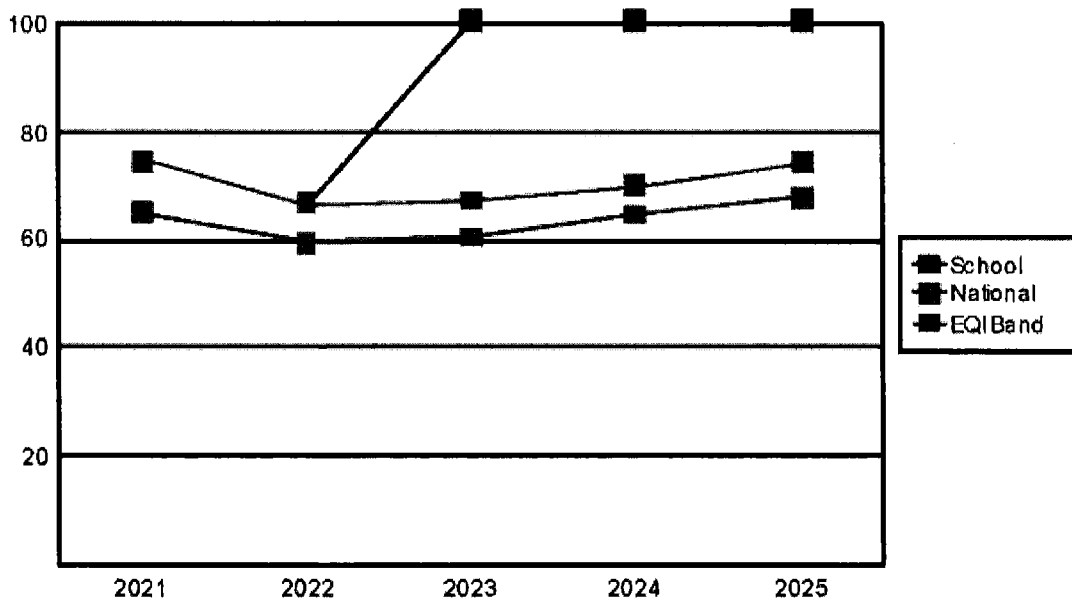
Year 11 NCEA Level 1 - Pacific Peoples



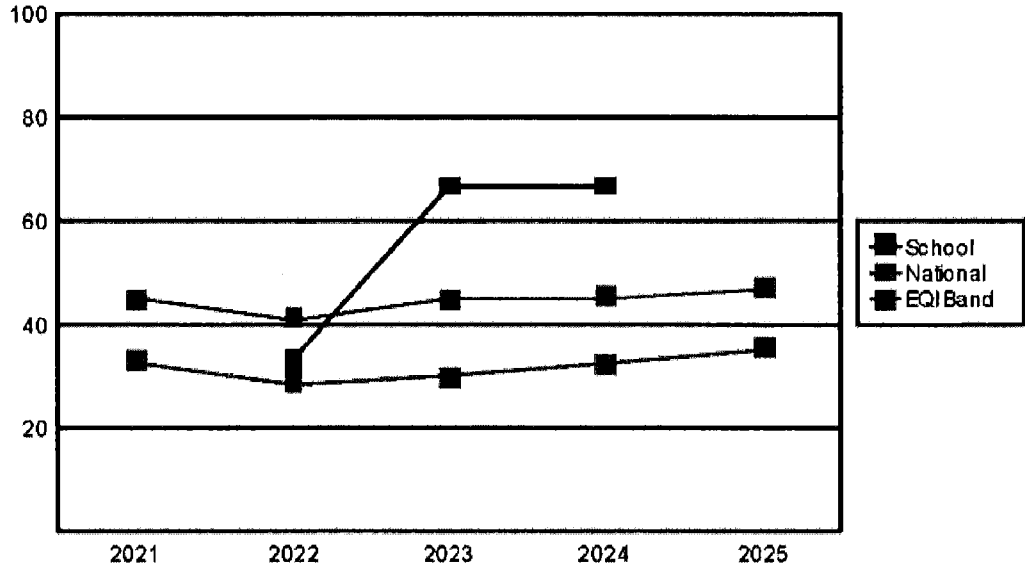
Year 12 NCEA Level 2 - Pacific Peoples



Year 13 NCEA Level 3 - Pacific Peoples



Year 13 University Entrance - Pacific Peoples

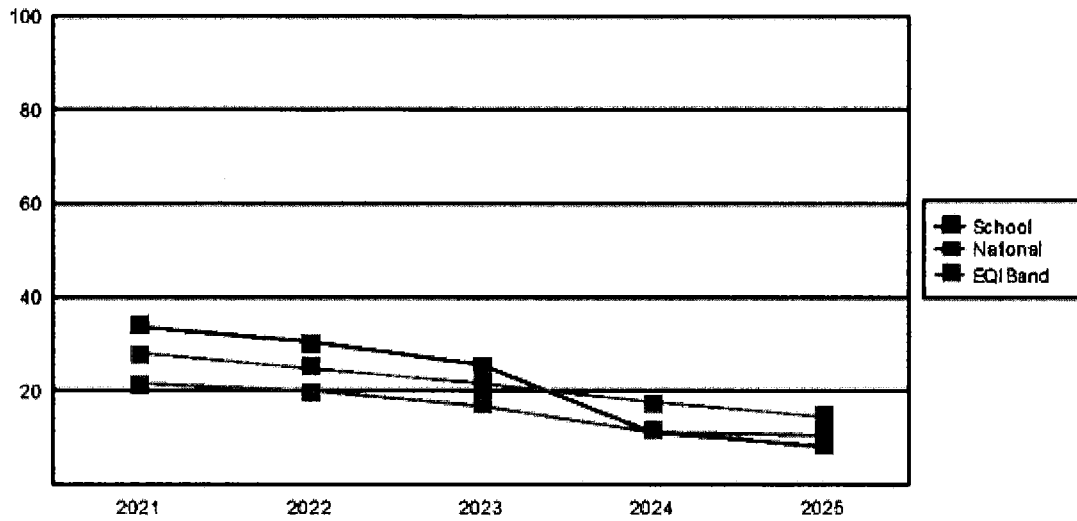


POMPALLIER CATHOLIC COLLEGE ENDORSEMENT RATES
2021-2025

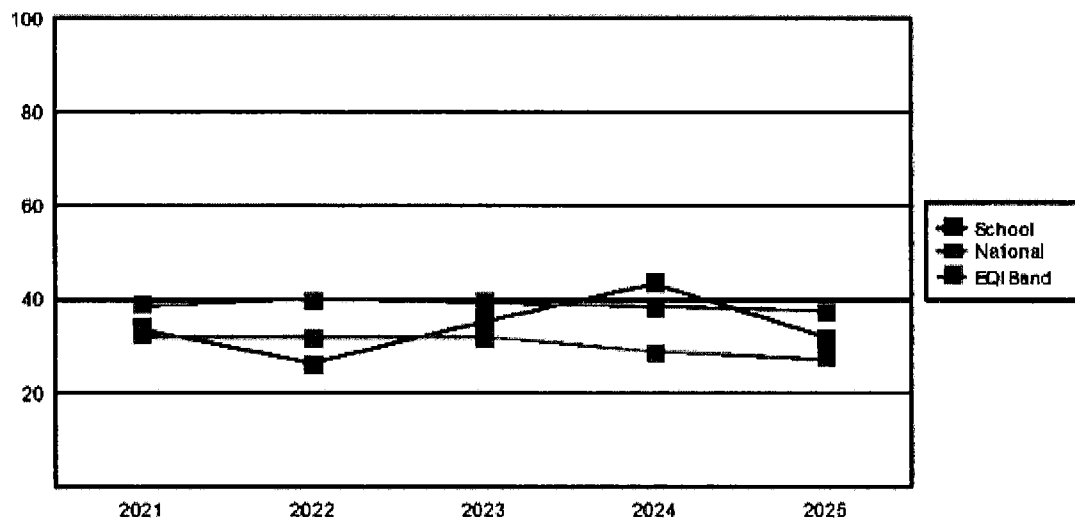
Pompallier Catholic College

Academic Year	Year 11 NCEA Level 1	Year 12 NCEA Level 2	Year 13 NCEA Level 3
<u>Achieved with Excellence</u>			
2021	33.7	27.4	29.4
2022	30.1	22.5	16.7
2023	25.0	24.4	15.1
2024	11.4	18.8	20.6
2025	7.9	21.8	20.0
<u>Achieved with Merit</u>			
2021	33.7	26.0	32.4
2022	25.8	23.8	27.8
2023	35.0	26.8	30.2
2024	43.0	28.8	23.8
2025	31.5	38.5	24.6

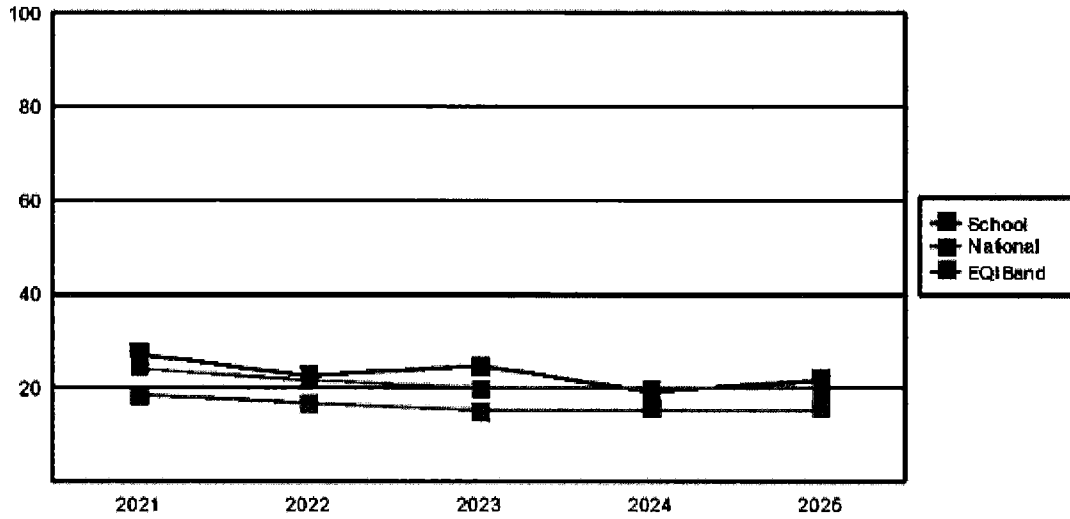
Year 11 NCEA Level 1 - Excellence



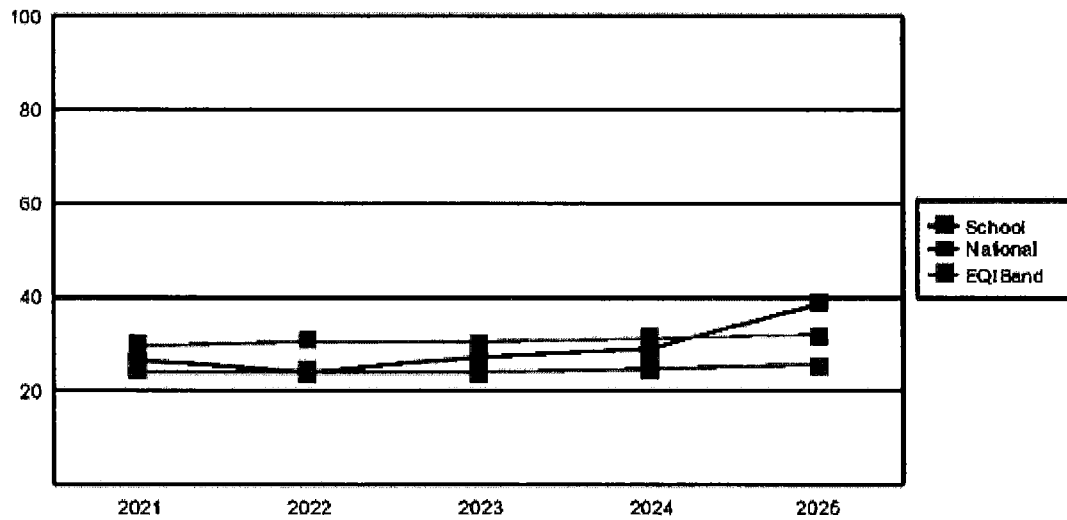
Year 11 NCEA Level 1 - Merit



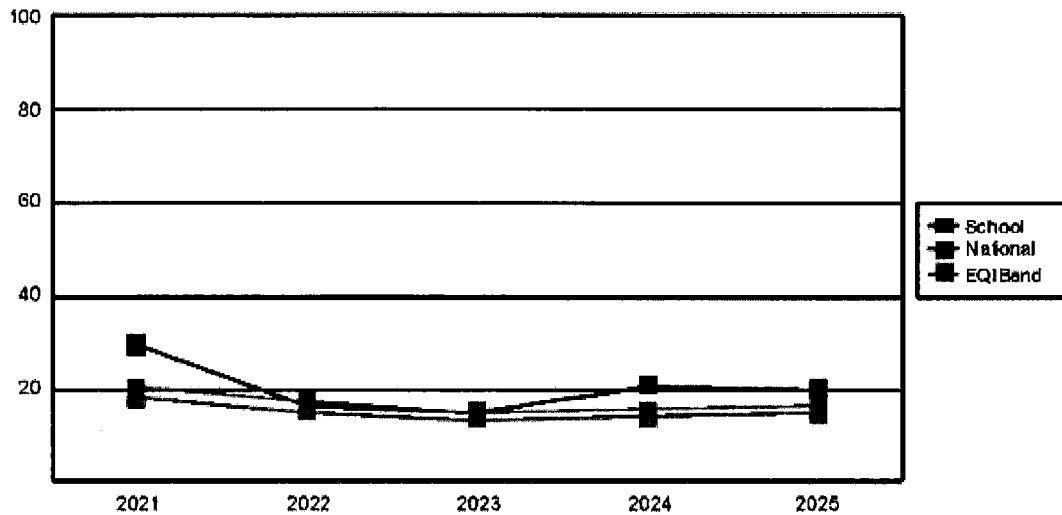
Year 12 NCEA Level 2 - Excellence



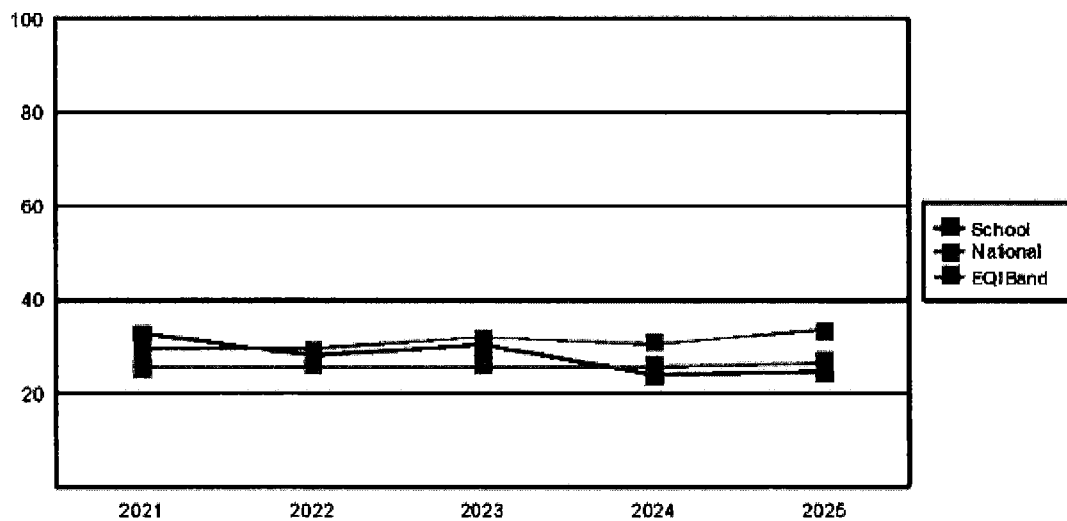
Year 12 NCEA Level 2 - Merit



Year 13 NCEA Level 3 - Excellence



Year 13 NCEA Level 3 - Merit



**INDEPENDENT AUDITOR'S REPORT
TO THE READERS OF POMPALLIER CATHOLIC COLLEGE'S
FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2025**

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The Auditor-General is the auditor of Pompallier Catholic College (the School). The Auditor-General has appointed me, Steve Bennett, using the staff and resources of Bennett & Associates to carry out the audit of the financial statements of the School on pages 2 to 19, 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 18 May 2026. This is the date at which our opinion is expressed.

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

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

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



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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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



based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.

- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

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

Our responsibilities arise from the Public Audit Act 2001.

Other information included in the Board's annual report

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

The other information obtained at the date of our audit report includes copies of the Statement of Variance, Evaluation of the School's Students' Progress and Achievement, Statement of Compliance with Employment Policy, Giving Effect to Te Tiriti o Waitangi, Members of the Board and Statement Sports funding.

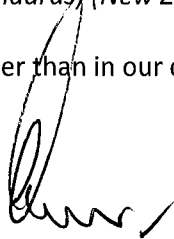
Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

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.



Steve Bennett

BENNETT & ASSOCIATES

On behalf of the Auditor-General
Whangarei, New Zealand

