

**ST IGNATIUS  
OF LOYOLA**

**CATHOLIC COLLEGE**

**KIA KITEA TE ATUA KEI ROTO  
I NGĀ MEA KATOA**

# **ANNUAL REPORT**

For the Year ended 31 December 2025

St Ignatius of Loyola Catholic College  
485 Burt Road  
RUNCIMAN  
2578

Ph: 09 215 6113

Email: [office@ignatius.school.nz](mailto:office@ignatius.school.nz)

School Number: 949

Principal: Dean Wearmouth

Financial Service Provider  
EdTech Services

Appointed Auditor  
UHY Haines Norton

# Table of Contents

Words from the Presiding Member	4
Principal's Report	6
List of all School Board Members	7
Statement of Variance: Progress against Targets	8
Evaluation of Students' Progress and Achievement	10
Statement of Compliance with Employment Policy	21
Kiwisport Funding	22
2025 Financial Statements	23

## Words from the Presiding Member\*

2025, the second year in the life of St Ignatius of Loyola Catholic College, has been a most successful faith filled year. There continues to be a high demand for places at the College because of the College's outstanding reputation and standing in the community. The basis of our success is our Catholic Ignatian tradition where each person is recognised as being made in the image and likeness of God; to be "men and women for others" and to Find God in All Things. This has been evidenced in school assemblies, meaningful praying of the Examen, Masses, Retreats, House Competitions and service groups such as our Young Vinnies Group, The Ignite Group and The Companions Group.

We congratulate all ākonga on their success in so many areas:

- We are proud of the efforts of every ākonga. You are using your God given talents to achieve personal standards of excellence, attend school each day and participate fully in the wider life of the College. Your commitment to showing compassion, competence, conscience in all you do and your efforts to have the cardinal virtues of fortitude and temperance guide your decisions, is recognised.
- The academic achievement of students has been outstanding. Year 10 students Co Requisite exams for NCEA gained pass rates of 100% in Writing, 98.5 in Reading and 92.3% in Numeracy. Our Year 9 students achieved a 94% pass rate in Reading. In comparison the national pass rates for these corequisites are around 70%. Additionally, in external national competitions run by different organisations a high a percentage of ākonga achieved in the top echelons in both Maths and English exams with St Ignatius ākonga being placed first in NZ in both English and Maths in one of these competitions.
- Students' talents and passion in the arts was evident in our school production "Show Stoppers" which was a huge success. Impressive for any school but even more impressive for a school in only its second year of opening. Additionally, our choir and musicians help to enrich the liturgical life of the school.
- In the area of extra-curricular activities, a significant number of individuals have achieved highly, both locally and nationally in their chosen sport and/or the field of music. Our sports teams have competed successfully in local competitions and at the AIMS games. Our gratitude to parents and whānau who assisted as coaches and managers.

We are grateful to the Australian Province of the Jesuits for the valuable services of Fr Michael Smith SJ and Fr Eka Tanaya SJ for the significant contribution they make to the life of the College. We however have been informed by the Jesuit Provincial that Fr Eka, our Sacramental Chaplain, will be returning to Australia to undertake other Ministries from the beginning of 2026. Our sincere thanks to Fr Eka for the significant contribution he has made to our school.

This year, the Board welcomed our first Student Representative, Thomas Eyton-Fa'afiu (Year 10), who was proudly voted in by his peers. Thomas has brought a valuable student voice to our discussions, offering thoughtful insights and perspectives on school life from a learner's point of view.

The Board congratulates all members of St Ignatius on such a successful year. We thank Mr Wearmouth our Principal, other members of the Senior Leadership Team and all the staff for their commitment to making St Ignatius a school we can be so proud of. To members of the

wider school community especially parents and whānau thank you for entrusting the education of your tamariki to our care and for all the support you provide to the College in a multitude of ways. We look forward to another exciting and fulfilling year in 2026. The second stage of the building programme will be complete with some great new facilities including dance and drama rooms and an area for a Pastoral Hub accommodating Guidance Counsellors and the Manutaki.

May God bless each of you.

**Linda McQuade, Presiding Member of the Board**

*\*Taken from St Ignatius College 2025 Yearbook*

## Principal's Report\*

St Ignatius is thriving and our growth throughout 2025 has been supported by many. I would like to take this opportunity to express our sincere gratitude to Fr Quyen Vu, Provincial of the Jesuit Australian Province, Fr Paul Mullins, the Socius of the Jesuit Australian Province, Fr Michael SJ and Fr Eka Tanaya SJ who have continued to support and enable our growth as an authentic Catholic Ignatian community.

As St Ignatius continues to grow into the local faith community, we express sincere gratitude to our local parishes and Parish priests who have supported the school in our Sacramental life. I also express sincere gratitude to the principals of our contributing Catholic primary schools who continue to work with St Ignatius with commitment to developing relationships.

There is much work that goes on behind the scenes in terms of governance and leadership and on behalf of the whole school community, I express sincere gratitude to our school board. Our board members are committed and hold the interests of our entire community at heart in their leadership and decision-making. Led by Presiding Member, Linda McQuade, the board has enabled another year of growth and flourishing for the school community.

Of course, the commitment of the staff at St Ignatius is a key driving force in the success of our faith community, our academic programme and our cocurricular activities. I express sincere gratitude to all of our staff on behalf of the school community for their conscience, competence, commitment, and compassion.

This year the school has further developed an identity of a faith-filled Catholic community where young people are excelling; this is certainly reflected in the feedback we regularly receive from within and the wider community and we are grateful for the wonderful support we receive from our families.

Through finding God in all things and maintaining a focus in Christ, we have seen excellence blossom in all areas of school life and beyond. From our first school production, to our outstanding results in national academic competitions, to the achievements of our sports teams, to the many cocurricular successes you will read about in this yearbook, we have become a living Catholic community striving and achieving our magis; our personal excellence. We are becoming the people we have been created and called by God to become.

As you turn the pages of this yearbook, please take time to reflect on our purpose and on who we are growing to become. Our college exists to enable all within the community to discover their God-given gifts and talents and how they might be used to make a difference in the world. This is through finding God in ourselves, finding God in others, finding God in our relationships and finding God in our common home. So that we all might go out and set the world on fire with the love of God. This is our Catholic Ignatian mission. Finding God in all things. Inveniens Deum in omnibus.

**Dean Wearmouth, Principal**

*\*Taken from St Ignatius College 2025 Yearbook*

## List of all School Board Members

Name	Position	How Position Gained	Expiry Date
Linda Mcquade	Presiding Member	Bishop Appointed	2028
Elvira Balle	Member	Bishop Appointed	2028
John Michael Gilbert	Member	Bishop Appointed	2028
Catherine Rawlinson	Member	Bishop Appointed	2028
Andrea Clark	Member	Staff Representative	2028
Apaula Lautua	Member	Parent Representative	2028
Joseph Fa'afiu	Member	Parent Representative	2028
Barbara Lee	Member	Parent Representative	2028
Nadia McFadden	Member	Parent Representative	2028
Benjamin Speedy	Member	Parent Representative	2028
Thomas Eyton-Fa'afiu	Member	Student Representative	2028
Dean Wearmouth	Principal	Principal	2028

## Statement of Variance: Progress against Targets

Annual Implementation Plan 2025  
Analysis of Variance

## Strategic Goal 1

Upholding our Catholic Special Character

### Annual Target/Goal:

The whole school community will experience an ongoing genuine encounter with Christ through the daily life of the college

The whole school community will grow in knowledge of the Catholic faith and Ignatian tradition

The whole school community will intentionally grow as contemplatives in action

The school will maintain an Ignatian charism and meet the requirements of being a JACSA Companions school

### What do we expect to see by the end of the year?

(What expectations do you have for this target for this year? What evidence will you see? This can flow on from the expectations listed in your strategic plan for the full 3-years.)

The Catholic character in the Ignatian tradition will be grown and celebrated through all aspects of school life.

Actions	How will you measure success?	Term 1 Progress	Term 2 Progress	Term 3 Progress	Met / Not Met	Where to next
Develop annual calendar of liturgical events and Catholic character celebrations within the bicultural tradition of the Catholic Church in New Zealand	<ul style="list-style-type: none"> <li>- Comprehensive calendar of weekly, House, class and whole school Masses</li> <li>- Liturgical Events calendar that celebrates the Church year, Ignatian and New Zealand bicultural context</li> <li>- Steady high or increased number at Friday Voluntary Masses</li> <li>- Regular Catholic character awards and celebrations</li> <li>- Expansion on cultural weeks to include family collaboration, cultural Mass (CGC-1)</li> </ul>	<ul style="list-style-type: none"> <li>- Calendar developed and implemented for term 1</li> <li>- Inaugural Mass, Holy Thursday Liturgy, Mass parts in Te Reo</li> <li>- Up to 40 students praying in Chapel on a morning before school</li> <li>- Termly Virtues Awards presented in assembly</li> <li>- 4 students Baptised as part of the annual Sacramental programme</li> <li>- Romero and Barbier House Masses celebrated in Term 1</li> </ul>	<ul style="list-style-type: none"> <li>- 50 students and 4 staff received the Sacraments of Reconciliation, Confirmation, and First Holy Communion in the annual Sacramental Programme.</li> <li>- Marian and Magdalene House Masses celebrated in Term 2</li> <li>- Sacramental Mass, Mass and Rosary for the Soul of Pope Francis, Founders Mass, Mother's Day Mass and Breakfast, and Matariki Liturgy Celebrated</li> <li>- Regular attendance of students for prayer in the Chapel each morning</li> </ul>	<ul style="list-style-type: none"> <li>- Aubert and Faber House Masses celebrated in Term 3</li> <li>- Tongan and Samoan Language Week Masses were implemented this term, and a full school Mass for Māori Language Week, with families in attendance and assisting with all three Masses.</li> <li>- Assumption Day Mass, Feast Day Mass and Mass in Thanksgiving for the Canonisation of Carlo Acutis were celebrated with surrounding activities.</li> <li>- Ongoing attendance of students in the chapel for morning prayer.</li> <li>- Termly virtue awards were awarded at the Acutis Canonisation Mass.</li> </ul>	<p>Met</p> <p>Met</p> <p>Met</p> <p>Met</p> <p>Met</p>	<ul style="list-style-type: none"> <li>- Develop teacher and student led celebrations to ensure that regular liturgical celebrations continue to take place.</li> <li>- Embed annual liturgical celebrations, including bicultural traditions, Church year, Ignatian and New Zealand celebrations.</li> </ul>
Implement To Tātou Whakapono Our Faith curriculum for Y10 and plan for NCEA Level One Develop faith	<ul style="list-style-type: none"> <li>- Quality schemes of learning in place</li> </ul>	<ul style="list-style-type: none"> <li>- In place for all year levels</li> <li>- In line with other subjects (term 1)</li> </ul>	<ul style="list-style-type: none"> <li>- The results this term in Religious Education show an improvement from</li> </ul>	<ul style="list-style-type: none"> <li>- The results this term in Religious Education show an average improvement across all year levels.</li> </ul>	<p>Met</p> <p>Met</p> <p>Met</p> <p>Met</p> <p>Met</p>	<ul style="list-style-type: none"> <li>- The implementation of the Year 11 course and the</li> </ul>

<p>formation programmes and evaluate</p>	<ul style="list-style-type: none"> <li>- Level of ākongā engagement in the broader life of the school</li> <li>- Academic achievement is on par with other core subjects</li> <li>- Ākongā voice is positive in terms of spiritual development</li> <li>- Staff are trained and prepared to teach To Tātou Whakapono</li> </ul>	<ul style="list-style-type: none"> <li>- All staff teaching RE have or are working towards NCRS certification</li> <li>- New Assistant HOF RE appointed</li> <li>- Akonga voice survey shows positive attitudes towards RE for term 1, particularly in Year 10</li> <li>- NCEA assessment standards and topic selected for 2026</li> </ul>	<p>2024 across all year levels</p> <ul style="list-style-type: none"> <li>- Attendance at Pompallier Shield, entering all junior sections</li> <li>- Akonga voice surveys show positive attitudes towards RE.</li> <li>- Ongoing development of the NCEA Level 1 Course for 2026</li> </ul>	<ul style="list-style-type: none"> <li>- Student voice remains positive in end-of-term surveys, with feedback indicating that 70% of students reported having a positive understanding of RE from this term, and 29% stated they already had a strong and positive understanding of RE.</li> <li>- Two staff members secured for 2026, including a new Assistant HoF and Religious Education Teacher.</li> <li>- 2026 Year 11 course set and resourcing is underway.</li> <li>- DRS is collaborating with other Catholic schools to further strengthen the junior program.</li> </ul>		<p>design of the NCEA Level 2 course.</p>
<p>Develop faith and service initiatives and student group programmes; and evaluate them</p>	<ul style="list-style-type: none"> <li>- Year 7 retreat programme on Gratitude is rolled out using the 2024 model</li> <li>- Year-level retreat programmes for Years 8-10 have been developed and rolled out</li> <li>- Catholic character student leadership development as part of leadership model</li> <li>- Active student participation in Voluntary Student Groups for Catholic Character (Ignite, Companions and Pilgrims)</li> <li>- Ākongā voice is positive in terms of faith development</li> <li>- Staff Catholic character PLD programmes have been rolled out, including Virtues project</li> </ul>	<ul style="list-style-type: none"> <li>- Year 7 Retreat taken place</li> <li>- Year 8-10 Retreat programme developed</li> <li>- Student leadership programmes expanded through Ignite and Pilgrims programmes</li> <li>- Prudence PLD rolled out for staff</li> <li>- More than 50 students attending lunchtime formation sessions with Youth Minister</li> <li>- St Vincent de Paul programmes including No Bag Day and collection for the local foodbank</li> <li>- Students accompanied 6 international students as buddies during term one</li> <li>- Feedback very positive from the community around Vinnies initiatives via social media channels</li> <li>- High engagement in Vinnies fundraising by the college community</li> </ul>	<ul style="list-style-type: none"> <li>- Year 9 Retreat taken place in the parish.</li> <li>- Planning has begun for Senior Retreats.</li> <li>- Student leadership role was initiated in Young Vinnies so as to be part of the wider Young Vinnies Tamaki Makaurau.</li> <li>- Bible Study lunchtime groups with approx 30+ regular students with Local Youth Minister</li> <li>- Justice PLD rolled out for staff</li> <li>- Young Vinnies programmes include writing Matariki letters to prisoners and Foodbank collection.</li> <li>- Students from the college have been connected with Parish initiatives such as Youth Camps (Set Free) and youth group through Local Youth Minister.</li> </ul>	<ul style="list-style-type: none"> <li>- Year 10 Retreat delivered with a focus on service.</li> <li>- Bible study groups continue on Thursday lunchtime with 30+ students in attendance.</li> <li>- Students attending diocesan youth events through the Local Youth Minister, including youth Youth Day and Embracing Human Dignity.</li> <li>- Fortitude focus rolled out for students in the Religious Education lessons and Friday Journaling time.</li> <li>- Young Vinnies programmes include collecting items for the Open Home Foundation, and they were invited to attend the Open House of the City Mission.</li> <li>- DRS on parish committees at St Mary's Papakura (Empowering Young Lives Committee) and St Patrick's Pukekohe (Parish Council),</li> </ul>	<p>Met Met Met Met</p>	<ul style="list-style-type: none"> <li>- Implementation of Year 11 Retreat and development of Year 12 retreat.</li> <li>- Develop a sustainable model for student Catholic Character groups (Ignite, Companions, and Pilgrims).</li> <li>- Develop next steps for Catholic character PLD, including the Virtues project.</li> <li>- The St Vincent de Paul (Young Vinnies) programme to further develop a relationship with Young Vinnies Tamaki Makaurau and attend their regional meetings.</li> </ul> <p>-</p>

	<ul style="list-style-type: none"> <li>- Attendance at voluntary faith formation opportunities of ākongā and families</li> <li>- Community feedback reflects a perception of the growing faith of the ākongā community</li> <li>- St Vincent de Paul programme has been implemented with regular initiatives</li> <li>- Community feedback is positive around ākongā service</li> <li>- Engagement with ad hoc service opportunities over the course of the school and church year, including international and visiting student peer support</li> <li>- The school environment reflects the success of service education and initiatives</li> </ul>	<ul style="list-style-type: none"> <li>- Growing level of students engaged in Parish ministries and youth programmes</li> <li>- 26 students in Ignite group</li> <li>- 60 students in Young Vinnies/Mini Vinnies (capacity), additional group scheduled to start for Semester 2</li> <li>- 7 students trained to be Eucharistic Ministers are ready to be commissioned at the next school Mass.</li> </ul>	<ul style="list-style-type: none"> <li>- First School Assisted Mass at St Patrick's Pukekohe, and DRS attending meetings at St Mary's Papakura to discuss how our students can be involved within their parish.</li> </ul>	<p>both as representatives of the College.</p> <ul style="list-style-type: none"> <li>- Feedback from the parish community is positive, particularly with the number of students who are volunteering in their parish.</li> <li>- Ignite group continue with reflections at Masses and special school occasions.</li> <li>- Over 40 students paired with visiting international students as buddies during their stay.</li> </ul>		
Develop partnership with JEA and become an active part of the JACSA network	<ul style="list-style-type: none"> <li>- Participation in different learning group communities within JACSA</li> <li>- Active membership of JACSA network, including attendance at meetings, formation programmes and other forum attendance</li> <li>- A number of educationally-focused relationships across different subjects / faculties with other JACSA schools (SIF)</li> </ul>	<ul style="list-style-type: none"> <li>- The college hosted the first JACSA Principals and Rectors meeting of 2025</li> <li>- The Principal attended the Ignatian Leadership for Mission module</li> <li>- The DRS is scheduled to attend Seminars in Ignatian Leadership</li> <li>- Two SLT members to attend and contribute to JEA colloquium on education</li> </ul>	<ul style="list-style-type: none"> <li>- DRS attended the first session in Seminars in Ignatian Leadership in Sydney</li> <li>- Two Senior Leaders attended the Colloquium on Education in Sydney</li> <li>- Two students on exchange at Xavier College in Melbourne</li> </ul>	<ul style="list-style-type: none"> <li>- Two students on exchange at Xavier College in Melbourne.</li> <li>- Annual visit of Fr. Quyen Vu SJ, provincial of the Australian Province of the Society of Jesus, to the college.</li> <li>- DRS to attend the second session of Seminars in Ignatian Leadership in November.</li> </ul>	Not Met  Met  Not Met	<ul style="list-style-type: none"> <li>- Engage with learning group communities within JACSA.</li> <li>- Regular attendance at forums, formation programmes and the Assistant Principal DRS to complete Seminars in Ignatian Leadership.</li> <li>- Heads of Faculty connected with and attending subject area groups.</li> </ul>

<p>Enhance charism-based aspects to College life for staff and wider community</p>	<ul style="list-style-type: none"> <li>- Growing faith formation programmes for the wider community implemented with positive feedback</li> <li>- Staff group and individual Ignatian formation with positive feedback</li> <li>- Head of Faculty IPP support across the curriculum</li> <li>- Staff voice reflects a shared understanding of the living of the charism within the College and wider community</li> </ul>	<ul style="list-style-type: none"> <li>- Positive feedback, including staff faculty commitment, on virtues programme, delivered in the context of Ignatian charism</li> <li>- Staff voice, as part of the external Catholic character evaluation, reflects a shared understanding and commitment to the charism</li> <li>- The Parent Formation Committee was formed with for stage developed and implemented</li> <li>- Four staff members are on the RCIA</li> </ul>	<ul style="list-style-type: none"> <li>- Four staff members have completed an RCIA course and become members of the Catholic Church.</li> <li>- Positive feedback in Catholic Character PLD, with staff seeing it as helpful and interesting.</li> <li>- Parent Formation "Reflective Question" initiative has begun and currently seeking feedback from parents and caregivers.</li> <li>- The Parent Formation Committee are meeting regularly to develop the next implementation stage.</li> </ul>	<ul style="list-style-type: none"> <li>- Reflective Questions continue in the Newsletter and in Religious Education classes.</li> <li>- First Spaghetti Evenings with a focus on Year 10 families and formation with the examen and reflective question, with over 120 people in attendance.</li> <li>- Staff PLD on Fortitude delivered with positive feedback received.</li> <li>- Assistant DRS appointed and began the start of Term 3.</li> <li>- The Parent-Formation Committee met to set the direction of overall formation.</li> </ul>	<p>Met</p> <p>Met</p> <p>Met</p> <p>Met</p>	<ul style="list-style-type: none"> <li>- Implementation of parent formation: Years 7, 8, and 9 Spaghetti evening.</li> <li>- Staff group and individual Ignatian formation to be developed and implemented.</li> <li>- Delivery of IPP induction for new staff and refresh for existing staff at the HoF level.</li> <li>- Embed RCIA course for staff.</li> <li>- Further engagement with local parishes (St Mary's Papakura, St Patrick's Pukekohe, St Anthony's Waiuku, and St Andrew's Tuakau), including school-led Masses and promotion of parish events (e.g. youth group) to students.</li> </ul>
--	---	--	---	---	---	---

**Strategic Goal 2**

Promoting Mana Matauranga

**Annual Target/Goal:**

All ākongā will experience te reo Māori as a compulsory curriculum subject and learn kapa haka  
 The college will work in partnership with local iwi  
 The excellence of all Māori ākongā and whānau will be a focus

**What do we expect to see by the end of the year?**

(What expectations do you have for this target for this year? What evidence will you see? This can flow on from the expectations listed in your strategic plan for the full 3-years.)

Partnerships will be grown with ākongā, whānau and iwi to develop provision within the school community for all ākongā Māori to thrive and succeed to their own personal excellence. This will be shown through achievement data and ākongā/whānau voice.

Actions	How will you measure success?	Term 1 Progress	Term 2 Progress	Term 3 Progress	Met / Not Met	Where to next
Implement Phase 2 of local iwi education plan	<ul style="list-style-type: none"> <li>- Participation of ākongā, parents, and community members engaged in iwi education initiatives as indicated in Phase 2</li> <li>- The incorporation of iwi culture and Mana Matauranga into the curriculum and extracurricular activities</li> <li>- Positive involvement of iwi members in school events and meetings</li> <li>- Positive māori ākongā voice</li> <li>- Positive involvement of teaching staff in Te Ao Māori PD</li> </ul>	<ul style="list-style-type: none"> <li>- Ākongā and iwi engaged positively in opening events and pōwhiri.</li> <li>- Incorporation of iwi language and tikanga began through Te Reo Māori greetings, House events and participation in the Māori section of the Pompallier Shield.</li> <li>- Staff Te Reo Māori PLD scheduled with Ngāti Tamaoho support confirmed for Terms 2–4.</li> <li>- Positive feedback from iwi and staff on involvement in Term 1 events.</li> <li>- Positive feedback from whānau on community consultation events</li> </ul>	<ul style="list-style-type: none"> <li>- Term 2 PLD to include iwi narratives in classroom contexts, including integration into Social Studies, Religious Education, and Science. This will be followed up Terms 3 and 4.</li> <li>- Staff Te Reo Māori PLD continued in partnership with Ngāti Tamaoho, with strong participation across faculties. Focus on pōwhiri, tāpu and noa.</li> <li>- Ākongā participated in the Matariki liturgy, which included sharing of knowledge around the stars of Matariki</li> <li>- Ongoing positive feedback from whānau and iwi about strengthened cultural presence and school engagement. This was evident during the parent teacher evening consult.</li> </ul>	<ul style="list-style-type: none"> <li>- Staff continued Te Reo Māori PLD with Ngāti Tamaoho, with in-depth workshops on karakia, local stories, and cultural protocols.</li> <li>- Teachers implemented iwi narratives into junior programmes across Social Studies, Religious Education, and Science.</li> <li>- Parent and iwi feedback during Matariki and Māori Language Week celebrations affirmed the strengthened presence of iwi voice in college life.</li> <li>- A new Kapahaka rōpū extension programme began Thursday afternoons, allowing skilled ākongā to advance their</li> </ul>	<p style="text-align: center;">Met</p> <p style="text-align: center;">Not met</p> <p style="text-align: center;">Met</p> <p style="text-align: center;">Met</p>	<p style="text-align: center;">Embed iwi and local narratives more deliberately across junior programmes by providing targeted PLD and collaborative planning time for Social Studies, Religious Education, and Science teachers. Strengthen partnerships with local iwi</p>

			<ul style="list-style-type: none"> <li>- Planning initiated for an extended Kapahaka slot on Thursday afternoons to enable more experienced ākonga to grow (Term 3 start).</li> </ul>	performance and leadership.		to co-design authentic contexts that reflect Te Ao Māori and our College's Catholic identity.
Implement Te Ao Māori as a compulsory part of the Y9-10 curriculum, including te reo and kapa haka	<ul style="list-style-type: none"> <li>- Timetabled Te Reo Māori lessons 2025 Years 7-10</li> <li>- Curriculum designed to L4 Te Reo and design process completed in conjunction with Ngāti Tamaoho advisors.</li> <li>- Positive achievement data comparable to other individual, group and cohort</li> </ul> <p>Positive māori ākonga voice</p>	<ul style="list-style-type: none"> <li>- Draft Y9-10 Te Reo Māori curriculum developed and implemented.</li> <li>- Schemes of Learning aligned to Level 4-5 achievement objectives.</li> <li>- Kapa haka elective launched with strong participation. Ākonga aiming for Polyfest participation in 2026.</li> <li>- Positive Māori ākonga voice observed informally through initial engagement surveys.</li> </ul>	<ul style="list-style-type: none"> <li>- Te Reo Māori delivery fully embedded in Y9 curriculum and Y10 programme fully rolled out and trialled Terms 1 and 2.</li> <li>- Clear evidence of learning progression observed through formative assessment tasks and oral language activities.</li> <li>- Reporting mechanism now active in College Reports for both Year 9 and 10.</li> <li>- Kapa haka continues to thrive; students supported by Katarina Turu-Heretaunga (Te Wānanga o Aotearoa, Manukau Campus) during our ākonga elective slots on both Tuesdays and Thursdays.</li> <li>- Student voice collected through digital surveys confirms positive cultural identity development. This was evident during the parent teacher evening consult.</li> </ul>	<ul style="list-style-type: none"> <li>- Te Reo Māori schemes for Y9–10 refined with enhanced oral and cultural components, including pepeha and local tikanga</li> <li>- Kapa haka continues to grow and consideration of 2026 Polyfest is being undertaken. With leadership roles emerging among senior students</li> <li>- Year 9 -10 classwork shows continued improvement in oral fluency and vocabulary retention.</li> <li>- Māori Language Week included cross-curricular integration with shared waiata and language use across subject areas. Whānau voice remains strongly supportive, particularly regarding cultural identity and pride.</li> <li>- Māori Language Week included strong school participation and one of the only celebrated full school Māori</li> </ul>	<p>Met</p> <p>Met</p> <p>Met</p> <p>Not met</p> <p>Met</p>	<p>Prioritise the implementation of shared waiata and the College haka across classes and gatherings in 2026. Provide time and guidance for staff and ākonga to learn both confidently, ensuring these become regular, visible expressions</p>

				Masses in Auckland as noted by the celebrant.		of our College's identity, unity, and respect for te ao Māori.
Design Y9-10 curriculum	<ul style="list-style-type: none"> <li>- Timetabled Te Reo Māori lessons 2025 for Y9 - 10</li> </ul>	<ul style="list-style-type: none"> <li>- Timetabling completed for 2025 Te Reo Māori in Y9-10.</li> </ul>	<ul style="list-style-type: none"> <li>- Feedback from Term 1 trial units used to refine Scheme of Learning; greater alignment with local iwi histories and waiata to be added to Term 3 modules.</li> </ul>	<ul style="list-style-type: none"> <li>- Further refinements were made to the Y9–10 Te Reo Māori curriculum, including student-led learning tasks and integration of local waiata and whakataukī.</li> </ul>	Met	
Design NCEA level one course	<ul style="list-style-type: none"> <li>- Quality Schemes of Learning completed for Te Reo in Y9 - 10 in line with our IPP</li> <li>- Positive participation of ākonga in cultural activities such as haka performances, marae visits and maori language competitions</li> <li>- Evaluate ākonga ability to understand, speak, read, and write in Te Reo Māori</li> <li>- Collect feedback from the Te Reo Māori teacher regarding the curriculum's ease of implementation and ākongas increased understanding of Māori culture</li> <li>- Introducing in 2025 akonga kaiako academic conversations and associated PD around the shared concept of ako (CGC)</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Curriculum development aligned with Ngāti Tamaoho cultural advice.</li> <li>- Positive participation in cultural activities (kapa haka elective full; school waiata drafted).</li> <li>- Assessing ākonga Te Reo Māori in Level One and above currently being researched by TIC.</li> <li>- Early teacher reflection collected on curriculum design process of current units. Feedback positive and constructive.</li> </ul>	<ul style="list-style-type: none"> <li>- Ongoing work with Ngāti Tamaoho has supported culturally responsive teaching practices in course design (with Whaea Melanie Kemp)</li> <li>- 2026 NCEA Level 1 Te Reo Māori now being considered as a course option. Ensuring coherence with Y9–10 foundation courses is important (ākonga number dependant).</li> <li>- Te Tiriti education integrated into Social Studies modules in alignment with curriculum refresh and iwi consultation.</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher feedback noted improved engagement and ease of lesson delivery. Monitoring of ākonga language progression shows steady gains across reading, writing, and oral tasks.</li> <li>- Unfortunately, an NCEA Level 1 Te Reo Māori programme has had poor akonga uptake for 2026. Which has meant this course will be on hold until 2027.</li> </ul>	Met	
					Not met	<p>Prepare for the implementation of NCEA Level 1 Te Reo Māori in 2027 by promoting early engagement and awareness among ākonga and whānau in 2026. Strengthen pathways from junior Te Reo, highlight cultural and academic benefits, and ensure staffing and</p>

						resources are ready to support a strong programme launch.
Develop iwi relationships	<ul style="list-style-type: none"> <li>- Positive relationships evident with key iwi people within our local area</li> <li>- Positive involvement of iwi members in school events and meetings</li> <li>- The inclusion of iwi members and kaumatua in the creation and implementation of our Te Ao Maori curriculum for Y7-10</li> <li>- Y9-10 curriculum design that aligns with iwi values, history, and knowledge.</li> <li>- Working with Iwi and whanau groups to provide an event around Te Tiriti education (CGC) (SIF)</li> </ul>	<ul style="list-style-type: none"> <li>- Ngāti Tamaoho formal relationship deepened through consultation with Iwi education advisor.</li> <li>- Kaumātua and iwi leaders involved in College events where possible.</li> <li>- Iwi participation secured for curriculum design and cultural event planning.</li> <li>- Initial planning underway for a Term 2 Te Tiriti   Matariki education event.</li> </ul>	<ul style="list-style-type: none"> <li>- Continued involvement of Ngāti Tamaoho in planning for Term 3 noho marae and tikanga-based EOTC experiences (staff and ākonga).</li> <li>- Co-delivered workshops with iwi representatives for staff on mātauranga Māori and whakapapa.</li> <li>- Kapahaka akonga group sung at the Matariki liturgy.</li> <li>- Te Reo classes celebrated Matariki with a shared hangi event and shared kai with each other staff.</li> </ul>	<ul style="list-style-type: none"> <li>- Ngāti Tamaoho representation remains crucial at college events, including delivering sessions to staff and ākonga on whakapapa and marae kawa.</li> <li>- Strong relationships have been established through continued collaboration and visibility of iwi partners within college life. Iwi input has been central to the Te Ao Māori curriculum development and kapa haka growth.</li> <li>- Due to recent staff changes at the Ngāti Tamaoho Offices, new relationship building and next steps for 2026 are currently in the process of being finalised. This includes continued discussion for a Term 4 noho marae for staff.</li> <li>- Continued healthy, positive, and unified relationships and communication remain of the utmost importance to ensure long-term partnership and shared success.</li> </ul>	Met	<p>In 2026, re-establish and strengthen the College's relationship with Ngāti Tamaoho by connecting with newly appointed iwi representatives and rebuilding regular communication channels. Prioritise partnership planning, including the proposed Term 4 staff</p>
					Met	
					Not met	

						noho marae, to deepen cultural understanding and reaffirm our shared commitment to authentic collaboration.
Implement Māori Magis (excellence) plan	<ul style="list-style-type: none"> <li>- Alignment of the Māori Magis Plan alongside the Ngāti Tamaoho Education Plan</li> <li>- Positive engagement of both ākonga and staff in Mana Matauranga Maori</li> <li>- Positive feedback from the wider community, whanau and iwi</li> <li>- Māori excellence and growth evidenced by improved achievement data</li> </ul>	<ul style="list-style-type: none"> <li>- Māori Magis Plan reviewed with alignment to Ngāti Tamaoho Education Plan.</li> <li>- High engagement levels observed in kapa haka and Te Reo Māori lessons.</li> <li>- Positive whānau and iwi feedback gathered at Term One Akonga   Parent   Teacher Interviews (two evening huis held)</li> <li>- Early achievement tracking for Māori ākonga set up via Magis Monitoring.</li> </ul>	<ul style="list-style-type: none"> <li>- Māori ākonga progress tracked using the Colleges Magis Monitoring framework.</li> <li>- Case studies of Māori ākonga success stories will be gathered in Term 3 to inform Māori community and to inspire peers.</li> <li>- Mid-year data snapshot indicates promising trends in engagement and academic achievement.</li> <li>- Māori Magis criteria shared with whānau and ākonga for transparency and celebration of personal excellence during the parent teacher evening consult.</li> </ul>	<ul style="list-style-type: none"> <li>- Case studies of Māori ākonga success will be gathered and will be shared in Term 4 with staff and within whānau communications.</li> <li>- Māori Magis criteria applied to identify high-achieving ākonga in both academic and cultural domains.</li> <li>- Data tracking continues to show positive achievement trends among Māori learners, with targeted support for those requiring assistance.</li> <li>- Positive community response has affirmed the Magis plan as a source of pride and aspiration. Recognition of excellence was highlighted during Māori Language Week and school assemblies.</li> </ul>	<p>Not met</p> <p>Met</p> <p>Met</p> <p>Met</p>	<p>Prioritise gathering and sharing Māori ākonga success stories in 2026 to celebrate achievement, strengthen cultural pride, and inspire others across the College community.</p>

### Strategic Goal 3

Providing a holistic education across a range of learning pathway

#### Annual Target/Goal:

Ākonga will experience a broad, rich, local and cohesive academic programme in the Ignatian tradition that accompanies all in the pursuit of personal excellence  
 Ākonga will access co-curricular opportunities for all to discover, nurture and develop gifts, talents and passions

#### What do we expect to see by the end of the year?

(What expectations do you have for this target for this year? What evidence will you see? This can flow on from the expectations listed in your strategic plan for the full 3-years.)

All ākonga will be engaged, applying their God-given talents in the pursuit of their own personal excellence, in the classroom and wider co curricular life of the college. This will be seen through achievement data and the engagement of ākonga in class and wider school life through engagement statistics and feedback.

Actions	How will you measure success?	Term 1 Progress	Term 2 Progress	Term 3 Progress	Met / Not Met	Where to next
Implement Y10 curriculum  Design of NCEA Level One curriculum and co curricular opportunities	<ul style="list-style-type: none"> <li>- Quality controlled Schemes of Learning are implemented into Year 10</li> <li>- Year 10 assessment regime to align NC progress with NCEA achievement level indicator, for reporting purposes (CGC)</li> <li>- Numeracy and Literacy Strategies implemented effectively showing impact on ākonga progress and achievement</li> <li>- Numeracy and Literacy corequisite completed for every ākonga who is ready in Year 10</li> <li>- IPP incorporated into all Year 10 schemes of learning</li> <li>- Ākonga Achievement Guidelines followed by all staff and ākonga</li> <li>- Ākonga achievement data above comparable external/national figures</li> <li>- Positive ākonga voice across the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>- Quality controlled Y10 Schemes of Learning developed across all faculties.</li> <li>- Y10 assessment regime designed to align with NCEA Level 1 expectations.</li> <li>- Numeracy and Literacy strategies implemented and initial formative assessments underway.</li> <li>- Numeracy and Literacy Corequisite opportunities being provided to all Year 10 Ākonga Week 4 Term 2. CAA (Common Assessment Activities - These assessments are conducted online and cover Reading, Writing, and Numeracy skills.)</li> <li>- Numeracy and Literacy Corequisite 2024 trial results were outstanding and above national figures</li> <li>- IPP pedagogy integrated across all Year 10 curriculum planning.</li> </ul>	<ul style="list-style-type: none"> <li>- All Year 10 Schemes of Learning now fully implemented and actively delivered across all subject areas.</li> <li>- Literacy and Numeracy Common Assessment Activities (CAA) completed this term; preliminary analysis shows strong achievement rates with the majority of students tracking towards meeting or exceeding the corequisite requirements. Reading results received show a 91.0% pass rate of ākonga.</li> <li>- Internal moderation processes reviewed by HoF and refined to ensure consistency across Year 10 assessments and alignment with NCEA Level 1 standards.</li> </ul>	<ul style="list-style-type: none"> <li>- All Year 10 Schemes of Learning are now fully implemented across faculties.</li> <li>- Internal moderation and reporting processes were further refined to ensure alignment with the new NCEA Level 1 framework.</li> <li>- Ākonga voice survey confirmed high levels of engagement and perceived challenge across most learning areas.</li> <li>- Literacy and Numeracy CAA results were validated with significant pass rates in reading, writing and numeracy; these far exceeded the national averages.</li> <li>- <a href="#">CAA Co-Req Report T2</a></li> <li>- The CAA resit opportunity ran from 1–12 September, allowing eligible ākonga</li> </ul>	Met  Not met  Met  Met  Met	In 2026, continue strengthening internal moderation and reporting to ensure full alignment with the NCEA Level 1 framework. Focus on consistency across faculties, clear evidence of achievement, and staff confidence in applying new



	<ul style="list-style-type: none"> <li>- Diverse range of co-curricular activities contribute to the holistic development of ākonga (CGC)</li> <li>- Active participation of ākonga body in range of ākonga electives on offer</li> <li>- Positive feedback from ākonga and parents regarding the program</li> </ul>	<p>wearable arts, digital design and aerobics reaching capacity or near capacity.</p> <ul style="list-style-type: none"> <li>- Whānau feedback gathered through direct communications at our Term One Akonga   Parent   Teacher Interviews has been affirming, noting strong appreciation for the breadth of opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>- SLT to review final NCEA selections to ensure all ākonga have a balanced programme aligned to their strengths, interests, and future goals (early Term 3).</li> <li>- Subject teachers contributing to guidance conversations during classes in preparation for Term 3 course confirmations.</li> <li>- Elective programme maintained high engagement in Term 2, with continued strong participation across all strands.</li> <li>- New elective additions received well and nearing full capacity.</li> <li>- Ākonga begin a new rotation and set of electives beginning of Term 3. All ākonga to be issued with updated timetables.</li> </ul>			
Implement new Y7-8 new Maths curriculum and prepare for Maths and English curriculum changes for 2026	<ul style="list-style-type: none"> <li>- Revised Maths curriculum implemented for Year 7 &amp; 8</li> <li>- Curriculum and assessment resources developed for Year 9 &amp; 10 Maths for 2026</li> <li>- Curriculum and assessment resources developed for Year 7 &amp; 8 English for 2026</li> </ul>	<ul style="list-style-type: none"> <li>- Revised Maths curriculum fully implemented for Year 7 and 8.</li> <li>- Preparation for curriculum changes in English and Maths 2026 underway through HoF planning meetings and staff PD calendar.</li> <li>- PD already scheduled for Term 2 and external funds secured.</li> </ul>	<ul style="list-style-type: none"> <li>- Revised Y7–8 Maths curriculum reviewed mid-term with positive feedback from teachers regarding its flexibility and depth.</li> <li>- Planning 2026 English and Maths curriculum refresh have begun draft framework outlines, aligning to Ministry guidance and new NCEA expectations.</li> </ul>	<ul style="list-style-type: none"> <li>- Feedback from the revised Year 7–8 Maths programme continues to be positive, with formative assessments showing improvement in foundational understanding.</li> <li>- HOF attended South Auckland cluster PLD this term, with outcomes informing the refinement of 2026 curriculum planning.</li> <li>- Cross-curricular connections between English and other</li> </ul>	Met	
					Met	
					Not met	

	Staff confident to teach revised curriculum		<ul style="list-style-type: none"> <li>- HOF and Assistant HoF to attend PLD Term 3 with the South Auckland cluster at Papakura High. This will include numeracy deep dives and cross-curricular connections workshops.</li> </ul>	<p>subject areas are being mapped.</p> <ul style="list-style-type: none"> <li>- Draft structures for the new English curriculum are under review.</li> <li>- Staff PD on both numeracy and literacy curriculum updates planned for Term 4.</li> </ul>	Met  Met	In 2026, strengthen cross-curricular collaboration by finalising and implementing mapped connections between English and other subject areas. Support teachers to design integrated learning opportunities that enhance literacy skills and deepen understanding across the curriculum.
Design of NCEA assessment and reporting systems	<ul style="list-style-type: none"> <li>- Successful development of assessment and reporting systems for Level One</li> <li>- Accurate and timely ākongā data collection and reporting</li> <li>- Feedback from teachers, ākongā, and parents is positive</li> <li>- Improvement in ākongā performance tracking and analysis in conjunction with Magis Monitoring</li> <li>- All regulatory reporting requirements are fulfilled in regards to NZQA and PN</li> <li>- Appropriate administrative workload related to assessment and reporting</li> </ul>	<ul style="list-style-type: none"> <li>- Assessment and reporting system templates created and piloted. Tested through the Numeracy and Literacy Corequisite Pilot and enrolment of 2025 Year 10 Cohort. All systems currently working through the College SMS.</li> <li>- First ever 'Data Upload' to NZQA successfully completed April 1st 2025.</li> <li>- Accurate and timely Magis Monitoring conducted Week 6 Term 1.</li> <li>- First Parent-Ākongā-Kaiako Interviews held, with overwhelmingly positive feedback.</li> </ul>	<ul style="list-style-type: none"> <li>- Term 2 Co-reqs completed 21-23 May. <a href="#">Preparation Summary</a>.</li> <li>- <a href="#">Exam center management reviewed</a>.</li> <li>- Quality assurance of the delivery of the Co-reqs was exemplary. See here for the <a href="#">Common Assessment Activity (CAA) Quality Assurance Review</a>.</li> <li>-</li> <li>- 2026 planning for co-req ākongā catch-up part of planning process of subjects to be offered within English and Mathematics.</li> </ul>	<ul style="list-style-type: none"> <li>- All systems and processes for assessment and reporting were reviewed in light of feedback from Term 2 trials.</li> <li>- NZQA data submissions remain on track and verified as accurate. Reporting formats were finalised to reflect new achievement indicators.</li> <li>- Magis Monitoring processes were embedded mid-term and informed student support discussions. Staff feedback affirmed the workload is balanced and manageable, with clear administrative</li> </ul>	Met  Met	

	<ul style="list-style-type: none"> <li>- Positive participation of parents in our Parent / Akonga / Kaiako Interview</li> </ul>	<ul style="list-style-type: none"> <li>- Improved data tracking processes for ākonga achievement initiated.</li> <li>- Compliance with NZQA reporting requirements on track. First meeting successfully held with NZQA School Liason (Wikitoria Osborne).</li> <li>- Administrative workload reported manageable by staff.</li> </ul>	<ul style="list-style-type: none"> <li>- Accurate and timely Magis Monitoring conducted Week 7 Term 2.</li> <li>- NZQA liaison follow-up confirmed confidence in the college's preparedness for full assessment and reporting responsibilities in 2026.</li> </ul>	<p>processes in place. Preparations for 2026 full NCEA reporting responsibilities are ahead of schedule.</p> <ul style="list-style-type: none"> <li>- In-depth consultation has led to the development of the <b>2026 Year 11 Academic Programme</b> that will guide ākonga effectively into the remaining years of NCEA as it currently stands.</li> <li>- This is made up of Terms 1 and 2 being foundational preparation terms, and Terms 3 and 4 offering students opportunities to gain up to approximately 30 credits at Level 2. This will place them ahead of the game in 2027.</li> <li>- This proposal has been very well received by all staff and has met with positive feedback and support from the community when presented at our community event.</li> <li>-</li> </ul>	<p style="text-align: center;">Met</p> <p style="text-align: center;">Met</p> <p style="text-align: center;">Met</p>	
--	---	---	--	--	--	--

<p>Learners, parents, whānau and teachers know about the different pathways, programmes, options and support available; they increasingly participate in decision making at critical transition points within and beyond school settings.</p>	<ul style="list-style-type: none"> <li>- Successful integration of career education into the curriculum</li> <li>- Ākonga engagement in career exploration and appropriate selection of college option choices (CGC)</li> <li>- Positive feedback from ākonga and parents/caregivers on the career education program</li> <li>- Introducing in 2025 akonga kaiako academic conversations and associated PD around the shared concept of ako (CGC) - (SIF)</li> </ul>	<ul style="list-style-type: none"> <li>- Careers education integration planning underway.</li> <li>- Early ākonga conversations in careers and 2025 subject selection begin Week 1 Term 2. All akonga will receive instructions to personally log into <a href="https://tahatu.govt.nz/">https://tahatu.govt.nz/</a> (the new govt career navigator)/</li> <li>- Careers Google Classroom created and all Year 10 Ākonga invited to join. Through the Google Classroom, all Year 10 Akonga will complete their own 'Career Kete'</li> <li>- Parent Career Talks and NCEA Pathways Information Evening scheduled for Tuesday 27th May.</li> <li>- Professional development for academic conversations (based on the concept of ako) scheduled for Term 2.</li> <li>- Pathways information evenings planning underway.</li> </ul>	<ul style="list-style-type: none"> <li>- Term 2 saw the successful delivery of the inaugural Careers Evening and NCEA Pathways Information Night, with strong attendance from whānau and highly positive feedback.</li> <li>- All Year 10 ākonga completed their personal 'Career Kete' and pathway self-reflection via the Careers Google Classroom.</li> <li>- Career conversations embedded into Ropu Kaiarahi time during Magis Fridays.</li> <li>- Successful Parent Career Talks and NCEA Pathways Information Evening held as scheduled - Tuesday 27th May.</li> </ul>	<ul style="list-style-type: none"> <li>- Akonga completed course selections following 1:1 and group guidance sessions.</li> <li>- Middle leaders and careers guidance through the Magis Centre verified alignment of choices to future aspirations and strengths. Career Kete reflections and Tahatū profiles were integrated into these conversations.</li> <li>- Final preparations made for Year 10 Hui and Taster Day (Week 2 Term 3), including parent-facing materials and presentation content.</li> <li>- Positive student voice indicates improved understanding of career pathways and decision-making confidence.</li> <li>- All Year 10 to Year 11 Option subjects are now complete (this is two months ahead of schedule compared to 2024 timetabling) .</li> </ul>	<p>Met</p> <p>Met</p> <p>Met</p> <p>Met</p> <p>Met</p>	
---	--	---	---	--	--	--

<p>Review and development of induction programme</p>	<ul style="list-style-type: none"> <li>- Successful Ākonga transition events</li> <li>- Organised and efficient start to the new school year</li> <li>- Induction programmes for staff new to the school</li> <li>- Involvement of ākonga leaders in the transition and induction events</li> <li>- Regular parent communication through Newsletters, KAMAR email</li> <li>- Supported and Pastoral Transition Hui</li> <li>- First week 2025 plan implemented effectively</li> <li>- Ākonga Diary Produced</li> <li>- Positive feedback from ākonga, parents and caregivers</li> </ul>	<ul style="list-style-type: none"> <li>- Induction programme for new staff at beginning of year and followed up with 2 twilight sessions (Pastoral and Catholic Character). Positive feedback from new staff</li> <li>- New Staff Induction Check List developed to support staff induction process</li> <li>- Successful transition programme across Term 4 2024 and Term 1 2025</li> <li>- 2025 Ākonga Diary produced, distributed and in use. Including a focus on Termly Goal Setting</li> <li>- New Families invited to upcoming school events (eg School Production)</li> </ul>	<ul style="list-style-type: none"> <li>- New Staff Induction Checklist implemented to support induction of new staff</li> <li>- All 2026 New families invited to attend school production</li> <li>- New School Nurse and Counsellor both successful inducted into College and the Pastoral Team in particular</li> </ul>	<ul style="list-style-type: none"> <li>- Planning in progress for Ākonga Transition Programme 2026 - this comprises of key transition events in Term 4 for Year 7 ākonga, new starters and solo ākonga and a support transition programme for Emmaus ākonga.</li> <li>- 2026 Staff and Ākonga Induction programmes are currently being finalised</li> <li>- School Nurse and Counsellor continue to integrate well into the Pastoral Team, contributing to wellbeing initiatives and student support/safety plans.</li> </ul>	<p>Met</p> <p>Met</p> <p>Met</p> <p>Met</p> <p>Met</p> <p>Met</p> <p>Met</p>	<ul style="list-style-type: none"> <li>- Continue to strengthen transition events</li> <li>- Further development of induction programmes for staff at the start of the year and for staff who start during the year</li> <li>- Processes developed for induction of students who start during the school year</li> <li>- Development of Ākonga Diary to include Ākonga Journal</li> </ul>
<p>Sustain the school brand</p>	<ul style="list-style-type: none"> <li>- St Ignatius Brand Guidelines reviewed and shared with new staff Staff Corporate Identity Guidelines shared and implemented</li> <li>- Clear guidelines contained in the staff handbook</li> <li>- Clear, visible and consistent use of Corporate Identity across learning resources and school documents</li> </ul>	<ul style="list-style-type: none"> <li>- Corporate Identity guidelines included in staff handbook</li> <li>- Corporate identity guidelines included as part of staff induction and included in new staff induction checklist</li> <li>- Senior ākonga girls uniform survey carried out</li> <li>- Senior ākonga girls uniform under development</li> <li>- Senior ākonga leaders uniform under development</li> </ul>	<ul style="list-style-type: none"> <li>- School Promotional video produced</li> <li>- Proposals for Senior Uniform (including Leaders blazers, tie options and senior girls uniform) prepared in a storyboard and with samples to present to July Board meeting</li> <li>- Optional AMDG Sport Hoodie underdevelopment in order to ensure</li> </ul>	<ul style="list-style-type: none"> <li>- Board have been consulted regarding Senior Uniform 2026. Final plans are under development and will be finalised early in Term 4 so that this can be communicated in a timely manner with ākonga and whānau.</li> <li>- There have been quality concerns regarding the AMDG Hoodie - SAS are</li> </ul>	<p>Met</p> <p>Met</p> <p>Met</p> <p>Not Met</p> <p>Not Met</p>	<ul style="list-style-type: none"> <li>- continue strengthening the school brand and identity</li> <li>- Successful Launch of Senior Uniform by the end of Term 4 2026 to</li> </ul>

	<ul style="list-style-type: none"> <li>- Clear, visible and consistent use of corporate identity across the next phase of the school building</li> <li>- Senior ākonga uniform launched</li> <li>- Kainga leadership Uniform/Identify developed</li> </ul>		consistency across sporting codes	redeveloping this with the aim that it is in place for 2026.		<ul style="list-style-type: none"> <li>ensure all Year 11 students are wearing the senior uniform at the beginning of the year.</li> <li>- Optional school hoodie in place for 2026</li> <li>- Finalise plans for launch and development of Senior Prefect/Leaders Uniform</li> <li>- Finalised plans for development of school tie and for this to be launched to school community</li> </ul>
Review and development of vertical House system for Y7-10	<ul style="list-style-type: none"> <li>- Ākonga House Captains and Leaders appointed. (CGC)</li> <li>- Review and Development of House Competition Programme 2025 (CGC)</li> <li>- Implementation of Ākonga Leadership across each House</li> </ul>	<ul style="list-style-type: none"> <li>- Ākonga Leadership model implemented across school and Houses</li> <li>- Ākonga House Captains and Leaders commissioned at opening Mass</li> <li>- House mass plan included on school calendar</li> <li>- House Competition reviewed and launched for 2025</li> </ul>	<ul style="list-style-type: none"> <li>- Successful implementation of the Term 2 House Competitions</li> <li>- All Term 2 House Competitions reviewed in the cycle of House Hui</li> <li>- High levels of ākonga engagement in House Activities</li> </ul>	<ul style="list-style-type: none"> <li>- Review of Term 3 House Activities through the House Hui cycle.</li> <li>- Planning of Term 4 activities has been finalised</li> <li>- Planning underway for 2026 House Competitions</li> <li>- High levels of ākonga participation in House Activities</li> </ul>	<ul style="list-style-type: none"> <li>Met</li> <li>Met</li> <li>Met</li> <li>Met</li> <li>Not Met</li> </ul>	<ul style="list-style-type: none"> <li>- Induction of House Leaders for 2026</li> <li>- House Programme develop</li> </ul>

	<ul style="list-style-type: none"> <li>- House Parades T1 2025</li> <li>- House Leadership and House Points recognised and integrated in Whole School Award System</li> <li>- House Point System reviewed and developed by all staff</li> <li>- House Masses celebrated as part of annual school calendar</li> <li>- Positive feedback from ākonga, parents and caregivers</li> <li>- Ākonga engagement in House Activities</li> </ul>	<ul style="list-style-type: none"> <li>- Successful House Parades held in Term 1.</li> </ul>	<ul style="list-style-type: none"> <li>- Term 3 House Competitions planned</li> <li>- Te Whare tapa whā initiative based on the 4 C's launched through termly House activity</li> </ul>	<ul style="list-style-type: none"> <li>- SLT and Heads of House consulted on the revision to House Leadership positions in line with Pastoral Model for 2026 and beyond</li> <li>- Planning in place for recruitment of 4 new Heads of House for 2026 during Term 4 in line with new pastoral model for 2026</li> <li>- Ākonga Leadership application process to be launched Week 1 Term 4</li> </ul>		<ul style="list-style-type: none"> <li>- d for 2026</li> <li>- Further strengthening of staff use of House points</li> <li>- Development of 8 distinct House identifies in 2026</li> <li>- Induction of 4 new Heads of House</li> <li>- Launch of 2026 Pastoral Model to reflect the expansion to 8 houses.</li> </ul>
Review and development of pastoral systems	<ul style="list-style-type: none"> <li>- Clearly defined role descriptors for all members of Pastoral Team (Manutaki, Counsellor, Nurse)</li> <li>- Induction of new Manutaki into the Pastoral Team</li> <li>- Restorative Practice integrated into pastoral systems</li> <li>- Continued development of staff RP team to lead RP best practice in school</li> <li>- Staff to complete, where appropriate Basic First Aid training</li> </ul>	<ul style="list-style-type: none"> <li>- New Year 9 Manutaki inducted to the Pastoral Team</li> <li>- RP Monthly Moments continued on Staff Briefing led by RP Team</li> <li>- RP PD for New staff</li> <li>- Review of End of year awards and subsequent review of and update to Whole School Awards plan to include and celebrate a broader range of ākonga</li> <li>- Pastoral Care Handbook underway</li> <li>- Launch of Student Council and election of first members</li> <li>- 'Establishing the Facts' process developed to ensure all pastoral incidents are investigated appropriately</li> </ul>	<ul style="list-style-type: none"> <li>- New year Manutaki attended RP PD</li> <li>- RP Monthly Moments continue in Staff Briefing with a focus on Restorative Actions</li> <li>- Termly Subject Magis Awards established to ensure wider range of students are celebrated</li> <li>- Continued development of Pastoral Care Handbook</li> <li>- New Fixed Term Counsellor begins providing 3 days a week counselling provision in school</li> <li>- Youth Minister attends Pastoral Hui</li> </ul>	<ul style="list-style-type: none"> <li>- Recruitment underway for a permanent Counsellor from 2026 (0.6)</li> <li>- Termly Subject Magis awards celebrating a wide range of ākonga</li> <li>- Review of current Pastoral Model with a view to widening to 8 Individual Houses in 2026. We have agreed on a model for Rōpū Kaiārahi for 2026 which maximises staffing resources, allows for the development of 8 individual House Identities to develop and keeps Cura Personalis as a central focus.</li> <li>- Continued development of Pastoral Care Handbook</li> </ul>	<ul style="list-style-type: none"> <li>Met</li> <li>Met</li> <li>Met</li> <li>Met</li> <li>Met</li> <li>Met</li> <li>Not Met</li> </ul>	<ul style="list-style-type: none"> <li>- Induction of New Counsellor for 2026</li> <li>- Induction of new year 8 Manutaki for 2026</li> <li>- Induction of New Staff in our RP Model</li> <li>- Further develop the role of Termly Pastoral reports to review</li> </ul>

	<ul style="list-style-type: none"> <li>- Frameworks and templates for reflective dialogue with ākonga developed</li> <li>- Rewards System reviewed and developed</li> <li>- Ākonga Leadership Model developed and roles allocated</li> <li>- Pastoral Care Handbook developed and reviewed</li> <li>- Positive feedback from ākonga, parents and caregivers</li> <li>- Increased provision of Counselling available to ākonga</li> <li>- Clearly identified and resourced Pastoral Hub in the next phase of the building programme</li> </ul>			<ul style="list-style-type: none"> <li>- RP Monthly Moments continue in Staff Briefing with a focus on Restorative Actions</li> <li>- Pastoral Team have begun developing a vision for how the new Pastoral Hub will be used and resourced in the new building</li> </ul>		<p>pastoral data</p> <ul style="list-style-type: none"> <li>- The Pastoral Handbook requires further development in 2026</li> <li>- Launch of the Pastoral Hub space with clear guidelines around how it is used</li> </ul>
Implement home communication and partnership systems	<ul style="list-style-type: none"> <li>- Weekly Excellence Review - new staff induction</li> <li>- Magis Monitoring reviewed and developed</li> <li>- Communications plans sustaining</li> <li>- School Wide rewards developed across a new year level</li> <li>- School Bridge/School App (Parent Portal) continued development</li> <li>- Active and growing PTA with a programme of events for 2025</li> </ul>	<ul style="list-style-type: none"> <li>- Weekly Excellence Review PD for all new staff as part of the Induction Programme</li> <li>- Renaming of PTA to FOSI - Friends of St Ignatius</li> <li>- Charitable status granted to FOSI</li> <li>- Well on track to achieving fundraising goals after a number of successful events.</li> <li>- Programme of events for 2025 in place for FOSI</li> <li>- Review and update of school website</li> <li>- Developing use of SchoolBridge/School App</li> </ul>	<ul style="list-style-type: none"> <li>- Inaugural FOSI Quiz night held and raised 8K</li> <li>- FOSI fundraising total currently 16K. Waiting for confirmation of stage 2 building plans before purchasing shade sails for Hungry Wolf</li> <li>- Restorative Practice Whānau Hui planned for Term 3</li> </ul>	<ul style="list-style-type: none"> <li>- FOSI Fundraising programme continues - exploration of a seating outdoor dining area next to Hungry Wolf in underway</li> <li>- Magis Monitoring was revised during Term 3 in order to manage teacher workload and the effectiveness of this process</li> <li>- FOSI involved in the development of the Spaghetti Evenings</li> <li>- Plans underway with FOSI for the community Christmas picnic and transition events</li> <li>- RP PD has been moved to Term 4 to include this as part of our Transition Programme for new families in 2026</li> </ul>	<p>Met Met Met</p> <p>Met</p> <p>Met</p> <p>Met Met</p>	<ul style="list-style-type: none"> <li>- Effective Communication of revised bus routes and services for 2026</li> </ul>

	<ul style="list-style-type: none"> <li>- Fundraising goals achieved for PTA</li> <li>- Clear communication and delivery of School Bus Services</li> </ul>					
Develop school operational policies and guidelines, following an evaluation schedule	<ul style="list-style-type: none"> <li>- Comprehensive and clear operational policy and guidance for school community developed</li> <li>- Policies and guidelines shared appropriately with school community</li> <li>- Evaluation process in place and adhered to</li> </ul>	<ul style="list-style-type: none"> <li>- school operational processes updated on website once updated</li> <li>- School operational processes contained in the Staff Handbook</li> </ul>		<ul style="list-style-type: none"> <li>- School policies updated on school website once developed</li> </ul>		
Develop international student programmes	<ul style="list-style-type: none"> <li>- Development and maintenance of provision for international students as a school signatory of the 2021 international code</li> <li>- Enrolled FTE International students</li> <li>- Group visit programme developed and implemented</li> <li>- Chinese language and culture programme developed through initial formation of school partnerships with termly connection activities</li> </ul>	<ul style="list-style-type: none"> <li>- Staff trip to China with GYAP to sign friendship agreements with partners school</li> <li>- School trip to china in July 2025 as part of GYAP Camp (approx 20 students and 4 staff attending)</li> <li>- 6 enrolled international students during term one</li> </ul>	<ul style="list-style-type: none"> <li>- 39 Japanese students visiting from Tokyo International School in Term 3 for 2 weeks</li> <li>- 19 Chinese students visiting for one week in Term 3.</li> </ul>	<ul style="list-style-type: none"> <li>- Highly successful school trip to China to attend the GYAP Camp. Plans in place for 2026.</li> </ul>	<ul style="list-style-type: none"> <li>Met</li> <li>Met</li> <li>Met</li> <li>Met</li> </ul>	
Develop communication and engagement strategies for Māori Whānau and Pacific families to identify needs and barriers	<ul style="list-style-type: none"> <li>- Pacific Magis plan implemented</li> <li>- Māori Magis plan implemented</li> <li>- Target uplift in regular attendance to 76% of</li> </ul>	<ul style="list-style-type: none"> <li>- Development of 2025 Language Week Plan</li> <li>- Family meetings to engage partnership with home for each language week</li> </ul>	<ul style="list-style-type: none"> <li>- Successful Samoan Language week celebration in school - planned and delivered in partnership with Samoan Families.</li> </ul>	<ul style="list-style-type: none"> <li>- Successful Tongan Language Week Celebrations - planned and developed in partnership with our Tongan Families. Mass and Kai organised with the families</li> <li>- Successful Māori Language Week Mass and programme of</li> </ul>	<ul style="list-style-type: none"> <li>Met</li> <li>Met</li> <li>Met</li> </ul>	<ul style="list-style-type: none"> <li>- Appointment of a staff member to the Cultural Magis role to further develop the Language</li> </ul>

	students to be present for more than 90% of the school term.	<ul style="list-style-type: none"> <li>- Cultural family meetings to feedback on Health Education Statement</li> </ul>	<ul style="list-style-type: none"> <li>- Mass and Kai celebrated with 15 families bringing in Kai</li> <li>- Term 3 Language week family meetings shared and planned following the same model as Samoan Language Week</li> </ul>	<p>activities to celebrate Te Wiki o te Reo Māori in consultation with whānau</p> <ul style="list-style-type: none"> <li>- Plans are developing for Term 4 Cultural Festival to be held in Week 5.</li> </ul>		<p>Weeks in school</p> <ul style="list-style-type: none"> <li>- Further Development of profile and parent involvement with International Festival</li> </ul>
Develop Emmaus Centre for ākongā with learning needs and/or disabilities	<ul style="list-style-type: none"> <li>- Emmaus Centre Vision developed</li> <li>- New TA appointment to reflect growing school community and needs of ākongā</li> <li>- Systems and processes in place to continue to communicate appropriately to staff regarding supported Ākongā</li> <li>- Ākongā Transition Material produced (eg Map, Social Stories)</li> <li>- Continued development of relationships with RTLb, BLendz and other external agencies</li> <li>- Growing staff competence in accompanying supported ākongā</li> <li>- Positive feedback from ākongā, parents and caregivers</li> </ul>	<ul style="list-style-type: none"> <li>- HOF of Learning Supported appointed</li> <li>- New TA appointed and inducted into the team</li> <li>- Successful model of transition for supported ākongā in place</li> <li>- Staff PD around supporting neuro diverse ākongā (RTLb)</li> <li>- Emmaus Centre Info shared with all staff to ensure staff aware of student needs and strategies to support them</li> <li>- Staff PD on Differentiation Term 2</li> </ul>	<ul style="list-style-type: none"> <li>- Successful Staff PD led by RTLb on supporting neurodiverse students</li> <li>- Successful Staff PD led by HOF Learning Support on Differentiation</li> </ul>	<ul style="list-style-type: none"> <li>- Staff PD on UDL</li> <li>- Continued engagement and partnership with RTLb to develop programmes for individual and group ākongā support</li> <li>- Transition information has been gathered from SENCO in feeder schools for all incoming Year 7 2026 Ākongā, school visits are scheduled for Term 4 alongside whānau hui for supported ākongā</li> </ul>	<p>Not Met</p> <p>Met</p> <p>Met</p> <p>Met</p> <p>Not Met</p> <p>Met</p>	<p>Further development and co construction of Emmaus centre vision in 2026</p> <p>Further development of the Head of faculty Learning Support Review and development of systems and Processes used to communicate regarding supported ākongā</p> <p>Further development of staff in developing differentiated and adapted resources and assessment materials for supported ākongā</p>

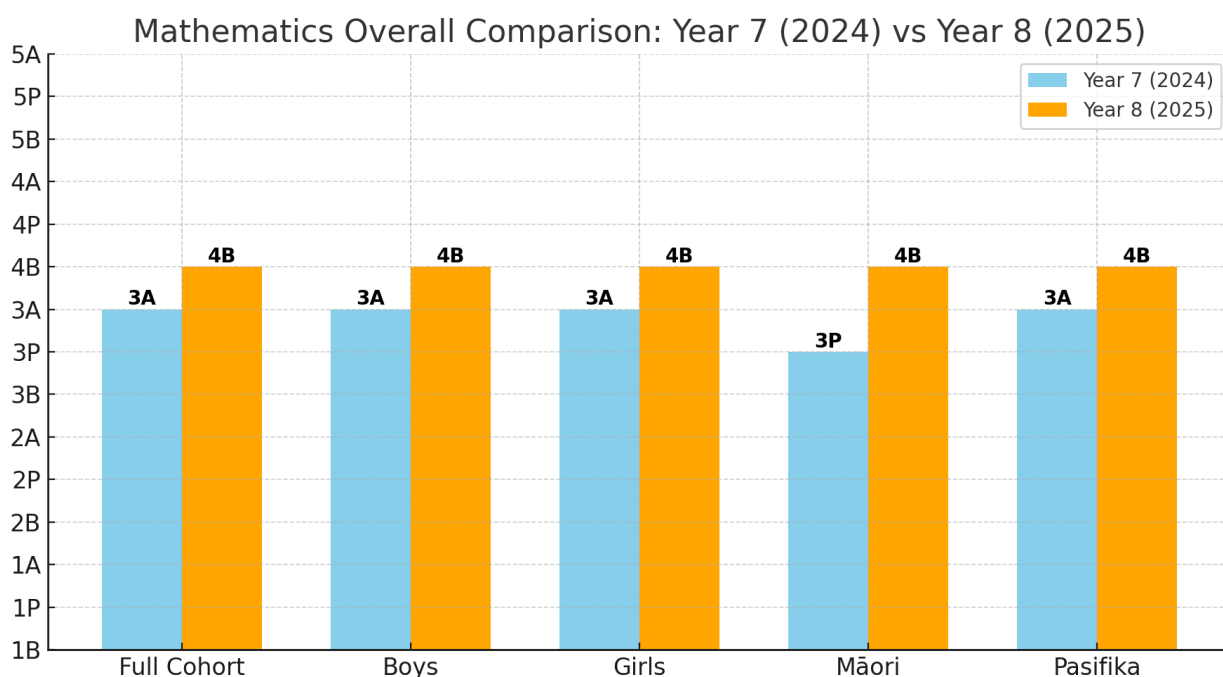
Maintain connections and support for families in financial need	<ul style="list-style-type: none"> <li>- Families/whānau supported to ensure all compulsory attendance dues are paid</li> <li>- Families/whānau identified and supported with experiences so ākongā do not miss out</li> <li>- Families/whānau identified supported with uniform needs</li> <li>- PTA Second Hand Uniform resource launched</li> </ul>	<ul style="list-style-type: none"> <li>- Process for communication of payments and families contacted to make payments/arrangements</li> <li>- Second Hand Uniform store launched through PTA/FOSI on Facebook</li> <li>- Uniform Hardship Fund provided by SAS used Term 1</li> </ul>	<ul style="list-style-type: none"> <li>- Families received email and phone call follow-ups to discuss payment arrangements</li> <li>- One Family (two students) being supported with uniform through Principal's Hardship fund</li> </ul>		<p>Met</p> <p>Met</p> <p>Met</p> <p>Not Met</p>	<ul style="list-style-type: none"> <li>- Further development of FOSI second hand uniform resource</li> </ul>
Leadership builds educationally-focused relationships with other education providers and community groups to support learner transitions and increase opportunities for learning and success. (SIF)	<ul style="list-style-type: none"> <li>- growth in relationships between feeder primary schools</li> <li>- Involvement of focus groups in school in transition programmes</li> <li>- Growing PTA involvement in transition events</li> <li>- Cultural Festival (Term 4)</li> </ul>	<ul style="list-style-type: none"> <li>- PTA/FOSI involved in transition events (providing hospitality, recruitment of new members)</li> <li>- Primary school board consulted on proposed changes to enrolment processes</li> </ul>	<ul style="list-style-type: none"> <li>- Implementation of well being programmes led by Kia Ora Ake during Term 2 - Mauri Tau programme for cohort of identified Year 8 boys</li> <li>- Term 3 Kia Ora Ake Whakarangatira Tu - Raising Respect programme for cohort of identified Yr7-9 boys</li> </ul>	<ul style="list-style-type: none"> <li>- Successful completion of Kia ora ake Whakarangatira Tu Programme with culminated in a whānau breakfast.</li> <li>- Emerging leaders from this programme will go on to form part of a transition programme with St Joseph's</li> <li>- Term 4 - development of a well-being intervention led by Kia ora Ake for all year 8 and 9 girls. The focus of this responds to a growing need for work around self-esteem and developing friendships.</li> </ul>	<p>Met</p> <p>Met</p> <p>Met</p> <p>Met</p>	
The school gathers, analyses and acts on learners' wellbeing data to ensure that learners are free from harm and their experiences are mana enhancing (SIF)	<ul style="list-style-type: none"> <li>- Well-being Survey for all ākongā Term 1</li> <li>- Connection with local attendance referrals to support ākongā with attendance concerns</li> </ul>	<ul style="list-style-type: none"> <li>- Well-Being survey completed Term 1. Feedback overwhelmingly positive</li> <li>- Results shared with the Board</li> <li>- Active Engagement with Franklin Attendance Service (FAS) through attendance referrals.</li> </ul>	<ul style="list-style-type: none"> <li>- continued engagement with Franklin Attendance Services (FAS) to support students and families where attendance is of concern[[</li> </ul>	<ul style="list-style-type: none"> <li>- Continued engagement with FAS and development of multi-agency work to support ākongā and whānau</li> </ul>	<p>Met</p> <p>Met</p>	
Attendance data is gathered, analysed and acted upon. (The Government has set a target of 80% of students to be present	<ul style="list-style-type: none"> <li>- Target uplift in regular attendance to 76% of students to be present for more than 90% of the school term.</li> </ul>	<ul style="list-style-type: none"> <li>- Weekly Attendance Focus on School Newsletter</li> <li>- Operational Attendance Strategy Developed in line with new Attendance targets from Ministry</li> </ul>	<ul style="list-style-type: none"> <li>- Low Overall Attendance Procedure response developed</li> <li>- Term 2 Regular attendance 5% higher than 2024 with</li> </ul>	<ul style="list-style-type: none"> <li>- Operational Attendance Strategy continues to be developed and implemented</li> <li>- Term 3 regular attendance 2% higher than 2024 with an increase from 72% to 74%.</li> </ul>	<p>Met (78% RA)</p> <p>Met</p>	<ul style="list-style-type: none"> <li>- Increase Regular Attendance target</li> </ul>

for more than 90% per cent of the term by 2030.)		- Term 1 - 81% regular attendance	an increase from 72% to 77%.	- Overall regular attendance at 78% at the end of term 3. This is 2% above the annual target of 76% and 4% above 2024 annual figure.	Met	for 2026 to 80%
--	--	-----------------------------------	------------------------------	--	-----	-----------------

# Evaluation of Students' Progress and Achievement

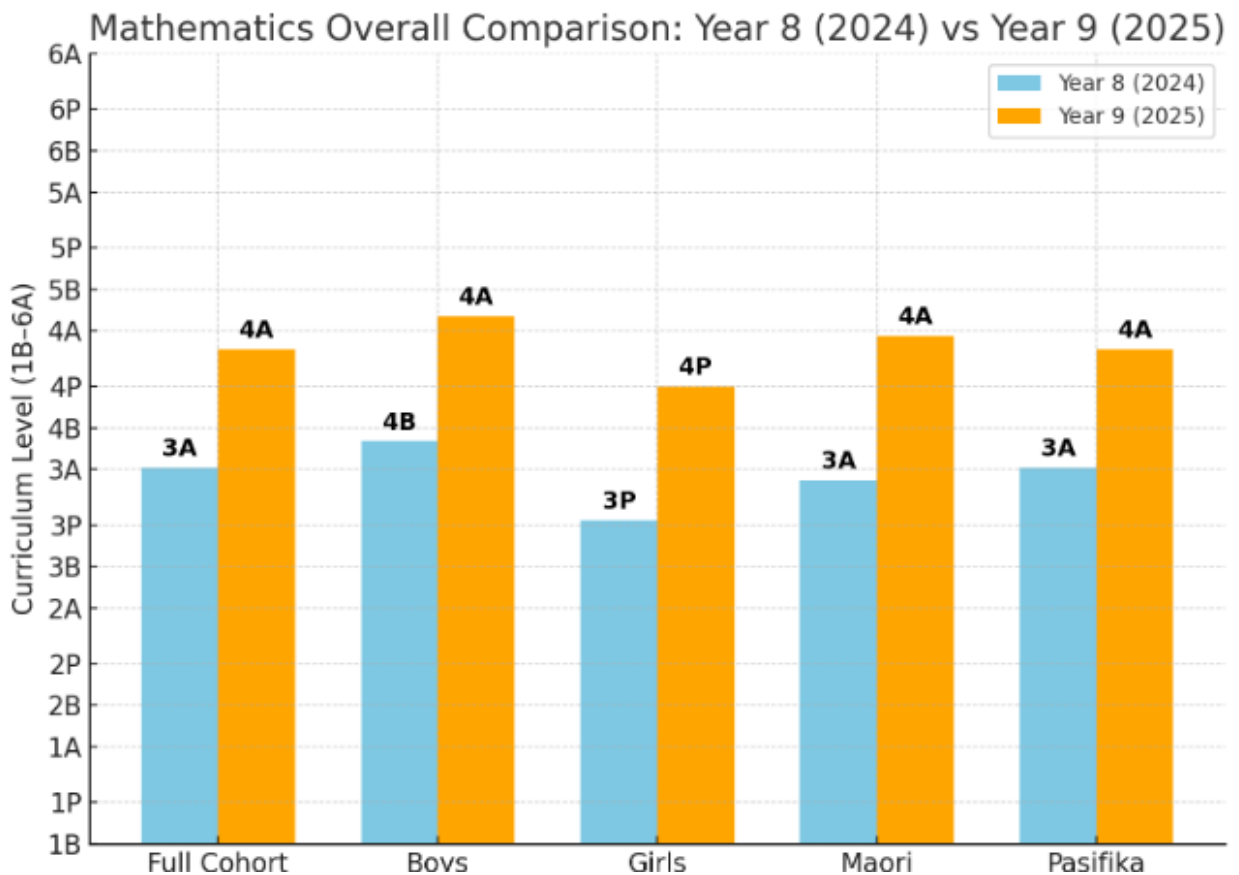
## Numeracy

Mathematics and Statistics	Year 7 2024	Year 8 2025
Full yearly progress	Average grade across the cohort	Average grade across the cohort
Full yearly progress full cohort	3A	4B
Full yearly progress boys	3A	4B
Full yearly progress girls	3A	4B
Full yearly progress maori	3P	4B
Full yearly progress pasifika	3A	4B



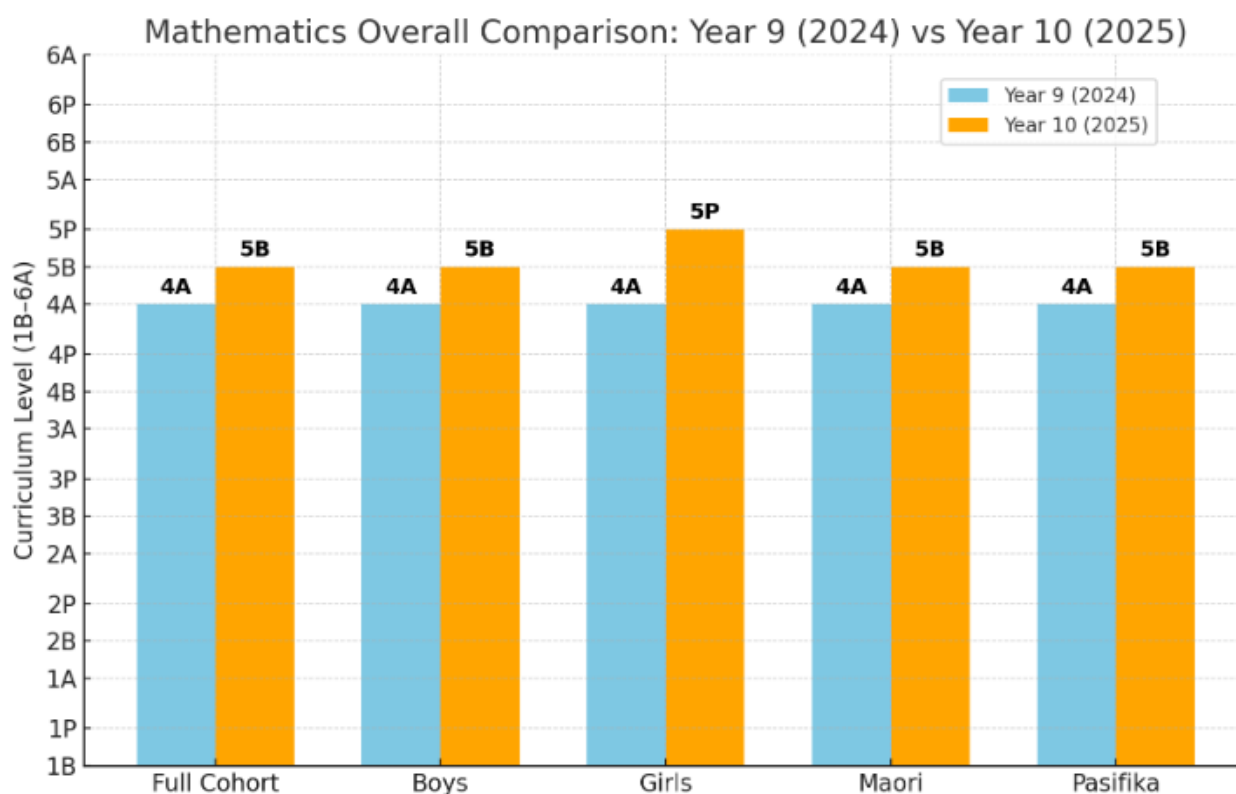
Every group has advanced by roughly one sub-level, with Māori learners moving from 3P → 4B and the rest from 3A → 4B, reflecting consistent growth across the College's mathematics programme between 2024 and 2025.

Mathematics and Statistics	Year 8 2024	Year 9 2025
Full yearly progress	Average grade across the cohort	Average grade across the cohort
Full yearly progress full cohort	3A	4A
Full yearly progress boys	4B	4A
Full yearly progress girls	3P	4P
Full yearly progress maori	3A	4A
Full yearly progress pasifika	3A	4A



The data clearly demonstrates a positive upward shift in Mathematics achievement between Year 8 (2024) and Year 9 (2025). Across all groups—Boys, Girls, Māori, and Pasifika—students have shown steady progression of roughly one curriculum sub-level, moving from mid-Level 3 to early-to-mid Level 4 overall. This growth indicates consistent learning gains as students transition from junior to middle secondary mathematics, with particularly strong advancement among Māori and Boys cohorts.

Mathematics and Statistics	Year 9 2024	Year 10 2025
Full yearly progress	Average grade across the cohort	Average grade across the cohort
Full yearly progress full cohort	4A	5B
Full yearly progress boys	4A	5B
Full yearly progress girls	4A	5P
Full yearly progress maori	4A	5B
Full yearly progress pasifika	4A	5B



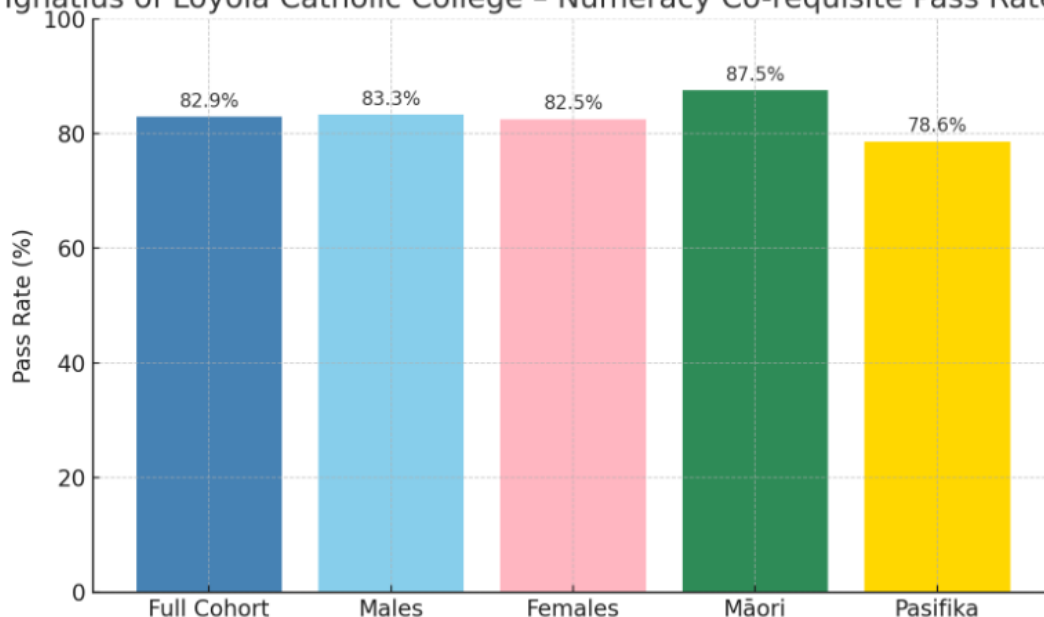
All groups demonstrate movement from **Level 4A** into **Level 5**, signalling solid curriculum advancement and strengthened conceptual understanding.

## NCEA Numeracy Co-requisite Results

The NCEA Co-requisite is a requirement that all learners must meet in order to be awarded any of the NCEA Level 1, Level 2 or Level 3 certificates. It ensures students have foundational skills in reading, writing, and mathematics (numeracy) regardless of their subject choices.

The numeracy component is worth **10 credits** via the approved numeracy standard. This is provided through a 'Common Assessment Activity' or CAA that students can attempt online in exam supervised conditions twice per year (until a pass is achieved).

St Ignatius of Loyola Catholic College – Numeracy Co-requisite Pass Rates (2025)



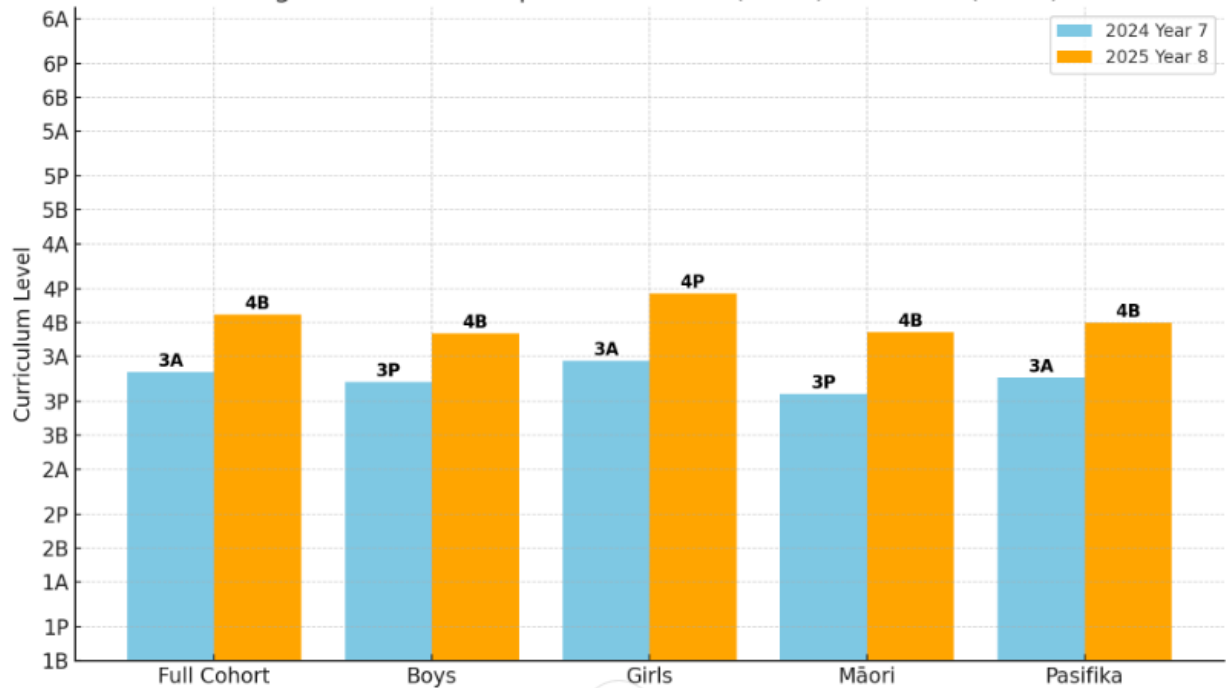
Out of **105 students**, **18 did not pass** the Numeracy Co-requisite — this represents approximately **17.1%** of the total cohort. But this includes two students, who were on an exchange. Students who missed in 2025 will receive continued support and guidance in 2026.

These results are testament to our teaching programme and dedicated staff. The 2025 national average was 63.0%. St Ignatius of Loyola Catholic College had a pass rate of 82.9%.

## Literacy

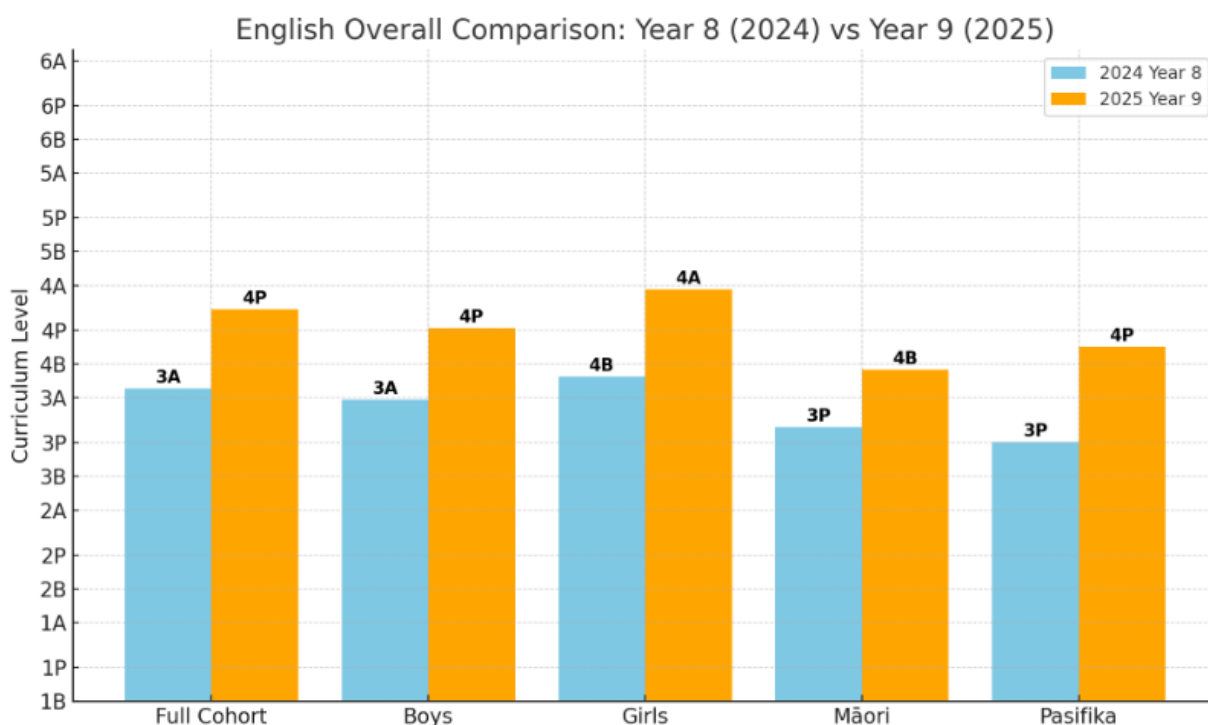
English	Year 7 2024	Year 8 2025
Full yearly progress	Average grade across the cohort	Average grade across the cohort
Full yearly progress full cohort	3A	4B
Full yearly progress boys	3P	4B
Full yearly progress girls	3A	4P
Full yearly progress maori	3P	4B
Full yearly progress pasifika	3A	4B

English Overall Comparison: Year 7 (2024) vs Year 8 (2025)



The overall cohort improved from an average of 3A → 4B, indicating advancement of roughly one full curriculum sub-level. Both Boys and Māori ākonga demonstrated steady gains to 4B, while Girls achieved the strongest growth, reaching 4P. Pasifika ākonga also showed pleasing improvement, now averaging 4B.

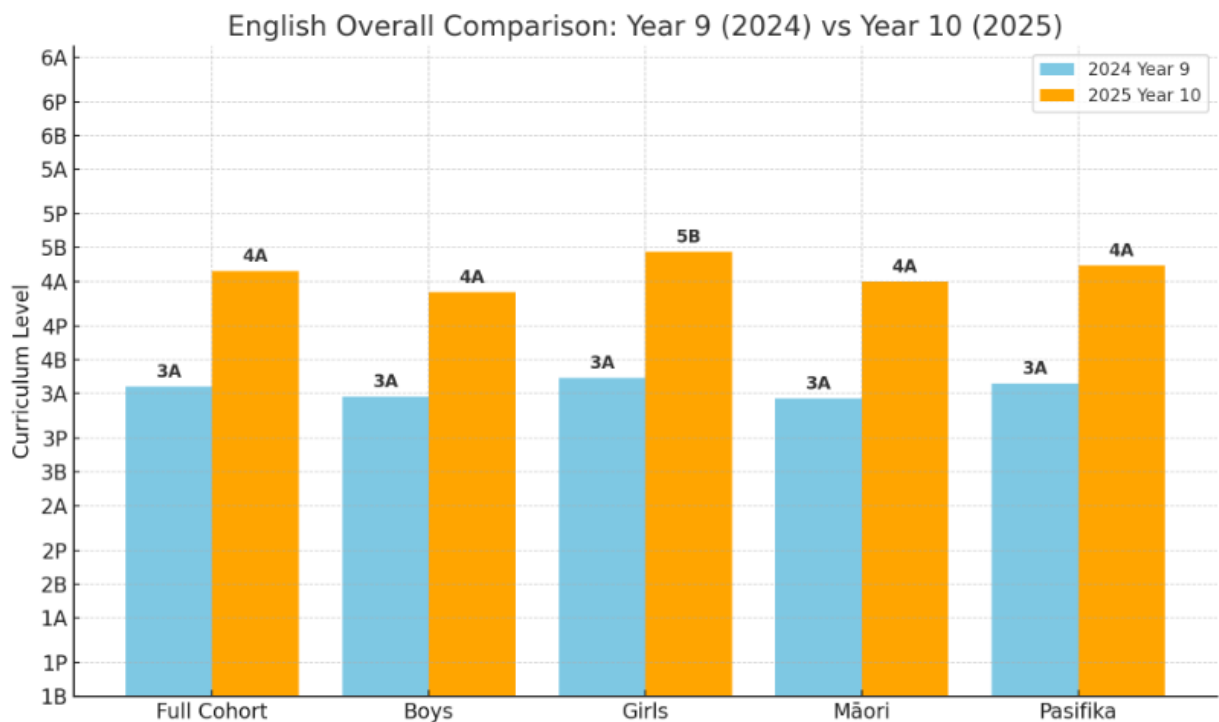
English	Year 8 2024	Year 9 2025
<b>Full yearly progress</b>	<b>Average grade across the cohort</b>	<b>Average grade across the cohort</b>
<b>Full yearly progress full cohort</b>	<b>3A</b>	<b>4P</b>
<b>Full yearly progress boys</b>	<b>3A</b>	<b>4P</b>
<b>Full yearly progress girls</b>	<b>4B</b>	<b>4A</b>
<b>Full yearly progress maori</b>	<b>3P</b>	<b>4B</b>
<b>Full yearly progress pasifika</b>	<b>3P</b>	<b>4P</b>



The Full Cohort improved from an average of 3A → 4P, demonstrating strong advancement through the curriculum. Girls continue to achieve at the highest level, moving from 4B → 4A, while Boys, Māori, and Pasifika ākonga have all shown clear and consistent growth, each reaching the Level 4 range.

This consistent upward trend reflects the effectiveness of the College’s English programme, with teaching approaches that foster deeper comprehension, greater confidence in writing, and more active engagement in learning. It highlights the ongoing success of the literacy focus in supporting ākonga to meet and exceed curriculum expectations.

<b>English</b>	<b>Year 9 2024</b>	<b>Year 10 2025</b>
<b>Full yearly progress</b>	<b>Average grade across the cohort</b>	<b>Average grade across the cohort</b>
<b>Full yearly progress full cohort</b>	<b>3A</b>	<b>4A</b>
<b>Full yearly progress boys</b>	<b>3A</b>	<b>4A</b>
<b>Full yearly progress girls</b>	<b>3A</b>	<b>5B</b>
<b>Full yearly progress maori</b>	<b>3A</b>	<b>4A</b>
<b>Full yearly progress pasifika</b>	<b>3A</b>	<b>4A</b>

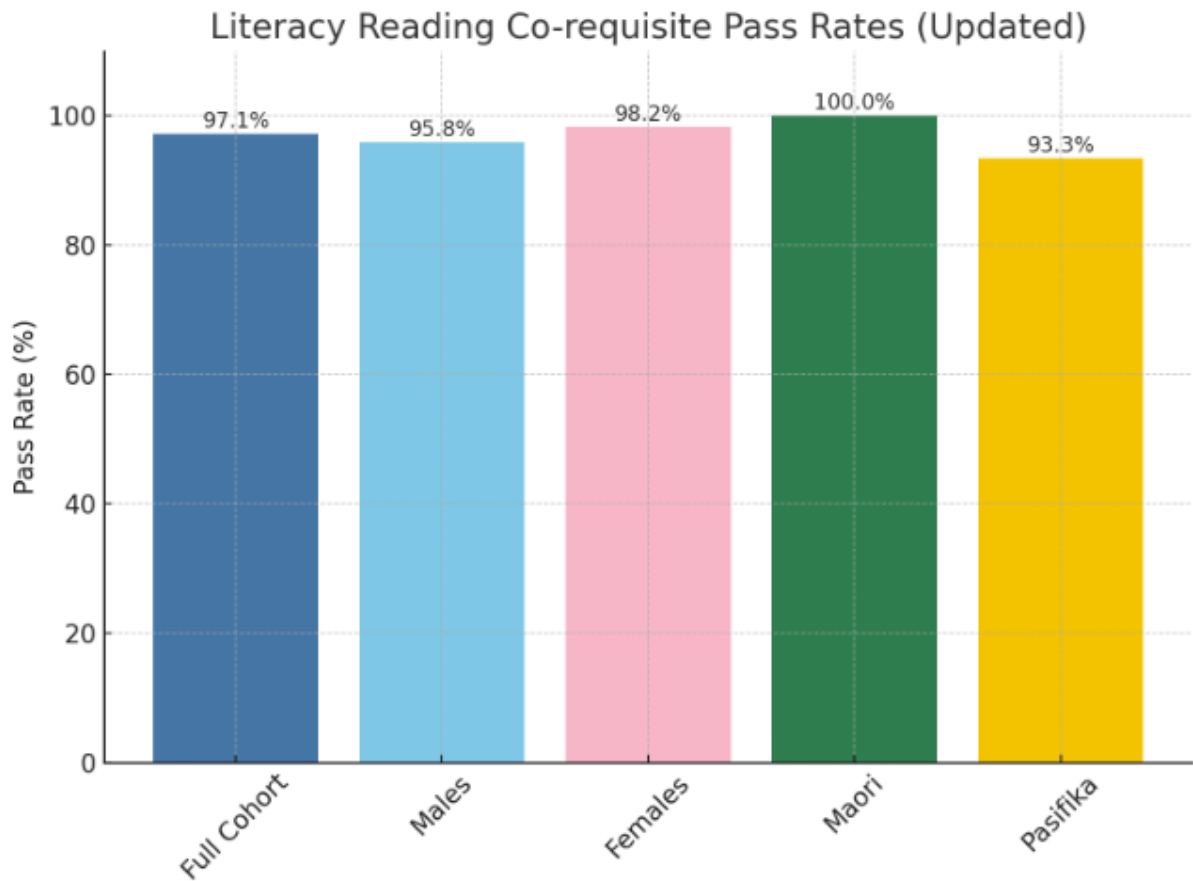


The Full Cohort advanced from 3A → 4A, with the Girls group leading at 5B. Boys, Māori, and Pasifika ākonga all moved solidly into Level 4.

Focused co-requisite preparation was a key driver, strengthening students’ reading and writing performance and lifting overall literacy achievement across the cohort.

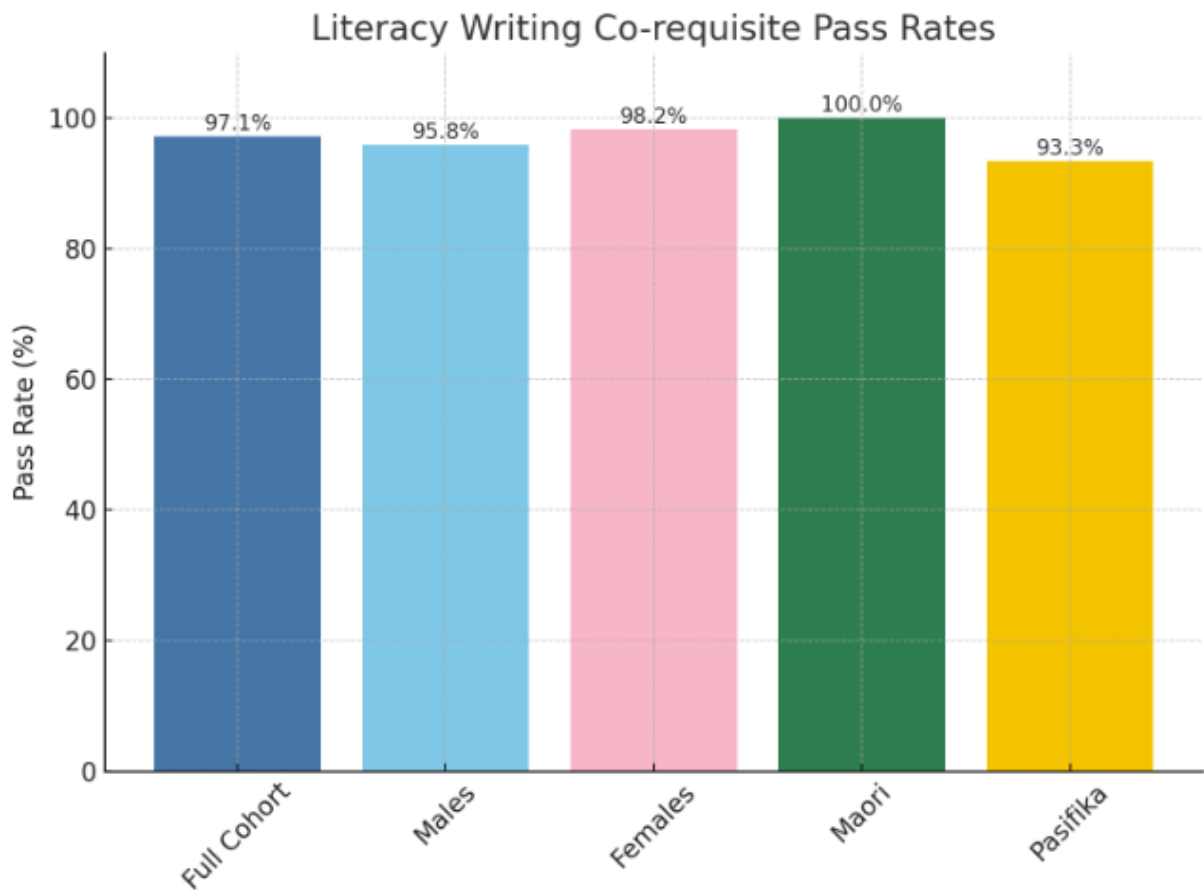
### **NCEA Literacy Co-requisite Results**

The literacy component is worth **10 credits** via the approved literacy standards. There are two ‘Common Assessment Activities’ or CAA’s for Literacy. The ‘Reading’ CAA is worth 5 credits and the ‘Writing’ CAA is also worth 5 credits. As with the Numeracy CAA, students attempt online in exam supervised conditions twice per year (until a pass is achieved).



Out of **105 students**, **3 did not pass** the Reading Co-requisite — this represents approximately **2.86%** of the total cohort. This includes one student who was on exchange and a student on the roll at St Ignatius but currently receiving alternative education. These results are testament to our teaching programme and dedicated staff.

The 2025 national average was 61.0%.



Out of **105 students**, **3 did not pass** the Writing Co-requisite — this represents approximately **2.86%** of the total cohort. These are the three students previously referred to.

These outstanding results reflect countless hours of ākonga preparation and are a true indicator of the college maintaining its wider academic vision.

The 2025 national average was 55.0%.

# Statement of Compliance with Employment Policy

<p><b>How have you met your obligations to provide good and safe working conditions?</b></p>	<p><i>St Ignatius of Loyola Catholic College has a clear and well-established Health and Safety programme that is regularly communicated to staff and forms an important part of staff induction. All staff share responsibility for Health and Safety and are encouraged to report any hazards, maintenance issues, or areas of concern. These matters are responded to and addressed in a timely manner.</i></p> <p><i>Staff wellbeing is also a priority within the College. Workloads are monitored and adjusted where appropriate to support staff wellbeing and sustainability. The onsite nurses and counsellors are available to provide support and advice when needed, and the Employee Assistance Programme (EAP) is available to all staff.</i></p>
<p><b>What is in your equal employment opportunities programme? How have you been fulfilling this programme?</b></p>	<p><i>St Ignatius of Loyola Catholic College ensures equal access, fair consideration, and encouragement in the areas of recruitment, selection, promotion, conditions of employment, and career development. As a college we are committed to dignity, equity, inclusion, and the recognition of the unique gifts of each person within our Catholic and Ignatian community.</i></p>
<p><b>How do you practise impartial selection of suitably qualified persons for appointment?</b></p>	<p><i>At St Ignatius of Loyola Catholic College, appointments are made on the basis of merit, with the most suitably qualified person selected for each position, regardless of culture, age, gender, or religion, except where a position is specifically tagged in accordance with the College's Catholic special character requirements.</i></p> <p><i>Appointment decisions are made through a fair and transparent process by an appointment committee or designated appointment group, in line with College policy and procedures.</i></p>
<p><b>How are you recognising,</b></p> <ul style="list-style-type: none"> <li>- The aims and aspirations of Māori,</li> <li>- The employment requirements of Māori, and</li> <li>- Greater involvement of Māori in the Education service?</li> </ul>	<p><i>As a school, we aim to create a welcoming and inclusive environment for Māori staff, students and whanau.</i></p> <p><i>We strive to ensure that all members of our community feel respected, valued, and affirmed, regardless of their ethnicity or background.</i></p> <p><i>The College recognises the importance of understanding and responding to the unique strengths, aspirations, and</i></p>

	<i>needs of Māori students and staff. Through a commitment to partnership, respect, and belonging, we seek to foster an environment where Māori can flourish as Māori within our Catholic and Ignatian community.</i>
<b>How have you enhanced the abilities of individual employees?</b>	<p><i>At St Ignatius of Loyola Catholic College, professional learning and development is valued as an important part of staff growth and ongoing improvement. Teaching staff engage in an annual professional development plan as part of their professional growth cycle. This includes a combination of whole-school professional learning aligned with College priorities, alongside subject-specific and curriculum-focused development opportunities. Provisionally registered teachers are supported through a tailored induction and development programme designed to strengthen their practice and support successful registration.</i></p> <p><i>Support staff are also encouraged and supported to develop their skills and professional practice through role-specific professional learning opportunities. Where possible, support staff are developed across multiple areas to build capability, flexibility, and confidence within their roles.</i></p>
<b>How are you recognising the employment requirements of women?</b>	<i>We recognise the employment needs of all staff, regardless of gender</i>
<b>How are you recognising the employment requirements of persons with disabilities?</b>	<i>As a good employer, we strive to recognise the employment requirements of our diverse staff.</i>

<b>Do you operate an EEO programme/policy?</b>	✓	
<b>Has this policy or programme been made available to staff?</b>	✓	
<b>Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?</b>		Not specifically in the EEO policy
<b>Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?</b>	✓	
<b>Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?</b>	✓	
<b>Does your EEO programme/policy set priorities and objectives?</b>	✓	

## Kiwisport Funding

Kiwisport is a government funding initiative to support students' participation in organized sport.

In 2025, the school received total Kiwisport funding of \$ 10 249.88 (excluding GST).

This money was used to provide additional staffing for training students and enabling them to attend cluster sports events.



# 2025 Financial Statements

## ST IGNATIUS OF LOYOLA CATHOLIC COLLEGE

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

#### School Directory

<b>Ministry Number:</b>	949
<b>Principal:</b>	Dean M Wearmouth
<b>School Address:</b>	Burt Road, Runciman, Drury 2578
<b>School Postal Address:</b>	P O Box 433, Drury, Auckland 2113
<b>School Phone:</b>	09 215 6113
<b>School Email:</b>	office@saintignatius.school.nz
<b>Accountant / Service Provider:</b>	Edtech Financial Services Ltd

#### Members of the Board:

Name	Position	How Position Gained	Term Expired/ Expires
Linda Mcquade	Presiding Member	Bishop Appointed	2028
Dean Wearmouth	Principal	Ex-officio	
Elvira Balle	Bishop's Representative	Bishop Appointed	2028
John Michael Gilbert	Bishop's Representative	Bishop Appointed	2028
Catherine Rawlinson	Bishop's Representative	Bishop Appointed	2028
Andrea Clark	Staff Representative	Elected	2028
Apaula Lautua	Parent Representative	Elected	2028
Joseph Fa' afiu	Parent Representative	Elected	Resigned end 2025
Barbara Lee	Parent Representative	Elected	2028
Nadia McFadden	Parent Representative	Elected	2028
Benjamin Speedy	Parent Representative	Elected	2028
Thomas Fa'aifu	Student Representative	Elected	2026



# ST IGNATIUS OF LOYOLA CATHOLIC COLLEGE

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

### School Directory

<b>Ministry Number:</b>	949
<b>Principal:</b>	Dean M Wearmouth
<b>School Address:</b>	Burt Road, Runciman, Drury 2578
<b>School Postal Address:</b>	P O Box 433, Drury, Auckland 2113
<b>School Phone:</b>	09 215 6113
<b>School Email:</b>	office@saintignatius.school.nz
<b>Accountant / Service Provider:</b>	Edtech Financial Services Ltd

### Members of the Board:

<b>Name</b>	<b>Position</b>	<b>How Position Gained</b>	<b>Term Expired/Expires</b>
Linda Mcquade	Presiding Member	Bishop Appointed	2028
Dean Wearmouth	Principal	Ex-officio	
Elvira Balle	Bishop's Representative	Bishop Appointed	2028
John Michael Gilbert	Bishop's Representative	Bishop Appointed	2028
Catherine Rawlinson	Bishop's Representative	Bishop Appointed	2028
Andrea Clark	Staff Representative	Elected	2028
Apaula Lautua	Parent Representative	Elected	2028
Joseph Fa'afiu	Parent Representative	Elected	Resigned end 2025
Barbara Lee	Parent Representative	Elected	2028
Nadia McFadden	Parent Representative	Elected	2028
Benjamin Speedy	Parent Representative	Elected	2028
Thomas Fa'aifu	Student Representative	Elected	2026



# ST IGNATIUS OF LOYOLA CATHOLIC COLLEGE

Annual Financial Statements - For the year ended 31 December 2025

## Index

<b>Page</b>	<b>Statement</b>
1	Statement of Responsibility
2	Statement of Comprehensive Revenue and Expense
3	Statement of Changes in Net Assets/Equity
4	Statement of Financial Position
5	Statement of Cash Flows
6 - 22	Notes to the Financial Statements
	Independent Auditor's Report

# St Ignatius of Loyola 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.

Linda McQuade

---

Full Name of Presiding Member



---

Signature of Presiding Member

26 May 2026

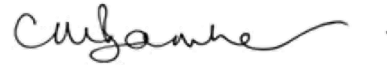
---

Date

Catherine Bamber O'Malley

---

Full Name of Principal



---

Signature of Principal

26 May 2026

---

Date

# St Ignatius of Loyola Catholic College

## 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	4,707,201	2,242,116	3,372,550
Locally Raised Funds	3	956,687	705,600	511,566
Use of Proprietor's Land and Buildings		2,971,627	600,000	2,984,261
Interest		35,496	30,000	46,655
<b>Total Revenue</b>		<b>8,671,011</b>	<b>3,577,716</b>	<b>6,915,032</b>
<b>Expense</b>				
Locally Raised Funds	3	333,904	221,380	181,942
Learning Resources	4	4,198,602	1,946,053	2,889,726
Administration	5	484,477	488,676	456,314
Interest		7,942	5,796	6,537
Property	6	3,315,161	915,756	3,335,344
Loss on Disposal of Property, Plant and Equipment		506	-	-
<b>Total Expense</b>		<b>8,340,592</b>	<b>3,577,661</b>	<b>6,869,863</b>
<b>Net Surplus / (Deficit) for the year</b>		<b>330,419</b>	<b>55</b>	<b>45,169</b>
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<b>330,419</b>	<b>55</b>	<b>45,169</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 Ignatius of Loyola Catholic College

## 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>		1,564,177	1,679,213	601,235
Total comprehensive revenue and expense for the year		330,419	55	45,169
Contribution - Furniture and Equipment Grant		377,053	-	917,773
<b>Equity at 31 December</b>		2,271,649	1,679,268	1,564,177
Accumulated comprehensive revenue and expense		2,271,649	1,679,268	1,564,177
<b>Equity at 31 December</b>		2,271,649	1,679,268	1,564,177

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 Ignatius of Loyola Catholic College

## 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	818,924	1,094,745	420,412
Accounts Receivable	8	324,546	255,398	233,146
GST Receivable		56,381	37,836	37,836
Prepayments		147,749	76,580	76,576
Investments	9	612,270	-	665,785
		1,959,870	1,464,559	1,433,755
<b>Current Liabilities</b>				
Accounts Payable	11	409,446	478,684	311,941
Revenue Received in Advance	12	17,608	16,299	36,915
Finance Lease Liability	13	22,802	17,358	16,679
Funds held in Trust	14	212,989	-	161,471
		662,845	512,341	527,006
<b>Working Capital Surplus/(Deficit)</b>		1,297,025	952,218	906,749
<b>Non-current Assets</b>				
Property, Plant and Equipment	10	1,016,230	756,472	704,209
		1,016,230	756,472	704,209
<b>Non-current Liabilities</b>				
Finance Lease Liability	13	41,606	29,422	46,781
		41,606	29,422	46,781
<b>Net Assets</b>		2,271,649	1,679,268	1,564,177
<b>Equity</b>		2,271,649	1,679,268	1,564,177

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

# St Ignatius of Loyola Catholic College

## 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		1,321,064	1,074,681	1,204,228
Locally Raised Funds		880,173	605,604	399,318
International Students		62,549	79,380	80,271
Goods and Services Tax (net)		(18,545)	-	(28,018)
Payments to Employees		(649,375)	(502,776)	(520,293)
Payments to Suppliers		(1,219,462)	(852,302)	(888,125)
Interest Paid		(7,942)	(5,796)	(6,537)
Interest Received		41,425	20,171	49,452
Net cash from/(to) Operating Activities		409,887	418,962	290,296
<b>Cash flows from Investing Activities</b>				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		(506)	-	-
Purchase of Property Plant & Equipment (and Intangibles)		(467,896)	(150,182)	(609,145)
Purchase of Investments		-	665,785	(148,206)
Proceeds from Sale of Investments		53,515	-	-
Net cash from/(to) Investing Activities		(414,887)	515,603	(757,351)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		377,053	-	62,803
Finance Lease Payments		(25,059)	(98,761)	(15,810)
Funds Administered on Behalf of Other Parties		51,518	(161,471)	-
Net cash from/(to) Financing Activities		403,512	(260,232)	46,993
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>398,512</b>	<b>674,333</b>	<b>(420,062)</b>
Cash and cash equivalents at the beginning of the year	7	420,412	420,412	840,474
<b>Cash and cash equivalents at the end of the year</b>	<b>7</b>	<b>818,924</b>	<b>1,094,745</b>	<b>420,412</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 Ignatius of Loyola Catholic College

## Notes to the Financial Statements

For the year ended 31 December 2025

---

### 1. Statement of Accounting Policies

#### a) Reporting Entity

St Ignatius of Loyola 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.

# St Ignatius of Loyola Catholic College

## Notes to the Financial Statements

For the year ended 31 December 2025

---

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

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

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

### ***Cyclical maintenance***

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

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

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

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

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

### ***Classification of leases***

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

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 13. Future operating lease commitments are disclosed in note 19.

### ***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.

# St Ignatius of Loyola Catholic College

## Notes to the Financial Statements

For the year ended 31 December 2025

---

### c) Revenue Recognition

#### **Government Grants**

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

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

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

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

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

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

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

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

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

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

#### **Interest Revenue**

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

### d) Finance Lease Payments

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

# St Ignatius of Loyola Catholic College

## Notes to the Financial Statements

For the year ended 31 December 2025

---

### **e) Cash and Cash Equivalents**

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

### **f) Accounts Receivable**

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

### **g) Investments**

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

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

Land and buildings owned by the 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.

# St Ignatius of Loyola Catholic College

## Notes to the Financial Statements

For the year ended 31 December 2025

---

### **Depreciation**

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

The estimated useful lives of the assets are:

Building Improvements	40 years
Furniture and Equipment	10-15 years
Information and Communication Technology	4–5 years
Motor Vehicles	5 years
Leased Assets held under a Finance Lease	Term of Lease
Library Resources	12.5% Diminishing value

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

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

#### *Non cash generating assets*

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

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

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

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

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

### **j) Accounts Payable**

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

# St Ignatius of Loyola Catholic College

## Notes to the Financial Statements

For the year ended 31 December 2025

---

### **k) Employee Entitlements**

#### *Short-term employee entitlements*

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

#### *Long-term employee entitlements*

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

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

### **l) 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.

### **m) 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.

### **n) 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.

# St Ignatius of Loyola Catholic College

## Notes to the Financial Statements

For the year ended 31 December 2025

---

### **o) Provision for Cyclical Maintenance**

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

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

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

### **p) Financial Instruments**

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

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

### **q) Goods and Services Tax (GST)**

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

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

Commitments and contingencies are disclosed exclusive of GST.

### **r) Budget Figures**

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

### **s) Services Received In-kind**

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

# St Ignatius of Loyola Catholic College

## Notes to the Financial Statements

For the year ended 31 December 2025

### 2. Government Grants

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Government Grants - Ministry of Education	1,327,875	958,140	1,175,855
Teachers' Salaries Grants	3,374,418	1,275,972	2,172,760
Other Government Grants	4,908	8,004	23,935
	<u>4,707,201</u>	<u>2,242,116</u>	<u>3,372,550</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	356,513	376,008	298,567
Fees for Extra Curricular Activities	373,233	207,852	141,442
Trading	1,090	-	1,635
Fundraising and Community Grants	60,078	804	6,692
Other Revenue	83,700	20,940	19,874
International Student Fees	82,073	99,996	43,356
	<u>956,687</u>	<u>705,600</u>	<u>511,566</u>
<b>Expense</b>			
Extra Curricular Activities Costs	307,597	185,884	126,081
Trading	8,396	9,996	32,007
Fundraising and Community Grant Costs	7,366	504	2,224
International Student - Employee Benefits - Salaries	10,545	24,996	21,630
	<u>333,904</u>	<u>221,380</u>	<u>181,942</u>
<i>Surplus/ (Deficit) for the year Locally Raised Funds</i>	<u>622,783</u>	<u>484,220</u>	<u>329,624</u>

# St Ignatius of Loyola Catholic College

## Notes to the Financial Statements

For the year ended 31 December 2025

### 4. Learning Resources

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Curricular	321,981	271,873	318,007
Information and Communication Technology	(369)	3,000	4,212
Employee Benefits - Salaries	3,646,159	1,413,876	2,384,626
Staff Development	42,749	70,008	37,003
Depreciation	181,882	180,000	131,976
Other Learning Resources	6,200	7,296	13,901
	<u>4,198,602</u>	<u>1,946,053</u>	<u>2,889,725</u>

### 5. Administration

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Audit Fees	15,885	12,288	21,615
Board Fees and Expenses	6,627	8,880	10,300
Other Administration Expenses	133,595	156,516	153,282
Employee Benefits - Salaries	300,481	282,996	249,111
Insurance	17,819	18,000	11,815
Service Providers, Contractors and Consultancy	10,070	9,996	10,191
	<u>484,477</u>	<u>488,676</u>	<u>456,314</u>

### 6. Property

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Consultancy and Contract Services	67,298	78,000	57,128
Cyclical Maintenance	-	5,004	-
Heat, Light and Water	129,223	114,660	143,013
Repairs and Maintenance	35,775	27,996	36,294
Use of Land and Buildings	2,971,627	600,000	2,984,261
Employee Benefits - Salaries	73,597	56,880	59,280
Other Property Expenses	37,641	33,216	55,368
	<u>3,315,161</u>	<u>915,756</u>	<u>3,335,344</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.

# St Ignatius of Loyola Catholic College

## Notes to the Financial Statements

For the year ended 31 December 2025

### 7. Cash and Cash Equivalents

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Bank Accounts	818,924	1,094,745	380,163
Short-term Bank Deposits	-	-	40,249
Cash and cash equivalents for Statement of Cash Flows	<u>818,924</u>	<u>1,094,745</u>	<u>420,412</u>

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

Of the \$818,924 Cash and Cash Equivalents \$212,989 is subject to restrictions for the following reasons:

- \$179,572 is held by the school on behalf of the proprietor for attendance dues and special character donations payable to the Proprietor. This is included in Funds Held on Behalf of Third Parties in note 14.
- \$33,417 is held by the school on behalf of the overseas students for their homestay placement fees and weekly costs. This is included in Funds Held on Behalf of Third Parties in note 14.

### 8. Accounts Receivable

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Receivables	563	5,905	5,905
Receivables from the Ministry of Education	7,281	7,985	(4,438)
Interest Receivable	10,665	26,423	16,594
Teacher Salaries Grant Receivable	306,037	215,085	215,085
	<u>324,546</u>	<u>255,398</u>	<u>233,146</u>
Receivables from Exchange Transactions	11,228	32,328	22,499
Receivables from Non-Exchange Transactions	313,318	223,070	210,647
	<u>324,546</u>	<u>255,398</u>	<u>233,146</u>

### 9. Investments

The School's investment activities are classified as follows:

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Current Asset			
Short-term Bank Deposits	612,270	-	665,785
Total Investments	<u>612,270</u>	<u>-</u>	<u>665,785</u>

# St Ignatius of Loyola Catholic College

## Notes to the Financial Statements

For the year ended 31 December 2025

### 10. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
<b>2025</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>
Building Improvements	16,692	120,762	-	-	(2,440)	<b>135,014</b>
Furniture and Equipment	486,461	146,718	-	-	(100,999)	<b>532,180</b>
Information and Communication Technology	107,639	68,351	(7,084)	-	(28,867)	<b>140,039</b>
Intangible Assets	4,000	-	-	-	(1,160)	<b>2,840</b>
Motor Vehicles	34,708	28,175	-	-	(8,970)	<b>53,913</b>
Leased Assets	52,944	26,007	-	-	(37,837)	<b>41,114</b>
Library Resources	1,765	15,438	-	-	(1,609)	<b>15,594</b>
Work in Progress	-	95,536	-	-	-	<b>95,536</b>
	<b>704,209</b>	<b>500,987</b>	<b>(7,084)</b>	<b>-</b>	<b>(181,882)</b>	<b>1,016,230</b>

The net carrying value of equipment held under a finance lease is \$41,114 (2024: \$52,944).

#### 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	2025	2025	2024	2024	2024
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	137,852	(2,838)	<b>135,014</b>	17,090	(398)	<b>16,692</b>
Furniture and Equipment	708,390	(176,210)	<b>532,180</b>	561,671	(75,210)	<b>486,461</b>
Information and Communication Technology	194,877	(54,838)	<b>140,039</b>	136,186	(28,547)	<b>107,639</b>
Intangible Assets	5,800	(2,960)	<b>2,840</b>	5,800	(1,800)	<b>4,000</b>
Motor Vehicles	70,674	(16,761)	<b>53,913</b>	42,500	(7,792)	<b>34,708</b>
Leased Assets	108,088	(66,974)	<b>41,114</b>	82,081	(29,137)	<b>52,944</b>
Library Resources	17,299	(1,705)	<b>15,594</b>	1,860	(95)	<b>1,765</b>
Work in Progress	95,536	-	<b>95,536</b>	-	-	<b>-</b>
	<b>1,338,516</b>	<b>(322,286)</b>	<b>1,016,230</b>	<b>847,188</b>	<b>(142,979)</b>	<b>704,209</b>

# St Ignatius of Loyola Catholic College

## Notes to the Financial Statements

For the year ended 31 December 2025

### 11. Accounts Payable

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Creditors	53,812	47,332	47,332
Accruals	13,371	181,106	20,287
Banking Staffing Overuse	-	5,924	-
Employee Entitlements - Salaries	308,081	216,629	216,629
Employee Entitlements - Leave Accrual	34,182	27,693	27,693
	<u>409,446</u>	<u>478,684</u>	<u>311,941</u>
Payables for Exchange Transactions	409,446	478,684	311,941
	<u>409,446</u>	<u>478,684</u>	<u>311,941</u>

The carrying value of payables approximates their fair value.

### 12. Revenue Received in Advance

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
International Student Fees in Advance	17,391	16,299	36,915
Other revenue in Advance	217	-	-
	<u>17,608</u>	<u>16,299</u>	<u>36,915</u>

### 13. Finance Lease Liability

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

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
No Later than One Year	27,779	17,358	22,006
Later than One Year	46,078	29,422	53,801
Future Finance Charges	(9,449)	-	(12,347)
	<u>64,408</u>	<u>46,780</u>	<u>63,460</u>
<b>Represented by</b>			
Finance lease liability - Current	22,802	17,358	16,679
Finance lease liability - Non current	41,606	29,422	46,781
	<u>64,408</u>	<u>46,780</u>	<u>63,460</u>

# St Ignatius of Loyola Catholic College

## Notes to the Financial Statements

For the year ended 31 December 2025

### 14. Funds Held in Trust

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Funds Held in Trust on Behalf of Third Parties - Current	212,989	-	161,471
	<u>212,989</u>	<u>-</u>	<u>161,471</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.

### 15. Related Party Transactions

The Proprietor of the School (Catholic Education Services Board) 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, proprietor contribution and special character donations payable to the Proprietor. The amounts collected in total were \$510,963 (2024: \$608,786). 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 \$179,572 (2024: \$161,471).

# St Ignatius of Loyola Catholic College

## Notes to the Financial Statements

For the year ended 31 December 2025

### 16. 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	6,490	4,725
<i>Leadership Team</i>		
Remuneration	987,084	666,701
Full-time equivalent members	7	6
Total key management personnel remuneration	993,574	671,426

There were ten (10) members of the Board excluding the Principal before student elections. There are eleven (11) members of the Board excluding the Principal after elections. The Board has held eleven (11) full meetings of the Board in the year. The Board also has Finance four (4) members and Property four (4) members committees that meet monthly and quarterly respectively. As well as these regular meetings, including preparation time, the Presiding member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

#### Principal

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	210 - 220	180 - 190
Benefits and Other Emoluments	5 - 10	5 - 10
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	7.00	5.00
110 - 120	6.00	3.00
120 - 130	7.00	4.00
130 - 140	0.00	2.00
140 - 150	2.00	
	22.00	14.00

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

# St Ignatius of Loyola Catholic College

## Notes to the Financial Statements

For the year ended 31 December 2025

---

### 17. 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:

	<b>2025</b>	<b>2024</b>
	<b>Actual</b>	<b>Actual</b>
Total	\$0	\$0
Number of People	0	0

### 18. Contingencies

There are no contingent liabilities 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.

#### 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.

# St Ignatius of Loyola Catholic College

## Notes to the Financial Statements

For the year ended 31 December 2025

### 19. Commitments

#### (a) Capital Commitments

At 31 December 2025, the Board had capital commitments of \$47,354 (2024:\$120,762) as a result of entering the following contracts:

Contract Name	Remaining Capital Commitment \$
New Zealand Furniture for tailor-made seating units	47,354
<b>Total</b>	<b><u>47,354</u></b>

#### (b) Operating Commitments

As at 31 December 2025, the Board has not entered into any operating contracts. (2024: Nil).

### 20. 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	818,924	1,094,745	420,412
Receivables	324,546	255,398	233,146
Investments - Term Deposits	612,270	-	665,785
Total financial assets measured at amortised cost	<u>1,755,740</u>	<u>1,350,143</u>	<u>1,319,343</u>

#### Financial liabilities measured at amortised cost

Payables	409,446	478,684	311,941
Finance Leases	64,408	46,780	63,460
Total financial liabilities measured at amortised cost	<u>473,854</u>	<u>525,464</u>	<u>375,401</u>

### 21. Events After Balance Date

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

# St Ignatius of Loyola Catholic College

## Notes to the Financial Statements

For the year ended 31 December 2025

---

### 22. Comparatives

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