



# ST HILDA'S COLLEGIATE SCHOOL

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

### School Directory

<b>Ministry Number:</b>	380
<b>Principal:</b>	Jackie Barron
<b>School Address:</b>	2 Cobden Street
<b>School Postal Address:</b>	2 Cobden Street
<b>School Phone:</b>	03 477 0989
<b>School Email:</b>	<a href="mailto:businessmanager@shcs.school.nz">businessmanager@shcs.school.nz</a>

**Accountant / Service Provider:** Jamie Smith - Business Manager

### Members of the Board:

Name	Position	How Position Gained	Term Expired/ Expires
Gretchen Beardmore	Presiding Member	Election	2028
Jackie Barron	Principal ex Officio		
Andrea Chisholm	Parent Representative	BOP Representative	17/11/2025
Carthika Luxaman	Parent Representative	Election	13/5/2025
Craig Ashton	Parent Representative	Election	17/11/2025
Craig Erasmus	Parent Representative	BOP Representative	2028
Lucy Doherty	Parent Representative	Co-opted	2026
Peter Sinclair	Parent Representative	BOP Representative	17/11/2025
Ryan Priemus	Parent Representative	Election	2028
Dion Phar	Parent Representative	Election	2028
Carla Joint	Staff Representative	Election	Yearly
Megha Senthilkumar	Pupil Representative	Election	15/9/2025
Madison Chambers	Pupil Representative	Election	13/10/2026

# ST HILDA'S COLLEGIATE SCHOOL

Annual Financial Statements - For the year ended 31 December 2025

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# ST HILDA'S COLLEGIATE SCHOOL

## Statement of Responsibility

For the year ended 31 December 2025

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

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

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

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

Gretchen Beardmore

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Full Name of Presiding Member



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Signature of Presiding Member

27 May 2026

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Date

Judy Maw

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Full Name of Principal



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Signature of Principal

27 May 2026

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Date

# ST HILDA'S COLLEGIATE SCHOOL

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
<b>Revenue</b>				
Government Grants	2	5,469,592	5,317,772	5,163,473
Locally Raised Funds	3	1,640,023	1,413,701	1,509,806
Use of Proprietor's Land and Buildings		1,412,500	1,500,000	1,412,500
Interest		54,164	40,000	81,492
Gain on Sale of Property, Plant and Equipment		-	-	1,550
<b>Total Revenue</b>		<b>8,576,279</b>	<b>8,271,473</b>	<b>8,168,821</b>
<b>Expense</b>				
Locally Raised Funds	3	726,796	654,520	645,231
Hostel		-	-	-
Learning Resources	4	5,427,618	5,129,004	5,065,439
Administration	5	544,243	591,956	607,210
Property	6	1,860,674	2,079,748	1,857,815
<b>Total Expense</b>		<b>8,559,331</b>	<b>8,455,228</b>	<b>8,175,695</b>
<b>Net Surplus / (Deficit) for the year</b>		<b>16,948</b>	<b>(183,755)</b>	<b>(6,874)</b>
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<b>16,948</b>	<b>(183,755)</b>	<b>(6,874)</b>

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

# ST HILDA'S COLLEGIATE SCHOOL

## Statement of Changes in Net Assets/Equity

For the year ended 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
<b>Equity at 1 January</b>		2,242,456	879,684	2,165,243
Total comprehensive revenue and expense for the year		16,948	(183,755)	(6,874)
Contribution - Furniture and Equipment Grant		89,541	89,500	84,087
<b>Equity at 31 December</b>		2,348,945	785,429	2,242,456
Accumulated comprehensive revenue and expense		2,281,911	695,929	2,309,490
Reserves		67,034	89,500	(67,034)
<b>Equity at 31 December</b>		2,348,945	785,429	2,242,456

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

# ST HILDA'S COLLEGIATE SCHOOL

## Statement of Financial Position

As at 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	7	1,084,994	(240,695)	1,006,472
Accounts Receivable	8	662,546	455,000	460,320
GST Receivable		12,777	11,000	-
Prepayments		19,914	23,000	-
Inventories	9	13,740	-	19,026
Investments	10	945,774	903,000	903,094
		<u>2,739,745</u>	<u>1,151,305</u>	<u>2,388,912</u>
<b>Current Liabilities</b>				
GST Payable		-	90,000	-
Accounts Payable	12	725,355	687,418	683,787
Revenue Received in Advance	13	276,489	315,000	313,530
Provision for Cyclical Maintenance	14	118,063	108,000	108,444
Finance Lease Liability	15	37,359	37,000	37,359
Funds held in Trust	16	628,074	480,000	479,062
		<u>1,785,340</u>	<u>1,717,418</u>	<u>1,622,182</u>
<b>Working Capital Surplus/(Deficit)</b>		954,405	(566,113)	766,730
<b>Non-current Assets</b>				
Property, Plant and Equipment	11	1,458,036	1,494,542	1,577,042
		<u>1,458,036</u>	<u>1,494,542</u>	<u>1,577,042</u>
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	14	38,604	78,000	77,834
Finance Lease Liability	15	24,892	65,000	63,853
		<u>63,496</u>	<u>143,000</u>	<u>141,687</u>
<b>Net Assets</b>		<u>2,348,945</u>	<u>785,429</u>	<u>2,202,085</u>
<b>Equity</b>		<u>2,348,945</u>	<u>785,429</u>	<u>2,242,456</u>

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

# ST HILDA'S COLLEGIATE SCHOOL

## Statement of Cash Flows

For the year ended 31 December 2025

	Note	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
<b>Cash flows from Operating Activities</b>				
Government Grants		1,343,103	2,152,956	1,348,879
Locally Raised Funds		1,103,071	635,100	1,254,422
International Students		332,367	638,601	391,207
Goods and Services Tax (net)		(509)	79,000	12,372
Payments to Employees		(1,227,267)	(1,086,500)	(964,865)
Payments to Suppliers		(1,573,710)	(868,310)	(1,616,753)
Interest Received		56,215	40,000	83,394
Net cash from/(to) Operating Activities		33,270	1,590,847	508,656
<b>Cash flows from Investing Activities</b>				
Purchase of Property Plant & Equipment (and Intangibles)		(122,291)	(2,606,514)	(534,127)
Purchase of Investments		(42,680)	(903,000)	(52,113)
Net cash from/(to) Investing Activities		(164,971)	(3,509,514)	(586,240)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		89,541	89,500	84,087
Finance Lease Payments		(28,332)	102,000	(29,600)
Painting Contract Payments		-	-	(13,842)
Funds Administered on Behalf of Other Parties		149,014	480,000	(28,853)
Net cash from/(to) Financing Activities		210,223	671,500	11,792
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>78,522</b>	<b>(1,247,167)</b>	<b>(65,792)</b>
Cash and cash equivalents at the beginning of the year	7	1,006,472	1,006,472	1,072,264
<b>Cash and cash equivalents at the end of the year</b>	7	<b>1,084,994</b>	<b>(240,695)</b>	<b>1,006,472</b>

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

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

# ST HILDA'S COLLEGIATE SCHOOL

## Notes to the Financial Statements

### For the year ended 31 December 2025

#### 1. Statement of Accounting Policies

##### a) Reporting Entity

ST HILDA'S COLLEGIATE SCHOOL (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a School as described in the Education and Training Act 2020. The Board is of the view that the School is a public benefit entity for financial reporting purposes.

##### b) Basis of Preparation

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

###### **Cyclical maintenance**

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

Furniture and Equipment	10–15 years
Information and Communication Technology	4–5 years
Motor Vehicles	5 years
Textbooks	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 and hostel 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) Shared Funds**

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. In instances where funds are outside of the School's control, these amounts 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.

## **q) 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.

**r) Financial Instruments**

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

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

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

**s) 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.

**t) Budget Figures**

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

**u) 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	1,354,090	1,351,272	1,269,775
Teachers' Salaries Grants	4,101,758	3,955,000	3,849,044
Other Government Grants	13,744	11,500	44,654
	<u>5,469,592</u>	<u>5,317,772</u>	<u>5,163,473</u>

## 3. Locally Raised Funds

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

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
<b>Revenue</b>			
Donations and Bequests	559,836	512,000	544,360
Curriculum related Activities - Purchase of goods and services			478,092
Fees for Extra Curricular Activities	386,191	323,200	92,175
Trading	22,370	20,000	19,310
Fundraising and Community Grants	71,498	39,400	-
Other Revenue	230,720	195,500	42,474
International Student Fees	369,408	323,601	333,395
	<u>1,640,023</u>	<u>1,413,701</u>	<u>1,509,806</u>
<b>Expense</b>			
Extra Curricular Activities Costs	112,337	135,200	304,579
Trading	76,609	68,000	67,485
Fundraising and Community Grant Costs	269,594	170,000	-
Other Locally Raised Funds Expenditure	31,952	28,800	38,733
International Student - Employee Benefits - Salaries	143,404	140,000	125,604
International Student - Other Expenses	92,900	112,520	108,830
	<u>726,796</u>	<u>654,520</u>	<u>645,231</u>
<i>Surplus/ (Deficit) for the year Locally Raised Funds</i>	<u>913,227</u>	<u>759,181</u>	<u>864,575</u>

#### 4. Learning Resources

	<b>2025 Actual</b>	<b>2025 Budget (Unaudited)</b>	<b>2024 Actual</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>
Curricular	460,695	462,704	410,836
Information and Communication Technology	122,738	103,800	105,351
Employee Benefits - Salaries	4,542,516	4,294,500	4,283,122
Staff Development	55,885	66,500	57,854
Depreciation	241,296	195,000	205,080
Other Learning Resources	4,488	6,500	3,196
	<u>5,427,618</u>	<u>5,129,004</u>	<u>5,065,439</u>

#### 5. Administration

	<b>2025 Actual</b>	<b>2025 Budget (Unaudited)</b>	<b>2024 Actual</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>
Audit Fees	7,956	7,956	7,762
Board Fees and Expenses	65,861	68,500	55,282
Operating Leases	5,664	6,000	6,741
Legal Fees	5,830	5,000	3,469
Other Administration Expenses	46,720	55,500	101,150
Employee Benefits - Salaries	358,481	384,000	406,322
Insurance	24,600	30,000	26,484
Service Providers, Contractors and Consultancy	29,131	35,000	-
	<u>544,243</u>	<u>591,956</u>	<u>607,210</u>

#### 6. Property

	<b>2025 Actual</b>	<b>2025 Budget (Unaudited)</b>	<b>2024 Actual</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>
Consultancy and Contract Services	25,726	23,000	-
Cyclical Maintenance	12,629	20,000	37,417
Heat, Light and Water	112,128	115,200	78,704
Repairs and Maintenance	60,799	179,548	59,927
Use of Land and Buildings	1,412,500	1,500,000	1,412,500
Employee Benefits - Salaries	214,518	223,000	71,269
Other Property Expenses	22,374	19,000	197,998
	<u>1,860,674</u>	<u>2,079,748</u>	<u>1,857,815</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	1,087,493	(240,695)	1,008,236
Short-term Bank Deposits	-	-	-
Bank Overdraft	(2,499)	-	(1,764)
Cash and cash equivalents for Statement of Cash Flows	<u>1,084,994</u>	<u>(240,695)</u>	<u>1,006,472</u>

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

Of the \$1,084,994 Cash and Cash Equivalents \$276,489 is subject to restrictions for the following reasons:

- \$270,719 of international student fees relating to the 2026 school year have been collected by the school. This is included in Revenue in Advance in note 13.
- \$5,770 is held by the school on behalf of students for future trips. This is included in Revenue in Advance in Note 13.

## 8. Accounts Receivable

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Receivables	248,386	455,000	80,842
Receivables from the Ministry of Education	4,244	-	4,244
Loss on Uncollectible Accounts Receivable	-	-	-
Interest Receivable	13,184	-	15,235
Banking Staffing Underuse	-	-	-
Teacher Salaries Grant Receivable	396,732	-	359,999
	<u>662,546</u>	<u>455,000</u>	<u>460,320</u>
Receivables from Exchange Transactions	261,570	455,000	96,077
Receivables from Non-Exchange Transactions	400,976	-	364,243
	<u>662,546</u>	<u>455,000</u>	<u>460,320</u>

## 9. Inventories

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Stationery	13,740	-	19,026
	<u>13,740</u>	<u>-</u>	<u>19,026</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	945,774	903,000	903,094
Total Investments	<u>945,774</u>	<u>903,000</u>	<u>903,094</u>

## 11. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
<b>2025</b>						
Rowing	58,393	-	-	-	(12,436)	45,957
Furniture and Equipment	1,109,854	119,083	-	-	(146,627)	1,082,310
Information and Communication Technology	75,076	3,207	-	-	(11,958)	66,325
Playground	195,001	-	-	-	(25,350)	169,651
Motor Vehicles	10,433	-	-	-	(2,504)	7,929
Leased Assets	100,178	-	-	-	(38,908)	61,270
Library Resources	28,107	-	-	-	(3,513)	24,594
	<u>1,577,042</u>	<u>122,290</u>	<u>-</u>	<u>-</u>	<u>(241,296)</u>	<u>1,458,036</u>

	2025 Cost or Valuation \$	2025 Accumulated Depreciation \$	2025 Net Book Value \$	2024 Cost or Valuation \$	2024 Accumulated Depreciation \$	2024 Net Book Value \$
Rowing	287,223	(241,266)	45,956	287,223	(228,830)	58,393
Furniture and Equipment	2,031,681	(949,371)	1,082,310	1,912,598	(802,744)	1,109,854
Information and Communication Technology	354,000	(287,675)	66,325	350,793	(275,717)	75,076
Motor Vehicles	12,519	(4,590)	7,928	12,519	(2,086)	10,433
Playground	213,505	(43,854)	169,651	213,505	(18,504)	195,001
Leased Assets	140,567	(79,297)	61,271	140,567	(40,389)	100,178
Library Resources	52,004	(27,410)	24,593	52,004	(23,897)	28,107
	<u>3,091,497</u>	<u>(1,633,463)</u>	<u>1,458,035</u>	<u>2,969,209</u>	<u>(1,392,167)</u>	<u>1,577,042</u>

## 12. Accounts Payable

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Creditors	190,338	-	139,496
Accruals	-	687,418	46,648
Banking Staffing Overuse	84,849	-	14,102
Employee Entitlements - Salaries	410,105	-	443,478
Employee Entitlements - Leave Accrual	40,063	-	40,063
	<u>725,355</u>	<u>687,418</u>	<u>683,787</u>
Payables for Exchange Transactions	725,355	687,418	683,787
	<u>725,355</u>	<u>687,418</u>	<u>683,787</u>

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	270,719	315,000	308,055
Other revenue in Advance	5,770	-	5,475
	<u>276,489</u>	<u>315,000</u>	<u>313,530</u>

## 14. Provision for Cyclical Maintenance

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Provision at the Start of the Year	186,278	-	182,000
Increase/(decrease) to the Provision During the Year	12,629	20,000	63,250
Use of the Provision During the Year	(42,240)	-	(33,138)
Other Adjustments	-	-	(25,834)
Provision at the End of the Year	<u>156,667</u>	<u>20,000</u>	<u>186,278</u>
Cyclical Maintenance - Current	118,063	108,000	108,444
Cyclical Maintenance - Non current	38,604	78,000	77,834
	<u>156,667</u>	<u>186,000</u>	<u>186,278</u>

Per the cyclical maintenance schedule, the School is next expected to undertake painting works during 2026. This plan is based on the School's 10 Year Property plan.

**15. Finance Lease Liability**

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

	<b>2025</b>	<b>2025</b>	<b>2024</b>
	<b>Actual</b>	<b>Budget (Unaudited)</b>	<b>Actual</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>
No Later than One Year	37,359	37,000	37,359
Later than One Year	24,892	65,000	63,853
Future Finance Charges	-	-	-
	<u>62,251</u>	<u>102,000</u>	<u>101,212</u>
<b>Represented by</b>			
Finance lease liability - Current	37,359	37,000	37,359
Finance lease liability - Non current	24,892	65,000	63,853
	<u>62,251</u>	<u>102,000</u>	<u>101,212</u>

**16. Funds held in Trust**

	<b>2025</b>	<b>2025</b>	<b>2024</b>
	<b>Actual</b>	<b>Budget (Unaudited)</b>	<b>Actual</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>
Funds Held in Trust on Behalf of Third Parties - Current	628,074	480,000	479,062
	<u>628,074</u>	<u>480,000</u>	<u>479,062</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 (St Hilda's Collegiate School Incorporated) 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 Proprietor collects funds on behalf of the School. These include donations payable to the School. The amounts collected in total were \$526,605 (2024: \$515,398). 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 \$nil, (2024: \$nil).

In addition the school has entered into a Service Level Agreement with the Proprietor for the provision of services, including administration and payroll, for the amount of \$167,082.

## 18. Remuneration

### *Key management personnel compensation*

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

	<b>2025</b>	<b>2024</b>
	<b>Actual</b>	<b>Actual</b>
	<b>\$</b>	<b>\$</b>
<i>Board Members</i>		
Remuneration	5,011	5,130
<i>Leadership Team</i>		
Remuneration	1,531,933	1,263,064
Full-time equivalent members	12	12
Total key management personnel remuneration	<u>1,536,944</u>	<u>1,268,194</u>

There are 7 members of the Board excluding the Principal. The Board has held 10 full meetings of the Board in the year. The Board also has Finance (3 members) that meet quarterly. 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:

	<b>2025</b>	<b>2024</b>
	<b>Actual</b>	<b>Actual</b>
	<b>\$000</b>	<b>\$000</b>
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	175-180	175-180
Benefits and Other Emoluments	0 - 5	0 - 5
Termination Benefits	-	-

*Other Employees*

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

<b>Remuneration</b>	<b>2025</b>	<b>2024</b>
<b>\$000</b>	<b>FTE Number</b>	<b>FTE Number</b>
100 - 110	10	13.00
110-120	5	6.00
120-130	5	3
130-140	1	2
	<u>21.00</u>	<u>24.00</u>

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

**19. Contingencies**

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

**Holidays Act Compliance – Schools Payroll**

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

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

**20. Commitments**

**(a) Capital Commitments**

At 31 December 2025, the Board had capital commitments of \$126,752 (2024:\$158,440) as a result of entering the following contracts:

<b>Contract Name</b>	<b>Remaining Capital Commitment</b>
	<b>\$</b>
Programmed Maintenance Services	126,752
<b>Total</b>	<u><u>126,752</u></u>

## 21. 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	1,084,994	(240,695)	1,006,472
Receivables	662,546	455,000	460,320
Investments - Term Deposits	945,774	903,000	903,094
Total financial assets measured at amortised cost	<u>2,693,314</u>	<u>1,117,305</u>	<u>2,369,886</u>

### Financial liabilities measured at amortised cost

Payables	725,355	687,418	683,787
Finance Leases	62,251	102,000	101,212
Total financial liabilities measured at amortised cost	<u>787,606</u>	<u>789,418</u>	<u>784,999</u>

## 22. Events After Balance Date

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



## INDEPENDENT AUDITOR'S REPORT

### TO THE READERS OF ST HILDA'S COLLEGIATE SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2025

The Auditor-General is the auditor of St Hilda's Collegiate School (the School). The Auditor-General has appointed me, Mike Hawken, using the staff and resources of Deloitte Limited, 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
  - its 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 27 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**

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.

# Deloitte.

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, and Statement of KiwiSport funding.

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

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

## **Independence**

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

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



Mike Hawken

**for Deloitte Limited**

**On behalf of the Auditor-General**

Dunedin, New Zealand

## Annual Implementation Plan 2025 - FINAL

Ākonga will flourish academically, spiritually and personally, develop a sense of tūhāhā (self), and whanaungatanga, to enable them to be confident, compassionate global citizens.

<p><b>Giving Effect to Te Tiriti o Waitangi</b></p> <p>Board Primary Objective 4</p>	<p><b>Developing and embedding an inclusive school culture</b></p> <p>Board Primary Objective 2&amp;3</p>	<p><b>Explore quality teaching, leadership and structures that make a difference for our learners</b></p> <p>Board Primary Objective 1</p>
<ul style="list-style-type: none"> <li>● Explore connections between school values, special character and Mātauranga Māori.</li> <li>● Te Tuakiritanga - support and grow Te Reo within the school</li> <li>● Resource opportunities for staff to explore Mātauranga Māori in their curriculum area.</li> <li>● Regular consultation/korero opportunities with whānau and students.</li> <li>● Waiata and Haka are further embedded.</li> </ul> <p>NELP - 2, 5, 6</p>	<ul style="list-style-type: none"> <li>● Review, develop and embed St Hilda's values in actions</li> <li>● Develop a plan of action for identified priorities within the Wellbeing Framework.</li> <li>● Develop, resource and implement a Staff well-being plan in consultation with staff.</li> <li>● Embed and enhance understanding of the school-wide Restorative practice and process with staff, students and whanau.</li> <li>● Encourage and promote language and awareness of inclusivity</li> </ul> <p>NELP - 3, 7, 6</p>	<ul style="list-style-type: none"> <li>● Developing culturally responsive teaching and assessment practice and pedagogy to meet the needs of all ākonga.</li> <li>● Explore flexible timetable structures to promote learning.</li> <li>● Te Tuakiritanga - support the growth and development of Te Reo as a subject within the school</li> </ul> <p>NELP - 3, 4, 5, 6</p>

WHAT	WHO	HOW	PROGRESS & ANALYSIS	
<p><b>Giving Effect to Te Tiriti o Waitangi</b></p>	<p>Explore connections between school values, special character and Mātauranga Māori. Present and unpack Cultural narrative</p>	<p>Principal DP Curriculum DP Community Chaplain</p>	<p>Ensure all new staff have a copy of Cultural narrative and appropriate induction. Start of year - ensure that all new teachers are inducted into our story, cultural narrative and Mātauranga Māori initiatives/what we expect to see/hear?</p> <p>Enhance relationships, heightening exposure to Te Reo and blending karakia/prayer; waiata &amp; song. Encourage staff to consider what their task/event/lesson/concept would look like through a Mātauranga Māori lens. Staff Only Day – January 2025</p> <p>Ensure staff know our students and continue to have high expectations - through staff PLD, year level meetings, Deans support</p> <p>Explore visual connections to Tikanga Maori around the kura.</p>	<p>Going well. Review with staff.</p> <p>Karakia went well in staff meetings. New karakia for 2026. Strong PLD programme for staff.</p> <p>Year level meetings.</p> <p>Work in progress. Signage ongoing.</p>

			<p>Create visual and written resources to go with activities in school and class.</p> <p>Develop professional development resources on special character that link to cultural narrative</p> <p>Start of year - revisit goals and ensure that all new teachers are inducted into our story, cultural narrative and matauranga Māori initiatives/what we expect to see/hear?</p>	<p>Department focused. Linked to Rongohia te Hau.</p> <p>Ongoing.</p> <p>Done.</p>
	<p>Te Tuakiritanga - support the growth and development of Te Reo within the school</p>	<p>DP Curriculum HoD Languages All Staff BOT Principal DP Community</p>	<p>Continue to support staff in their Te Reo Journey.eg te Aka or Education Perfect logins</p> <p>Explore senior te reo course options</p> <p>Integrate Te reo into our written and verbal communications e.g Newsletters, letters home. Eg Ākonga for student, rangatahi for child/child in your care. Encourage support staff to use it in greetings on the phone.</p>	<p>Done.</p> <p>Ongoing.</p> <p>Big improvement in staff capability.</p>

			<p>New staff given a kete of terms and the keyring of terms. Use regularly in staff meetings etc. Community Liaisons, PLD and school led initiatives</p> <p>Renovate 103 into a ruma Māori. All Te Reo taught in that space. Request for name of room - consult whanau. Create resources and facilities for a tikanga Māori space</p>	<p>Done. Gone well - Rachel Crawford and Cadyne Geary have supported this well.</p> <p>Kitchen replaced. Discussions regarding names - consulted whānau.</p>
	Resource research opportunities for staff to explore Mātauranga Māori concepts for their curriculum area.	Principal DP Curriculum HoDs	<p>Continue to build upon and support PD and curriculum development Rongohia te hau to continue in 2025</p> <p>Analysis of data used to generate next steps in building culturally responsive pedagogy in response to community feedback. Measurement for success/progress to be explored</p> <p>Community Liaison roles established and review of effectiveness/progress undertaken in 2025</p> <p>Departmental sharing of best practice. Continue utilising the walkthrough model to share and strengthen classroom practice.</p>	<p>Continuing - departments and staff.</p> <p>Completed - park of department goal setting.</p> <p>Roles reviewed - will be continued for 2026.</p> <p>Shared best practice walk though model - ongoing.</p>

			Continue to highlight the connections within the PLD programme so we build rather than add on. Be explicit in outlines/explanations and check understanding of staff regularly	Staff worked collaboratively.
	Regular consultation/korero opportunities with whānau and students.	Principal DP Community BOT	Continue to offer hui whānau with key discussions and consultation on time/structure/activities/topics. Seek feedback to inform practice and develop event  Indicate times/dates well in advance - and regular occurrence planned well ahead.  Māoritanga Budget established for hosting/kai etc. Explore options for a Hangi pit	Three held in 2025.  Done.  Done. Ongoing.
	Waiata and Haka are further embedded.	DP Community All staff	Seek budget resource to assist with singing/practice and contract Choir Director and other experts to assist	

WHAT	WHO	HOW	PROGRESS & ANALYSIS	
	Review, develop and embed St Hilda's values in action (Be You, Better Together, Can Do, Explore	All staff SLT	The Deans Level Gathering programme to be fully completed, including the plan and the resources	Completed and requires ongoing updating.

<p><b>Developing and embedding an inclusive school culture</b></p>	<p>Faith)</p>		<p>for a Dean to lead each year level session</p> <p>Continue with fine tuning the use of Kamar, Orah (to be student reviewed end of 2025).</p> <p>2025 Deliver a Road tour Parent seminar to our community 2026: Parents for Parents workshop facilitation.</p> <p>Continue to provide PLD for staff around relational learning cultures that prioritise the relationship when managing classroom behaviour. Measurements for effectiveness explored</p>	<p>Student voice collected. Dean kōrero, Orah engagement. Reducing cost (by approx 50%) and student compliance use. Outcome for 2026: Using Orah Nurture for our junior students during health classes, not in WH time. Senior students have access if they choose to use Orah nurture. We can also access the wellbeing surveys for the whole school.</p> <p>Reduced costs for 2026: \$1500 + GST for Orah \$800 + GST for Wellbeing surveys</p> <p>Delayed until 2026. Resources stretched with community presentations for Community of Practice.</p> <p>RLC professional development provided, SoD and Staff meetings. TBC for 2026.</p>
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			Develop self review process for students that unpacks how the students see our values and incorporate cohort specific data that includes a structure to integrate responses/values into curriculum areas as well. Student values assessment gathered at least twice a year and shared with whanau.	Work with students through assembly, student council using student voice.
	Ensure activities within the school enhance belonging and include all ākongā	Principal DP Pastoral Deans	<p>Continue with the Year 7 &amp; 9 orientation programme at the beginning of the year.</p> <p>Provide a social event for Year 7 – 10 teachers to meet parents early in Term 1.</p> <p>Update and refresh Whanaungatanga resources digitally and physically.</p> <p>Continue with Loves me Not</p> <p>2025 continue with the 2 hour allocation for the Attendance manager role</p> <p>Maori Dean role established and implemented</p> <p>Hours dedicated to Tātāriki programme and Peer Mentoring</p>	<p>Yes</p> <p>Yes - early February.</p> <p>Yes - ongoing.</p> <p>Yes, booked in for 2026.</p> <p>Yes - with attendance changes and legislation from the MoE this imposition has been vital.</p> <p>Yes and continuing into 2026.</p> <p>Yes - Rachel McMillan as the lead for Tautoko Kaiarahi facilitates</p>

			<p>extended to 3 terms</p> <p>Create a termly opportunity for year 13s to connect with the Year 9 and 10 year levels.</p> <p>2025 : Lean In Girls For the year 11 cohort: Deliver Parts 1 and 2 at the BoY and Parts 3 and 4 in the second half of the year. Explore groups based more on friendships.</p>	<p>these connection programmes.</p> <p>As above.</p> <p>As a result of the ākongā and Kaiako feedback we have decided that in 2026 we will incorporate some of the Lean in Girls programme into the curriculum. At Year 10 in the Leadership Module: Parts 1 (Values into action and leadership strengths and Part 4 (Becoming an Ally) and at Year 9 in the Relationships Module: Part 3 (overcoming barriers and bias).</p>
	<p>Develop a plan of action for identified priorities within the Wellbeing Framework.</p>	<p>DP Pastoral</p>	<p>Complete the W@S in 2025, using 2023 as our base year for data comparison of W@S key indicators.</p> <p>PLD for staff to integrate and grow their practice in:  Rongohia te Hau  Assessment for Learning  Relational Learning Culture</p> <p>Emotional Agility awareness - Orah, Yr 9/10 wellbeing journaling, year level deans gatherings.</p>	<p>Completed.</p> <p>RLC professional development provided, SoD and Staff meetings. TBC for 2026</p> <p>Yes, Mood data gathered via Orah</p>

			<p>Continue to work towards developing our own wellbeing framework that best suits St Hildas - based on the research collected during 2024. Create a group of interested staff to bring together a Wellbeing Framework forum group - providing space for teachers' voice.</p> <p>School TV introduced within our school community, providing access to quality information about many wellbeing and mental health concerns. Use SchoolTV within the School wellbeing Blog and as a source of Deans material for student and whanau interactions</p> <p>Continue using Orah for 2025. Student feedback Oct 2025</p> <p>AKO Kōrero: Through Targeted Support and group work. AKO Kōrero workshops provide students with practical strategies that they can apply in both their personal lives and school endeavours, fostering a holistic sense of hauora underpinned by te whare tapa wha</p>	<p>Wellbeing Framework completed, collaboration with Deans, Chaplain, SLT, HoD Health.</p> <p>2025 our first year with School TV. Regular uploading of wellbeing articles to our Te Karaka Manu, parent engagement positive.</p> <p>See above</p> <p>Successfully created and delivered 2 workshops to year 10 students - 40 students have participated in the Ako Kōrero workshops throughout 2025</p>
	Develop a Staff well-being plan in consultation with staff.	Principal DP Community	Create a culture of wellbeing through establishing a St Hilda's te	EAP used.

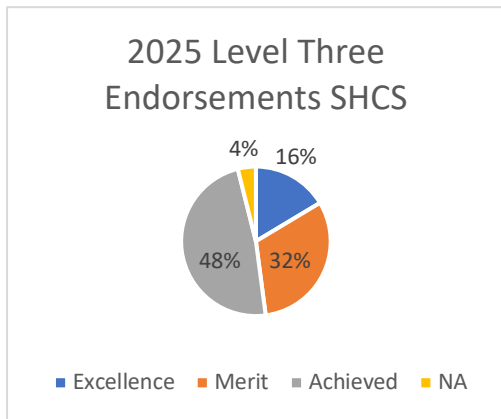
		DP Pastoral	<p>kura tapa whā.</p> <p>New staff induction covers professional and personal Wellbeing.</p>	<p>Ongoing events held.</p> <p>PLD - staff meetings.</p> <p>Completed/ongoing.</p>
	Embed and enhance understanding of the school-wide Restorative practice and process with staff, students and whanau.	DP Pastoral	<p>Continue to grow the understanding and strategies around a relational learning culture with restorative being a tool that can be used to build a relational learning culture in the classroom and our school. Staff PLD, staff meetings</p> <p>Talk more to the students about what a relational learning culture is - eg: assemblies, deans' gatherings, Year 7 and 9 beginning of year orientation.</p>	<p>Continuing Relational Learning Culture.</p> <p>PLD for staff - neurodivergent</p> <p>Not done in 2025. Focus for 2026.</p>
	Encourage and promote language and awareness of inclusivity	Principal DP Pastoral Director of International All staff	<p>Focus on inclusivity in assemblies</p> <p>Establishment of Cultural Heritage Prefect position.</p> <p>Signage to be used in verbal communications/everyday korero.</p> <p>Year 13 lead kōrero with juniors. Peer mentoring to sit in Year 12 training programme.</p>	<p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes - refer to Tautoko Kaiarahi role</p>

			<p>Year 7 – 8 Tātāriki and Year 9 Peer Mentoring programme. Outside providers used to support our wellbeing/mental health space.</p> <p>Adjust Term 1-3 timetable to avoid clashes, that will better value these programmes and ensure effective facilitation - Tātāriki</p> <p>PLD on inclusivity to be a focus for 2025.</p>	<p>As above</p> <p>Completed</p> <p>Completed - Neurodivergence</p>
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WHAT		WHO	HOW	PROGRESS & ANALYSIS
<p><b>Explore quality teaching, leadership and structures that make a difference for our learners</b></p>	<p>Developing culturally responsive teaching and assessment practice and pedagogy to meet the needs of all ākonga.</p>	<p>DP Curriculum Principal</p>	<p>Using the results from the Rongohia te Hau data gathered to strengthen our pedagogy. Reviewed at the end of 2025 and student feedback sought</p> <p>In AfL the data indicated a school wide focus on Active reflection which will inform our PLD planning.</p>	<p>Completed.</p> <p>On-going.</p>
	<p>Te Tuakiritanga - support the growth and development of Te Reo as a subject within the school.</p>	<p>Principal HoD Languages DP Curriculum</p>	<p>Maintain the employment of a Language Assistant in Te Reo. Explore and then implement (as appropriate) a senior Te Reo class for interested students.</p>	<p>Done.</p> <ul style="list-style-type: none"> <li>- Year 11 Te Reo in 2026</li> <li>- Te Reo Teacher</li> </ul>

# 2025 Detail of Results

## Year 13 - Level Three NCEA and UE

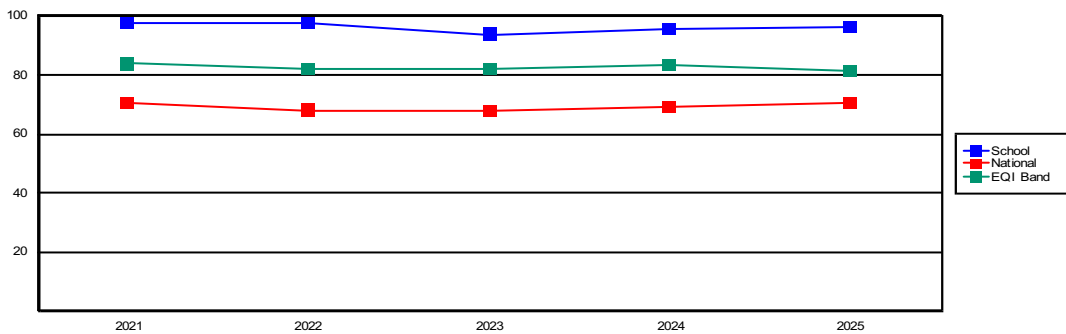


Out of 78 who completed Year 13  
 96% got UE [75 students]  
 96% got Level 3 [75 students]

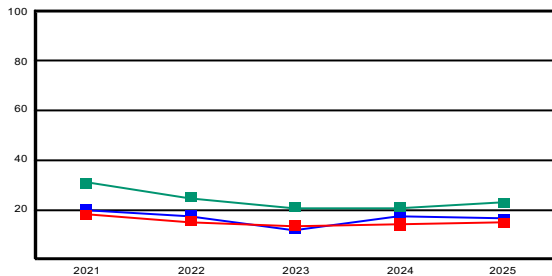
### Endorsements

While the overall pass rate was strong, the percentage of Excellence endorsements was like 2024 at 16% but we dropped from 42% to 32% Merit endorsements in 2025.

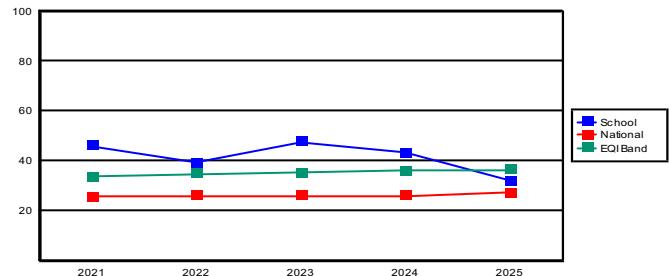
Year 13 - NCEA Level 3



Year 13 NCEA Level 3 - Excellence

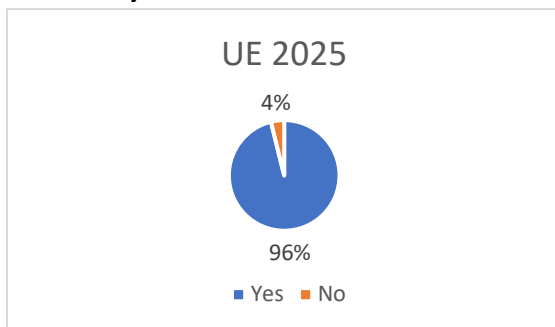


Year 13 NCEA Level 3 - Merit



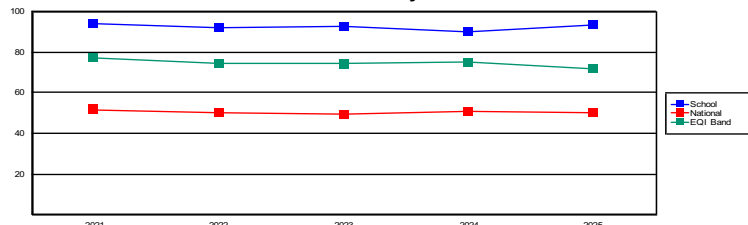
The drop in Merits noted above sees up drop below the comparative band for Merit Endorsements at Level 3. We are consistently below the band for Excellence but by a small margin.

## University Entrance

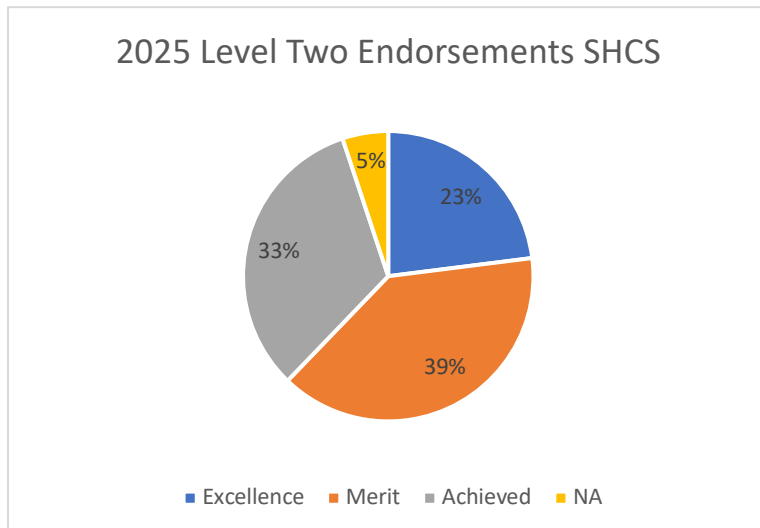


In 2025 96% of students earned UE. This is slightly higher than previous years as is seen in the 5-year data. So, while it was not a strong showing in endorsements overall pass rates were positive.

Year 13 - University Entrance

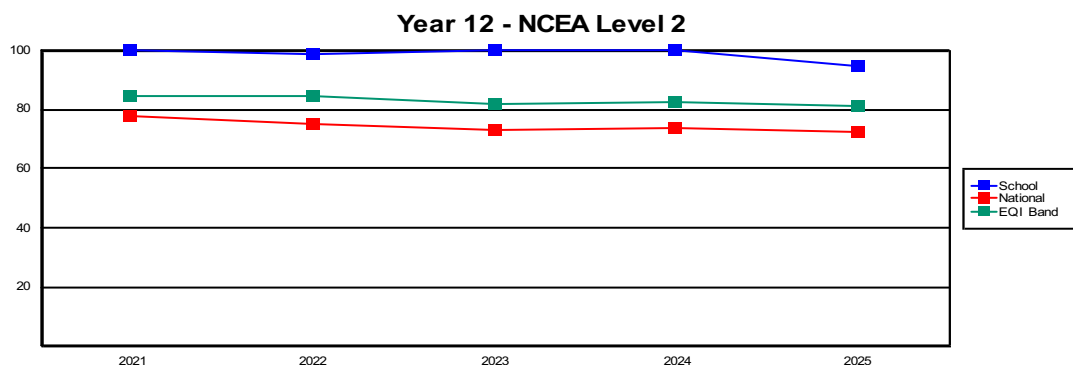


## Year 12 - Level Two NCEA



Out of 78 Candidates who completed the year 75 [95%] earned Level Two NCEA.

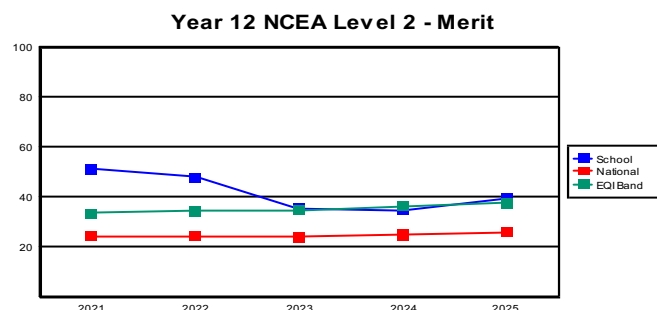
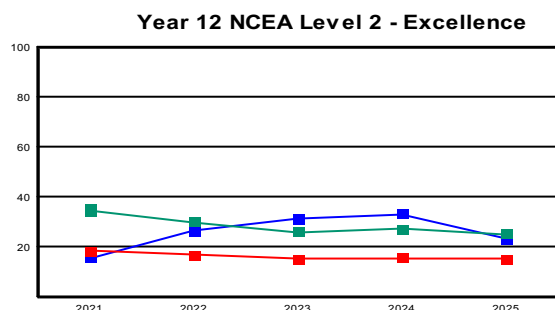
There were slightly fewer endorsements in total than the previous years. We had 62% earn Endorsements in 2025 compared to 76% in 2024. It is a return to similar levels to our average performance historically at Level 2.



Our performance, while above the Band in the overall pass rate, we did not maintain our 100% pass rates. This was because of the Numeracy requirement for 2 students and for another not earning the required 60 credits.

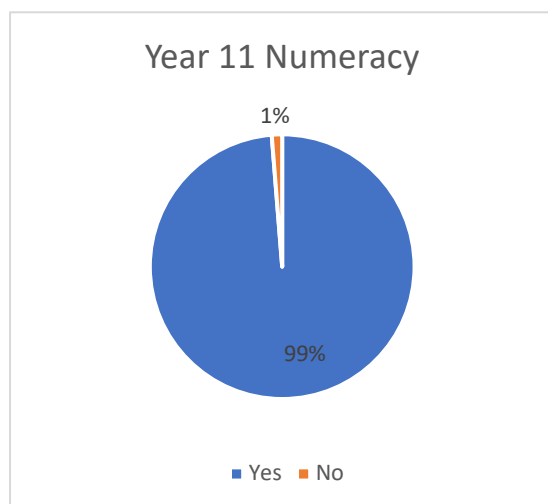
**“Note from 2024 Report”** 2024 is the last year that students had access to the unit standards for Numeracy in Year 11. This will see our Level 2 pass rate drop in the future.

Our rates are similar in both Merit and Excellence Endorsements at Level Two to the EQI.



# Junior Mathematics and Numeracy

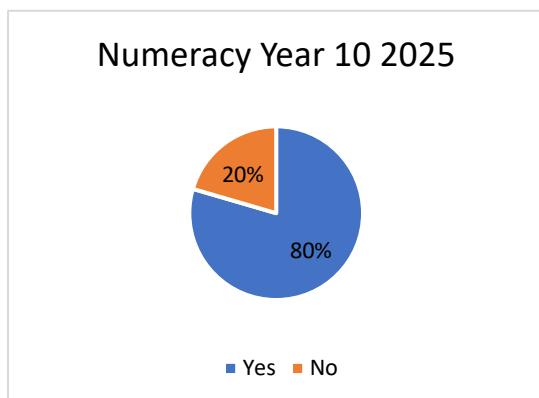
## Year 11 Numeracy Corequisite



Out of 79 Students in Year 11 78 finished the Year with Numeracy. At a 99% success rate we were well above the National average of 79% and well above the 83% rate we had as a school in 2024.

## Year 10 Numeracy Corequisite

83 Year 10 students attempted the September opportunity for the corequisite. 66 were successful. At 80% this was a return to similar levels after a disappointing year in 2024.



		Numeracy Corequisite
Year 10 Māori	8	4/8 50%
Pacifica	3	0/3 0%
Cohort	80	66/83 80%

## Years 10 Summary

	# of Students	Number @ Level 5	Algebra @ Level 5
Māori	12	1 Below[8%], 0 Towards[0%], 9 AT[75%] 2 Above[17%] Level 5	3 Below[25%], 4 Towards[33%], 4 AT[33%], 1 Above[0%] Level 5
Pacifica	1	0 Below[0%], 0 Towards[0%], 0 At[0%] 1 Above [100%]	0 Below[0%], 0 Towards[0%], 0 At[0%] 1 Above [100%]
Cohort	87	5 Below[6%], 11 Towards[12%], 52 AT[60%] 19 Above[22%]	14 Below[16%], 29 Towards[33%], 31 AT[36%] 13 Above[15%]

At Year 10 students should be working in Level 5 of the mathematics curriculum. The cohort shows a small number of students yet to reach L5 in both Number and Algebra. The Māori and Pacifica students appear to be performing similarly to the cohort.

## Years 9 Summary

	# of Students	Number @ Level 5	Algebra @ Level 5
Māori		0 Below[0%], 1 Towards[13%], 4 AT[50%] 3 Above[37%] Level 5	0 Below[0%], 4 Towards[50%], 2 AT[25%] 2 Above[25%]
Cohort		0 Below[0%], 14 Towards[17%], 33 AT[40%] 35 Above[43%] Level 5	1 Below[1%], 34 Towards[41%], 22 AT[28%] 24 Above[30%]

At Year 9 students are beginning on Level 5 of the mathematics curriculum. The cohort relative to previous years shows a small number of students yet to achieve in Number, but more in Algebra, with about 1/3 still at Towards.

## Years 7 and 8 Summary

	# of Students	Number based on Level 4 Applies Number strategies to solve problems.
Year 7 Māori	6	2 Towards [33%] 4 At [67%]
Year 7 Cohort	28	Towards 14%, At 50%, Above 36%
Year 8 Māori	5	2 Towards [40%] 1 At [20%] 2 Above [40%]
Year 8 Cohort	28	Towards 18%, At 39%, Above 43% b

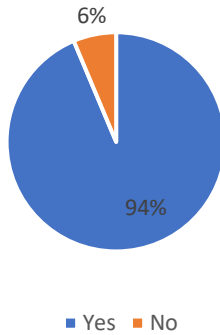
At Year 7 and 8 we use the Number Strand as it is a key measure of understanding and a good indicator of numeracy in the future. By the end of Year 8 the goal would be for them all be At Level 4[Phase 3] and ready to move onto Level 5[Phase 4] for Year 9.

While the Year 7 group with a year to go appear on target, there is a small number yet to reach level 4 which we do not often see in the Year 8 group. The Māori students in the group [5 students] appear to be performing at a similar level to the overall cohort.

# Junior English and Literacy

## Year 11 Literacy Corequisite

Year 11 Literacy Complete



Out of 79 Students in Year 11 74 finished the Year with Literacy.  
Of the 5 who do not have yet 2 need both Reading and Writing. The other 3 have only one to complete.

## 2025 Junior & Middle School Literacy

Measured as scale score averages and scale score progress in PAT Reading Comprehension across two years - Year 7 through to Year 8 and Year 9 through to Year 10

Average Scale Score

Year 7	Year 8	Year 9	Year 10
70% at or above	73% above	72% at or above	85% above
30% below	27% below	28% below	15% at or below

The average progress score gives an indication of movement for students and where targeted interventions can be placed

Of those students who are below the average score for their year the following progress scores can be seen.

Yr 7 to Yr 8	Yr 9 to Yr 10
Average Progress - 7.2	Average Progress - 9.5
Of the 7 students below the average score: 85% - Average progress or above 15% - Progress below 7.2	Of the 12 students below the average score: 25% - Average progress or above 50% - Progress below 9.5 25% - No progress



## **Compliance with Employment Policy**

St Hilda's Collegiate is in compliance with (section 597(1) of the Education and Training Act 2020).

As a good employer under s597 of the Act the school operates a personnel policy containing provisions accepted as necessary for the fair and proper treatment of employees in all aspects of their employment. The Board regularly (bi-annually) surveys all staff according to the Equal Employment Opportunities (EEO) programme/policy.



**St Hilda's Collegiate School  
Kiwisport Statement  
For the Year ending 31/12/2025**

For the year ended 31 December 2025 the school has received \$855.24 for Kiwisport funding for the years 7-8 and \$11,079.28 for years 9 – 13.

This was used to increase student participation in the following sports: aerobics, badminton, basketball, clay target shooting, cricket, curling, equestrian, football, futsal, golf, hockey, netball, orienteering, rowing, rugby union, tennis, touch, volleyball and water polo.