St Clair School
He kākano nō Rakiātea




# St Clair Primary School Annual Report

May 2026

**Contents:**

St Clair School
He kākano nō Rakiātea

*St Clair School Annual Report - May 2026*

## List of all school board members

| Board member names | Date that the board member's term finishes |
|---|---|
| Robert Choveaux (Presiding Member) | September 2026 |
| Jen Rodgers (Tumuaki \| Principal) | |
| Kat Davies | September 2028 |
| Tom Renwick | September 2028 |
| Usman Afzali | September 2028 |
| Sze-En Watts | September 2028 |
| Patrick Mahoney | September 2026 |

## Statement of variance: progress against targets:

**Strategic Goal 1:**

**LEARNERS AT THE CENTRE**

**Learners with their whānau are at the centre of education.**

*#1: We ensure our places of learning are safe, inclusive and free from racism, bias, discrimination and bullying.*
*#2: We have high aspirations for every learner/ākonga and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures.*

**Annual Target/Goal: Action 1.1.1:** Our places of learning are safe, inclusive and free from racism, bias, discrimination and bullying

| Actions | What did we plan? | Evidence | Reasons for differences | Where to next in 2026? |
|---|---|---|---|---|
| **OUTCOME:**<br>1.1.1 A Wellbeing survey is developed and approved by the board, for use with staff | • Board approve wellbeing survey<br>• Wellbeing survey conducted<br>• Survey results considered by board, and acted on as determined by board | This was completed.<br><br>Survey results were shared and discussed at board meeting (#3) | There were no variances | Recommendations and goals will be included in the Board's 2026 strategic planning documentation. |

**Annual Target/Goal: Action 1.1.2:** Our places of learning are safe, inclusive and free from racism, bias, discrimination and bullying

| Actions | What did we plan? | Evidence | Reasons for differences | Where to next in 2026? |
|---|---|---|---|---|
| **OUTCOME:**<br>1.1.2 The Health and Safety Plan is reviewed, and updated and monitored as required | • An updated Health and Safety Plan is approved by the Board<br>• The Health & Safety Plan is implemented by the school<br>• Feedback is sought from staff and Board on the Health and Safety Plan over the duration of the year | • Plan approved and stored in board drive<br>• Plan implemented through year<br>• Feedback sought and received | We achieved all aspects of this goal for the year, implementing a rigorous H&S process with numerous new documents to bring greater robustness to our process of ensuring we keep our people as safe as possible. | We will continue to use these documents, and improve or adjust as our knowledge increases. |

| | | | | |
|---|---|---|---|---|
| | • Amendments made to H&S plan as recommended, and shared with the Board at the last meeting of year | • Recommendations presented to the board at end of year | | |

**Annual Target/Goal: Action 1.2.1:** We have high aspirations for every learner/ākonga and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures.

| Actions | What did we plan? | Evidence | Reasons for differences | Where to next in 2026? |
|---|---|---|---|---|
| **OUTCOME:**<br>1.2.1 The Forbury Land Ohu continues to work to achieve the initiatives for the new grounds for the school, including fundraising, and implementation | • The Forbury Ohu sub-committees meet regularly and work effectively towards achieving the designs approved for the grounds<br>• Fundraising for pump track is started and continues through year<br>• Progress towards creating and maintaining projects from design plans is sustained | • This was not completed<br>• This was not completed<br>• Not started | There was some confusion about roles and responsibilities between the Ohu, the PTA and the Board which slowed progress unfortunately.<br><br>At end of year board meeting, approval was given for proposed plan, the Ohu was wound up, and steps were taken towards further clarity of roles between PTA and Board in this area. | We will continue to work towards the realisation of the plans over 2026. We anticipate that this will result in funds being raised for the improvement of our grounds, and applications being made in a timely manner to charitable trusts to support this work for our community. |

**Strategic Goal 2:**

## BARRIER FREE ACCESS

Great education opportunities and outcomes are within reach of every learner

*#1: We reduce barriers to education for all, including for Māori and Pacific learners/ākonga and those with learning support needs.*

*#2: We ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy.*

**Annual Target/Goal: 2.1.1:** Ākonga Māori articulate their learning success in language appropriate to their culture

| Actions | What did we plan? | Evidence | Reasons for differences | Where to next in 2026? |
|---|---|---|---|---|
| **OUTCOME:**<br>Provide Tītike \| extension opportunities in kapa haka | • The Tītike kapa haka programme is in place, and ākonga are participating and flourishing each term | • Each term we had Tītike haka, with engaged kaiako and ākonga | There were no differences or variances from this goal. | We intend to design and make a performance uniform for them in 2026 |
| All ākonga participate in kapa haka at polyfest, and a performance group developed | • All teams perform a full item on stage at Otago's Polyfest in term 3<br>• A performance kapa haka perform at Polyfest in the evening | • Video footage of all team performances at the Edgar Centre<br>• Video footage of our first evening Tītike performance | There were no differences or variances from this goal. | Enhance the structure of the Tītike Polyfest performance in 2026 to align with typical performances. |
| All teachers are achieving the expectations at Level 4B in te reo Māori in every class | • All teachers support learning in te reo Māori every day for at least 30 minutes, and are supported by our lead teacher as needed. | • Conversations with ākonga, kaiako evidence the use of te reo Māori across the school | There were no differences or variances from this goal. | Support kaiako to continue to grow their language use and understanding, working towards increased use when ready |

| | | | | |
|---|---|---|---|---|
| All staff are progressing in their te reo Māori acquisition | • Staff are provided with learning opportunities in te reo Māori at their level, and are making progress in their personal development in te reo Māori | • Weekly guidance and stretch provided by our lead teacher Māori, on our Te Reo for staff powerpoint | There were no differences or variances from this goal. | Continue to provide learning opportunities for all staff at their personal level. |

**Annual Target/Goal: 2.1.2:** Reduced barriers to education for all, including for Māori and Pacific learners/ākonga and those with learning support needs.

| Actions | What did we plan? | Evidence | Reasons for differences | Where to next in 2026? |
|---|---|---|---|---|
| **OUTCOME:** Review the current process to address low attendance, and explore other initiatives to improve attendance | • A full review of attendance is completed each term by classroom teachers according to a template provided by team LENCO<br>• A report is made to the board each term on attendance data, actions and results<br>• Review the implementation of the 2025 attendance flow chart by classroom teachers for effectiveness and potential improvements<br>• Investigate effectiveness of LENCO google form on rapid identification to LENCO team of late/absent students | • Spreadsheets completed for each term for attendance, completed by each class teacher<br>• Included in principal reports in first meeting each term<br>• Reviewed by team LENCO and Kaimahi. Feedback gained from team leaders, after consulting with their teachers<br>• Feedback sought from teachers | There were no differences or variances from this goal. | Continue to implement the St Clair School Attendance Management Plan, and promote the importance of attending school every day with the school community via the school newsletter. |
| Investigate barriers preventing students from achieving their academic potential in our school | • Each term the LENCO team will investigate every ākonga who is reported as 'needing support' to define what is contributing to this, and implement support for students<br>• Team leaders and Elizabeth will provide a termly summary of the students they have supported, and along with the other supports in place, team LENCO will review the effectiveness of programmes that support our priority students | • Reviewed and discussed with team leaders, at LENCO meetings and at Kaimahi level<br>• Reports collected by Elizabeth, and discussed with DP and principal as appropriate. LENCO team reviewed and adjusted programmes as needed | There were no differences or variances from this goal. | Continue to strive to support every student to achieve their academic potential |
| The Gifted aspect of learning support is implemented | • Implement our programme of gifted learning<br>• Evaluate our programme of gifted learning each term<br>• Improve on our programme of gifted learning each term | • Timetabled and promoted<br>• Evaluated and reported to board<br>• Continual adjustments and improvements | There were no differences or variances from this goal. | Continue to reflect on programme, to best meet the needs of as many Gifted students as possible in our school |
| Participate in PB4L | • Ensure that Tier 1 PB4L procedures are embedded across the school in 2026 | • Values and noticing cards well secure | Goal met | Continue to embed our school values, and |

| | | | | |
|---|---|---|---|---|
| | • Design strategies to support tier 2 and 3 of PB4L to implement in 2026<br>• Review the St Clair School Behaviour flow chart | • PB4L staffing changes within the MOE limited this possibility<br>• Reviewed and adjusted to reflect the AMP | Goal not met due to limited opportunity for continued PLD<br><br>Goal met | behaviour management plan across the school |
| **Annual Target/Goal: 2.2:** Every learner/ākonga gains sound foundation skills, including language, literacy and numeracy. | | | | |
| **Actions** | **What did we plan?** | **Evidence** | **Reasons for differences** | **Where to next in 2026?** |
| **OUTCOME:**<br>Develop and follow a school wide plan of practice to evaluate the effectiveness of programmes of support and extension | • Evaluate the effectiveness of the structured literacy tier two programme being delivering each term, and ensure it is delivered to the students who need it most<br>• Evaluate the effectiveness of the NELI intervention each term<br>• Consider, trial and test interventions to support tier 2 maths learners | • Report from Elizabeth each term, presented to the board<br>• Reviewed by LENCO team each term<br>• Not achieved due to lack of information or support from MOE | There were no differences or variances from this goal.<br><br>There were no differences or variances from this goal.<br><br>Insufficient guidance from MOE | Continue to provide the structured literacy tier 2-3 support via the staffing provided by the MOE and supported by school staffing<br>Not provided in 2026, as structured lit tier 2-3 programme is sufficient<br><br>Will provide programme via maths tier 2-3 teacher |
| The LENCO process is implemented and monitored for impact | • LENCO Process is followed by all teachers<br>• Feedback is sought from teachers on the LENCO process - twice yearly<br>• Record Adjustments made to procedure as needed to improve systems, and report to board | • Reviewed by LENCO team each term<br>• Surveys completed and feedback reviewed<br>• LENCO report to board at mtg #8 | There were no differences or variances from this goal. | Continue to seek improvement and enhancement of procedures |
| From 2024 data, identify students needing acceleration in literacy, and support with additional teaching by the structured literacy specialist teacher. Evaluate, monitor and adjust programme regularly | • Test students at Developing Competence and Needing Support from end of year achievement data 2024, and organise groups<br>• Document baseline data for sound acquisition for each individual, and add to as sounds are acquired. Report this documentation at each board meeting.<br>• Complete a running record on every child twice termly, and present report of progress to board for the first meeting each term<br>• Gather anecdotal reports from classroom teachers at the end of each term to evaluate the shift in learning as perceived by the classroom teacher | • Testing completed by Elizabeth at start of year<br>• Programme developed after analysis of data<br>• Completed and shared with principal and board each term<br>• Data and feedback gathered each term from class teachers by Elizabeth | There were no differences or variances from this goal.<br><br>There were no differences or variances from this goal.<br><br>There were no differences or variances from this goal. | Continue to deliver a programme to enhance learning and teaching of structured literacy across the school |

| | | | | |
|---|---|---|---|---|
| Ensuring that the delivery of BSLA is meeting the learning needs of all Tahatū students | • Reported at mid year semester review, once the Tahatū teachers have completed their BSLA training.<br>• If concerns are noted in the mid-year data, the board will discuss and set further actions to ensure the goal is met. | • Data gathered and analysed<br>• No concerns noted, additional support not required | There were no differences or variances from this goal. | Continue to provide a lead teacher mentor and support for teachers in structured literacy across the school.<br><br>Continue to provide internal PLD in BSLA |

**Strategic Goal 3:**

## QUALITY TEACHING AND LEADERSHIP

Quality teaching and leadership make the difference for learners and their whānau.

*#1: We meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of our place of learning.*
*#2: We develop our staff to strengthen teaching, leadership and learner support capability across the education workforce.*

### Annual Target/Goal: Action 3.1.1: Te reo Māori and tikanga Māori is meaningfully incorporated into the everyday life of our place of learning

| Actions | What did we plan? | Evidence | Reasons for differences | Where to next in 2026? |
|---|---|---|---|---|
| **OUTCOME:** The St Clair School plan for giving effect to Te Tiriti o Waitangi is implemented and monitored | • All teams include opportunities for learning in matauranga Māori in their long term plans<br>• All teachers support learning in te reo Māori every day for at least 30 minutes, and are supported by our lead teacher as needed<br>• Hui kura whānau are held each term, and are well attended<br>• Feedback is sought from attendees of hui kura whānau to ensure they are valuable, meaningful and useful | • Confirmed to board each term via school plan update<br>• Provided across school every day and supported on daily news powerpoint<br>• School calendar events, minutes kept and shared with board<br>• Attendees surveyed | There were no differences or variances from these goals. | Continue to prioritise the importance of Te Tiriti o Waitangi in our school |

### Annual Target/Goal: Action 3.2.1: Staff strengthen their teaching, leadership and learner support capability across the education workforce through quality PLD

| Actions | What did we plan? | Evidence | Reasons for differences | Where to next in 2026? |
|---|---|---|---|---|
| **OUTCOME:** The NZ Curriculum \| Te Mātaiaho refresh stages are monitored, planned for and implemented as required | • Jen attends PLD offered by the MOE on Te Mātaiaho<br>• PLD in structured literacy (BSLA) and maths is provided to all teachers<br>• PLD is provided for kaiako as curriculum areas are finalised and mandated | • Completed as available<br>• Tahatū teachers participated in BSLA training<br>• No longer applicable | The year unrolled in challenging ways with regard to the refreshed curriculum. As much as possible we continued to support teachers with the new curriculum, but this was very challenging<br><br>BSLA PLD was successful | We will continue to develop our school curriculum as MOE develops them. |
| **OUTCOME:** Identify and invest in growing the leadership capabilities in the school | • Ensure that asking about leadership aspirations is part of the appraisal conversation twice yearly | • Completed and documented in appraisal documentation | There were no differences or variances from these goals. | Continue to provide opportunities for people to lead in the school, with support and PLD as appropriate |

| | | | | |
|---|---|---|---|---|
| | • Provide opportunities for leadership across the school<br>• Provide PLD opportunities in developing leadership capabilities | • Provided in various ways to those interested<br>• Provided in various ways to those interested | | |
| **OUTCOME:**<br>Staff have high expectations for learning and learners | • PLD in mathematics<br>• Development of a St Clair School mathematics pedagogy<br>• Embedding and monitoring of the delivery of the St Clair School literacy pedagogy in years 1-2, and development for years 3-6<br>• Embedding and monitoring of the delivery of the St Clair School Pohewa pedagogy | • TOD and facilitator<br>• Completed for the delivery of BTC<br>• Delivery plan updated to reflect the delivery of BSLA across the school<br>• Following consultation with teachers, delivery plan developed | There were no differences or variances from these goals. | Plans will need to be continually updated to reflect the changing curriculum, staff training, and the new school structure in 2026 |

**Strategic Goal 4:**

## WHAKAWHANAUNGATANGA

The school and community are in partnership to support the education and welfare of ākonga

*#1: We will strengthen relationships with our whānau and community through genuine partnership, enabling participation, collaboration, information sharing and involvement. We will recognise and embrace the language, identity and culture of all whānau in our school community.*

**Annual Target/Goal: 4.1:** Strong relationships with our whānau and community through genuine partnership, has enabled participation, collaboration,information sharing and involvement. The language, identity and culture of all whānau in our school community is recognised and embraced.

| Actions | What did we plan? | Evidence | Reasons for differences | Where to next in 2026? |
|---|---|---|---|---|
| **OUTCOME:**<br>A community engagement plan is developed and implemented | • Develop a plan as a board<br>• Implement plan as a school | • This was not completed<br>• Neither was this due to above | As year progressed this was not identified as a priority, which was confirmed in the community survey feedback | Not a major priority in 2026 |
| **OUTCOME:**<br>We will review and improve the current student achievement progress reporting and develop a new reporting framework | • Consult with Hero to keep updated in changes with their reporting tools<br>• Expectations outlined and effectively communicated to whānau<br>• Continued upskilling of teachers in the learning objectives function in Hero in mathematics and development of this function in reporting for literacy | • This was completed as opportunities allowed<br>• Community was advised through the newsletter<br>• Luke worked with team leaders and teachers to ensure they had the skills and knowledge required to complete expectations | While there were no variances, it has been identified again as an area we need to continue to strengthen from our community survey. | Follow the guidance, direction and requirements of the MOE with reporting student achievement and progress |

# Evaluation & analysis of students' progress & achievement:

## Student Achievement Data in Reading, Writing and Mathematics

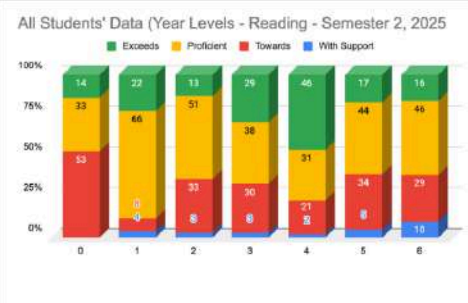
We conduct a review of achievement in the middle and at the end of the school year, and compare this data with longitudinal data, in reading, writing and maths. This is measured via teacher Overall Teacher Judgements (OTJs) which are determined by standardised tests, teacher observation, and assessment of learning in class. These OTJs are moderated across the school to ensure a standardised grading across the school.

Below are the graphs of the achievement data at the end of 2025. We have five tiers of achievement:

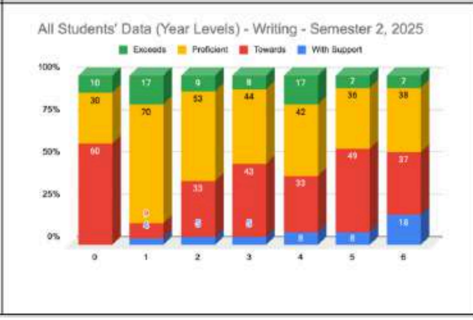
- **With Support** - generally one full curriculum level lower than expected for age
- **Towards** - generally one year level lower than expected for age
- **Proficient** - generally working within the curriculum level expected for age
- **Exceeds** - working one or more years level higher than expected for age

### All Students' data

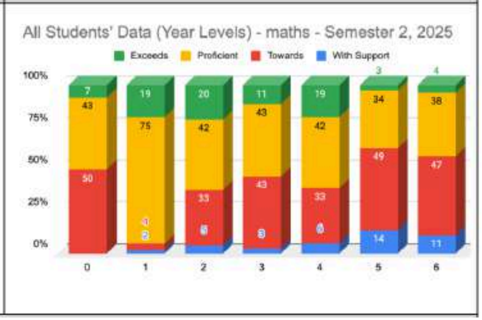
**Reading**




**Writing**

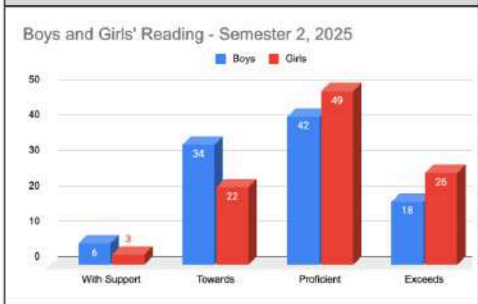



**Mathematics**

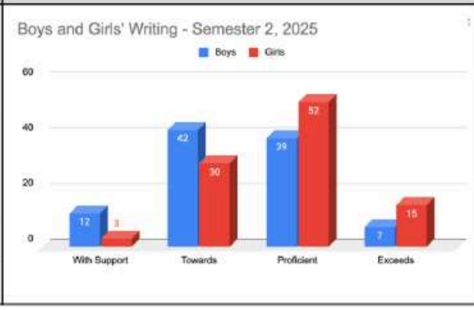



### Boys and Girls' data

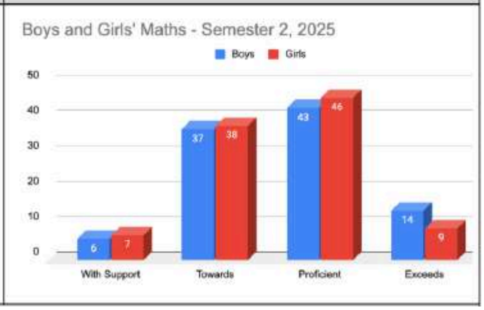
**Reading**




**Writing**

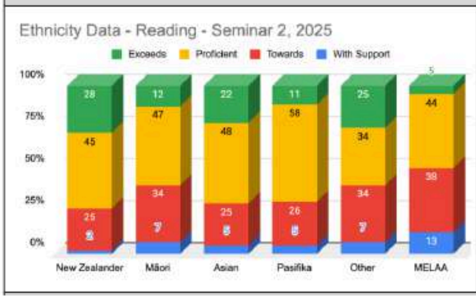



**Mathematics**

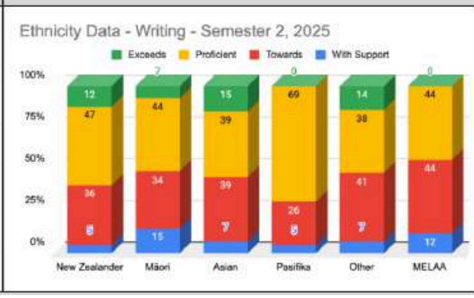



### Ethnic Break Down

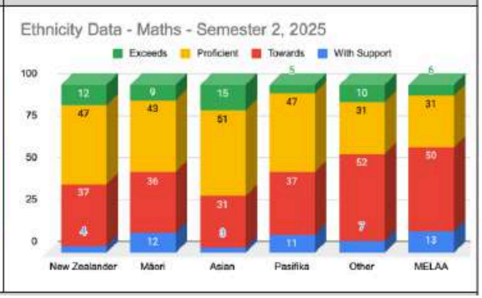
**Reading**




**Writing**




**Mathematics**



St Clair School
He kākano nō Rakiātea

*St Clair School Annual Report - May 2026*

## School-wide Student Attendance Data

Every term we analyse student attendance, including late arrival to school. We keep longitudinal data to compare and contrast, and look in-depth every term at individuals' data, to find ways to support the whānau, and increase attendance, or improve timely arrival at school.

We discuss attendance at board level once a year, considering attendance data for the 12 month period prior, and incorporate the MOE attendance evaluation to compare our data with similar schools. MOE term reports are tabled each term for board information.

Our 'chronic absence' (MOE definitions) data has fluctuated over the past 12 months. Our 'chronic absence' data for term 1, 2026 is half that of term 3 2025, and the equal best term for the past four term's reviews, which is very pleasing. We had significant illness in the school in term 3, and many families took holidays in term time as well.

| Year Term | Regular | Irregular | Moderate | Chronic |
|---|---|---|---|---|
| 2025-2 | 73% | 19% | 4% | 4% |
| 2025-3 | 56% | 28% | 10% | 6% |
| 2025-4 | 73% | 19% | 6% | 3% |
| 2026-1 | 77% | 16% | 4% | 3% |

Regarding the MOE target of 80% attending more than 90% of the time, we met this target in term 1, 2026 (83%), but only 73% of our students attended 90% or more in term 4, 2025. Our biggest challenge with attendance continues to be students being taken out of school for family trips.

**School-Wide Attendance (as a percentage) - see table below for names and details** Link to 2025 T1's report Link to 2025 T4 repor

| % | Term 1 | | | | Term 2 | | | | Term 3 | | | | Term 4 | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2026 | 100% | 90% | 80% | <80% | 100% | 90% | 80% | <80% | 100% | 90% | 80% | <80% | 100% | 90% | 80% | <80% |
| | 33% | 50% | 11% | 6% | | | | | | | | | | | | |
| 2025 | 100% | 90% | 80% | <80% | 100% | 90% | 80% | <80% | 100% | 90% | 80% | <80% | 100% | 90% | 80% | <80% |
| | 26% | 53% | 16% | 5% | 55% | 22% | 12% | 11% | 11% | 45% | 28% | 16% | 22% | 51% | 18% | 10% |
| 2024 | 100% | 90% | 80% | <80% | 100% | 90% | 80% | <80% | 100% | 90% | 80% | <80% | 100% | 90% | 80% | <80% |
| | 11% | 62% | 19% | 8% | 1% | 51% | 33% | 15% | 4% | 60% | 23% | 13% | 1% | 63% | 26% | 10% |
| 2023 | 100% | 90% | 80% | <80% | 100% | 90% | 80% | <80% | 100% | 90% | 80% | <80% | 100% | 90% | 80% | <80% |
| | 2% | 62% | 28% | 8% | 11% | 48% | 30% | 11% | - | - | - | - | 13% | 61% | 20% | 5.4% |
| 2022 | 100% | 90% | 80% | <80% | 100% | 90% | 80% | <80% | 100% | 90% | 80% | <80% | 100% | 90% | 80% | <80% |
| | 8% | 52% | 27% | 13% | 10% | 38% | 34% | 18% | 15% | 48% | 24% | 12.75% | 0 | 48% | 37% | 15% |

## Analysis of Variance against 2025 Targets

### *SCHOOL TARGET – 2025 - DC and NS Structured Literacy Intervention*

| |
|---|
| ***Target:*** *For the 17 students identified as Needing Support or Developing Competence in literacy at the end of 2024, to move to Competent by the end of 2025.* |
| ***Identification:***<br>*Our annual self-review identified 53 children who were reported as Needing Support in either reading or writing or both. We knew that many of these children were receiving additional support* |

*due to their dyslexia (or other learning) diagnosis (5) or because they were ELL/ESOL (19 children), and we know that having students in too many programmes of support is overwhelming, so we removed them from our potential target cohort. We also removed the students who were in year 6 in 2024, as they were no longer in our school (9). This left us with 19 students. We decided to focus on students who were in years 3-5 in 2024, as many of these had not benefited from structured literacy, reducing our focus group to 12 students.*

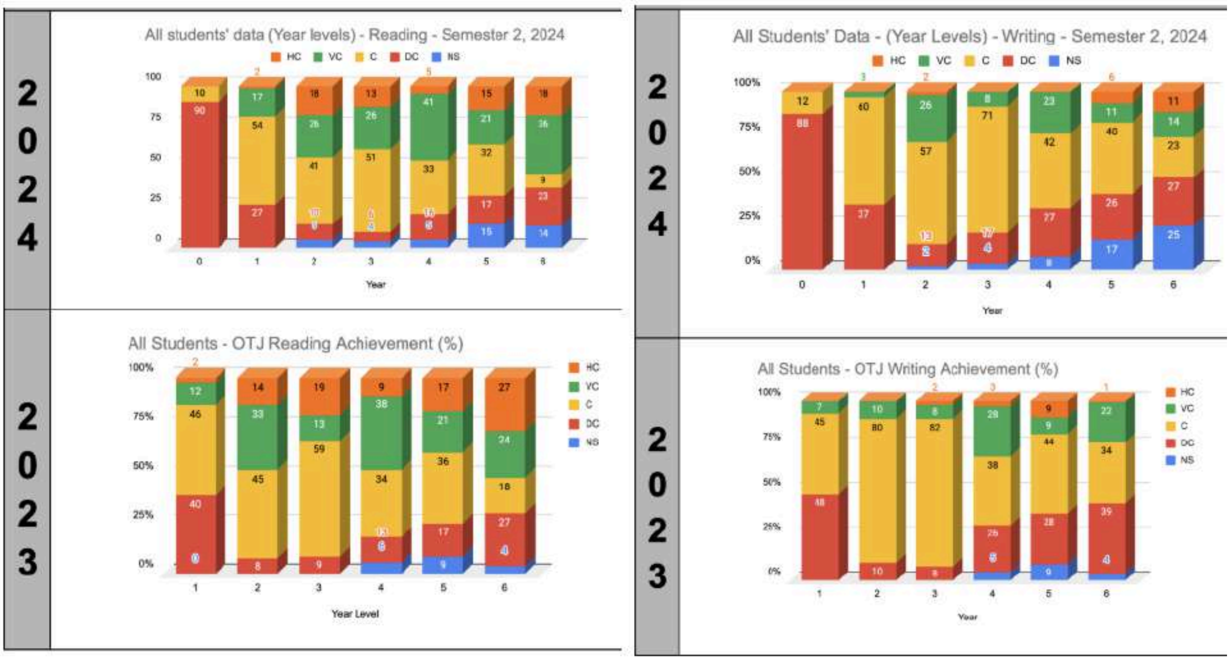
*We tested these students to understand more about their literacy level to see what they could and could not do. Elizabeth approached team leaders of Ngaru and Tahatū to see if there were other children at Developing Competence for her to work with, or to include in groups, which determined our initial target students. Elizabeth then assigned the 17 students into groups, noted their baseline data, and began working with them.*

## *Baseline Data – December 2023 compared to December 2024*

### *ACHIEVEMENT DATA - SCHOOL WIDE*

*(numbers indicate % of cohort, not number of actual students)*

***READING*** ***WRITING***




**Achievement of Target Students in Reading (R) and Writing (W)**

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| T1 | L15 | | L9 | | L21 | | L21 | | L21 | | L21 | | L15 | | L7 | | L21 | | L21 | | L21 | | L21 | | L22 | | L18 | | L12 | | L10 | | L10 | |
| T4 | R | W | R | W | R | W | R | W | R | W | R | W | R | W | R | W | R | W | R | W | R | W | R | W | R | W | R | W | R | W | R | W | R | W |
| | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | | 8 | | 9 | | 10 | | 11 | | 12 | | 13 | | 14 | | 15 | | 16 | | 17 | |

Highly Competent Very Competent Competent Developing Competence Needing Support

***Whānau Engagement***
*Parents of identified children will be made aware of the support their child is receiving and how they can support them at home. We will report progress and achievement to these parents each term.*

***Action Plan***
*<u>February 2025:</u> Identification of potential target students. Assessment of students, and grouping. Testing to determine baseline data of all children. Parents will be informed of the support being put in*

*place and of ways to support their child at home.*
*<u>Ongoing:</u>*
- *Four 30 minute lessons per group per week*
- *Tracking of letter sound acquisition for every target child - reported to board every meeting*
- *Running record of every child twice a term - reported to board at the first meeting each term*
- *Anecdotal notes written by child's classroom teacher at end of every term, to be included in board papers for last meeting every term*
- *Students will graduate from the programme once they are confidently working at a competent level within the classroom setting.*
- *While we will backfill the programme when students graduate, we will not track their data in this target.*

***Intervention Plan:***
- *Elizabeth (structured literacy specialist teacher) supported by Luke (LENCO) and Rachel (lead teacher of structured literacy) to organise groups, plan programme, develop ways to assess and report progress*
- *We will record progress regularly with sound acquisition as they occur, and running records every five weeks to check on the progress of every individual, and will rapidly adjust the programme if we do not see accelerated progress for an individual to ensure we have made a positive impact for every child*
- *Classroom teachers kept informed regularly by Elizabeth*
- *Elizabeth to keep in contact with families (twice a term) via email or learning posts to help them help the children at home*
- *Elizabeth to meet with Jen at least twice termly for updates*

***Acceleration:*** *led by Elizabeth, supported by Luke*
***Reporting:*** *to Board every meeting with updates - see above*

***Budget:*** *The purchase of materials and resources to support this initiative will be paid for from the Structured Literacy budget, or team literacy budgets as required.*

**Results and Commentary:**

R = Reading W=Writing

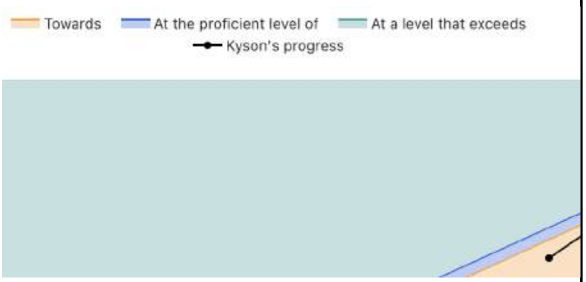
| | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| EOY 2025 | R W | R W | R W | R W | R W | R W | R W | R W | R W | R W | R W | R W | R W | R W | R W | R W |
| Term 3 Rdg-Lvl | 25 | 17 | 28 | 29 | 29 | 28 | 27 | 21 | 27 | 28 | 27 | 29 | W-2P | 27 | 25 | 17 |
| Term 2 Rdg-Lvl | 19 | 11 | 25 | 26 | 25 | 25 | 17 | 10 | 25 | 25 | 25 | 27 | W-2B | 25 | 17 | 15 |
| Term 1 Rdg-Lvl | 15 | 9 | 21 | 21 | 21 | 15 | 15 | 7 | 21 | 21 | 21 | 21 | 22 | 18 | 12 | 9 |
| EOY 2024 | R W | R W | R W | R W | R W | R W | R W | R W | R W | R W | R W | R W | R W | R W | R W | R W |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |

Highly Competent | Very Competent / Exceeds | Competent / Proficient | Developing Competence / Towards | Needing Support / With Support

We identified 17 students for our target programme, one of whom left during the year, their data is not included in this report. These students ranged in age from 8.1-10.11 (Y.M), which is why the colour coding is important when considering the data in the graph above.

Elizabeth worked with these students in small groups or 1:1 for half an hour a day, five days a week. When they reached a competent level for reading for their age, they were removed from the programme, and a learning assistant read with them daily in addition to their normal class programme.

We focussed entirely on raising their reading level due to the number of students we wanted to shift. As we anticipated, the lift in reading achievement meant many of these students also achieved an increase in their writing achievement.




It needs to be noted that a number of the students who were reported as still 'working towards' proficiency at the end of 2025 were incredibly close to expectations as shown in the screenshot from our Hero reporting graph. These are indicated by white lettering in the EOY row in the table above.

Both students who were reported as still at "needing support" at the end of the 12 months support have diagnosed learning challenges. Both had made significant increases in their achievements in reading, as evidenced by the reading level shifts from the baseline data in term 1 to the end of term 3 results.

From a data perspective, at the end of 2024, 56% of the study group were reported as **'needing support' in reading**, and at the end of 2025, only 13% were. At the end of 2024, 50% of the study group were reported as **'needing support' in writing**, and at the end of 2025, only 19% were. It is also important to note that this cohort was made up of many students who speak English as a second or other language - 60% of the NS cohort are EAL. So while we did not achieve our goal of moving the entire group to 'competent', we are delighted at the shifts this programme achieved, with students who have been NS for many years.

## How we have given effect to Te Tiriti o Waitangi

Our board is fully in support of our school continuing to give effect to Te Tiriti o Waitangi, and wrote to the Minister of Education last year to commit to this. It continues to be part of our strategic plan, and annual goals. We are proud of our genuine efforts to lift awareness and commitment to Te Tiriti, and the positive impact this has on every member of our kura.

We consult with attendees of our termly hui kura whānau, to understand what they see our school is doing that gives effect to te Tiriti o Waitangi. They suggest the following:

- It is a clear and visible priority for the Board and is evidenced in the strategic plan
- Classroom reo Māori delivery to level 4B in every learning environment
- Tītike kapa haka programme
  - enhancing children's skill and capability in kapa haka
- All staff use te reo Māori every day
- Visibility around the school of things Māori
  - Painted greetings on the ground as you enter the school
  - Everyday either Tino Rangitiratanga, the Flag of the United Tribes of New Zealand or the New Zealand national flag are flown each day
  - School signage in te reo Māori and English (rooms, buildings)

- Our St Clair School Hui Kura Whānau are held every term, sometimes more than once in a term. There is a genuine value of whānau Māori in the school and conversations at these hui
- The use of te reo Māori in school documentation (newsletters, mihi whakatau, team performances etc)
- Checking in with whānau Māori about what success looks like for our whānau
- Including te reo Māori and English in ourl values - Manaaki, Belonging, Pono and Resilience
- The iwi map prominently on display at the entrance to the school building, including the pepeha of whānau Māori in the school, connecting them to their whenua
- Acknowledgement of te ao Māori, and inclusion of matauranga Māori in learning
- Sharing student data and achievement - sharing how things are going and being open as a school to hear thoughts from the whānau of our ākonga Māori about ways to lift this data
- Karakia, waiata, pepeha, greetings, instructions and kupu are heard throughout the day, every day.

## Statement of compliance with employment policy

Our board assures itself of compliance with being a good employer via principal compliance reports each term. The board also completes the ERO personnel audit every two years, checking and confirming compliance. We review our policies rigorously as per the SchoolDocs review schedule, with all staff and board members expected to read and respond to the audits as they occur.

Within our Employer Responsibility Policy, we outline the ways we provide fair and proper treatment of all employees in all aspects of their employment. This is available to view on our St Clair School SchoolDocs site. Details for access are found on our school website. We also have an Equal Employment Opportunities Policy, and the principal provides an assurance to the board at the completion of an employment process that the guidelines of the policy are met.

Board members have attended NZSBA training on 'the board's role as a good employer'

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

# Financial statements

## Statement of responsibility signed and dated

The latest set of financial Statements, including Statement of Responsibility are available on our website via our school website, and our SchoolDocs site.

## Statement of comprehensive revenue and expense

# St Clair School
# Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2025

| | Notes | 2025 Actual $ | 2025 Budget (Unaudited) $ | 2024 Actual $ |
|---|---|---|---|---|
| **Revenue** | | | | |
| Government Grants | 2 | 4,278,827 | 4,046,294 | 4,128,777 |
| Locally Raised Funds | 3 | 156,828 | 167,100 | 127,597 |
| Interest | | 28,420 | 40,000 | 43,287 |
| **Total Revenue** | | 4,464,075 | 4,253,394 | 4,299,661 |
| **Expense** | | | | |
| Locally Raised Funds | 3 | 30,443 | 22,000 | 23,697 |
| Learning Resources | 4 | 3,297,176 | 2,999,551 | 3,130,641 |
| Administration | 5 | 216,616 | 210,192 | 202,146 |
| Interest | | 2,043 | 2,600 | 2,593 |
| Property | 6 | 941,695 | 1,007,200 | 1,013,570 |
| Loss on Disposal of Property, Plant and Equipment | | 6,699 | - | 1,585 |
| **Total Expense** | | 4,494,672 | 4,241,543 | 4,374,232 |
| **Net (Deficit)/Surplus for the year** | | (30,597) | 11,851 | (74,571) |
| Other Comprehensive Revenue and Expense | | - | - | - |
| **Total Comprehensive Revenue and Expense for the Year** | | (30,597) | 11,851 | (74,571) |

## Statement of changes in net assets/equity

# St Clair School
# Statement of Changes in Net Assets/Equity
For the year ended 31 December 2025

| | Notes | 2025 Actual $ | 2025 Budget (Unaudited) $ | 2024 Actual $ |
|---|---|---|---|---|
| **Equity at 1 January** | | 1,192,275 | 1,192,275 | 1,266,846 |
| Total comprehensive revenue and expense for the year | | (30,597) | 11,851 | (74,571) |
| **Equity at 31 December** | | 1,161,678 | 1,204,126 | 1,192,275 |
| Accumulated comprehensive revenue and expense | | 1,161,678 | 1,204,126 | 1,192,275 |
| **Equity at 31 December** | | 1,161,678 | 1,204,126 | 1,192,275 |

## Statement of financial position

# St Clair School
# Statement of Financial Position
As at 31 December 2025

| | Notes | 2025 Actual $ | 2025 Budget (Unaudited) $ | 2024 Actual $ |
|---|---|---|---|---|
| **Current Assets** | | | | |
| Cash and Cash Equivalents | 7 | 76,347 | 214,935 | 174,511 |
| Accounts Receivable | 8 | 307,668 | 229,474 | 229,474 |
| GST Receivable | | 20,346 | - | - |
| Prepayments | | 24,590 | 23,415 | 23,415 |
| Investments | 9 | 657,336 | 510,111 | 510,111 |
| Funds Receivable for Capital Works Projects | 15 | 11,285 | - | - |
| | | 1,097,572 | 977,935 | 937,511 |
| **Current Liabilities** | | | | |
| GST Payable | | - | 2,633 | 2,633 |
| Accounts Payable | 11 | 381,831 | 271,445 | 271,445 |
| Revenue Received in Advance | 12 | 399 | 14,088 | 14,088 |
| Provision for Cyclical Maintenance | 13 | - | - | 4,748 |
| Finance Lease Liability | 14 | 10,855 | 20,994 | 20,994 |
| Funds held for Capital Works Projects | 15 | 131,086 | 84,876 | 84,876 |
| | | 524,171 | 394,036 | 398,784 |
| **Working Capital Surplus** | | 573,401 | 583,899 | 538,727 |
| **Non-current Assets** | | | | |
| Property, Plant and Equipment | 10 | 816,324 | 832,969 | 835,220 |
| | | 816,324 | 832,969 | 835,220 |
| **Non-current Liabilities** | | | | |
| Provision for Cyclical Maintenance | 13 | 218,733 | 203,160 | 172,090 |
| Finance Lease Liability | 14 | 9,314 | 9,582 | 9,582 |
| | | 228,047 | 212,742 | 181,672 |
| **Net Assets** | | 1,161,678 | 1,204,126 | 1,192,275 |
| **Equity** | | 1,161,678 | 1,204,126 | 1,192,275 |

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

## Statement of cash flows

# St Clair School
# Statement of Cash Flows
For the year ended 31 December 2025

| | Note | 2025<br>Actual<br>$ | 2025<br>Budget<br>(Unaudited)<br>$ | 2024<br>Actual<br>$ |
|---|---|---|---|---|
| **Cash flows from Operating Activities** | | | | |
| Government Grants | | 940,811 | 925,461 | 1,009,337 |
| Locally Raised Funds | | 148,353 | 167,100 | 128,502 |
| Goods and Services Tax (net) | | (22,979) | - | 24,801 |
| Payments to Employees | | (570,627) | (518,498) | (649,972) |
| Payments to Suppliers | | (432,596) | (482,539) | (493,964) |
| Interest Paid | | (2,043) | (2,600) | (2,593) |
| Interest Received | | 28,426 | 40,000 | 45,049 |
| Net cash from Operating Activities | | 89,345 | 128,924 | 61,160 |
| **Cash flows from Investing Activities** | | | | |
| Purchase of Property Plant & Equipment | | (59,652) | (88,500) | (61,812) |
| Purchase of Investments | | (147,225) | - | - |
| Proceeds from Sale of Investments | | - | - | 105,958 |
| Net cash (to)/from Investing Activities | | (206,877) | (88,500) | 44,146 |
| **Cash flows from Financing Activities** | | | | |
| Finance Lease Payments | | (14,547) | - | (2,308) |
| Funds Administered on Behalf of Other Parties | | 33,915 | - | (10,927) |
| Net cash from/(to) Financing Activities | | 19,368 | - | (13,235) |
| **Net (decrease)/increase in cash and cash equivalents** | | (98,164) | 40,424 | 92,071 |
| Cash and cash equivalents at the beginning of the year | 7 | 174,511 | 174,511 | 82,440 |
| **Cash and cash equivalents at the end of the year** | 7 | 76,347 | 214,935 | 174,511 |

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.

## Notes to the financial statements

# St Clair School
# Notes to the Financial Statements
# For the year ended 31 December 2025

## 1. Statement of Accounting Policies

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

### 1.2. Basis of Preparation
***Reporting Period***
The financial statements have been prepared for the period 1 January 2025 to 31 December 2025 and in accordance with the requirements of the Education and Training Act 2020.

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

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

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

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

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

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

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

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

*Cyclical Maintenance*
The School recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the School buildings. The estimate is based on the School's best estimate of the cost of painting the School and when the School is required to be painted, based on an assessment of the School's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 13.

*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 14. Future operating lease commitments are disclosed in note 20b.

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

**1.3. Revenue Recognition**

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

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

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

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

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of the Crown. 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 which are owned by the Crown. The School's use of the land and buildings as occupant is based on a property occupancy document as gazetted by the Ministry. The expense is based on an assumed market rental yield on the value of land and buildings as used for rating purposes.

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

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

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

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

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

**1.5. Cash and Cash Equivalents**
Cash and cash equivalents include cash on hand, bank balances and deposits held at call with banks. The carrying amount of cash and cash equivalents represent fair value.

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

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

**1.8. Property, Plant and Equipment**
Land and buildings owned by the Crown are excluded from these financial statements. The Board's use of the land and buildings as 'occupant' is based on a property occupancy document.

Improvements (funded by the Board) to buildings owned by the Crown or directly by the Board are recorded at cost, less accumulated depreciation and impairment losses.

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

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

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

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

The estimated useful lives of the assets are:

| | |
|---|---|
| Building Improvements | 10-40 years |
| Furniture and Equipment | 3-15 years |
| Information and Communication Technology | 2-5 years |
| Leased Assets held under a Finance Lease | Term of Lease |
| Library Resources | 12.5% Diminishing value |

**1.9. Impairment of property, plant and equipment**
The School does not hold any cash generating assets. Assets are considered cash generating where their primary objective is to generate a commercial return.

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

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

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

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

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

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

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

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

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

### 1.12. Revenue Received in Advance

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

### 1.13. 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.

### 1.14. Provision for Cyclical Maintenance

The property from which the School operates is owned by the Crown, and is vested in the Ministry. The Ministry has gazetted a property occupancy document that sets out the Board's property maintenance responsibilities. The Board is responsible for maintaining the land, buildings and other facilities on the School site in a state of good order and repair.

Cyclical maintenance, which involves painting of the School, makes up the most significant part of the Board's responsibilities outside 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 8 - 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.

### 1.15. 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.

### 1.16. Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

### 1.17. Budget Figures

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

### 1.18. Services received in-kind

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

## 2. Government Grants

| | 2025 Actual $ | 2025 Budget (Unaudited) $ | 2024 Actual $ |
|---|---|---|---|
| Government Grants - Ministry of Education | 1,012,584 | 920,461 | 998,790 |
| Teachers' Salaries Grants | 2,579,458 | 2,362,552 | 2,362,552 |
| Use of Land and Buildings Grants | 666,420 | 758,281 | 758,281 |
| Other Government Grants | 20,365 | 5,000 | 9,154 |
| | 4,278,827 | 4,046,294 | 4,128,777 |

## 3. Locally Raised Funds

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

| | 2025 Actual $ | 2025 Budget (Unaudited) $ | 2024 Actual $ |
|---|---|---|---|
| ***Revenue*** | | | |
| Donations and Bequests | 78,189 | 107,150 | 72,456 |
| Fees for Extra Curricular Activities | 22,272 | 16,000 | 16,870 |
| Trading | 20,036 | 19,000 | 18,636 |
| Fundraising and Community Grants | 12,038 | 12,000 | 9,505 |
| Other Revenue | 24,293 | 12,950 | 10,130 |
| | 156,828 | 167,100 | 127,597 |
| ***Expense*** | | | |
| Extra Curricular Activities Costs | 21,385 | 16,000 | 13,924 |
| Trading | 6,328 | 6,000 | 3,858 |
| Fundraising and Community Grant Costs | 2,730 | - | 5,915 |
| | 30,443 | 22,000 | 23,697 |
| *Surplus for the year Locally Raised Funds* | 126,385 | 145,100 | 103,900 |

## 4. Learning Resources

| | 2025 Actual $ | 2025 Budget (Unaudited) $ | 2024 Actual $ |
|---|---|---|---|
| Curricular | 110,353 | 157,850 | 163,783 |
| Information and Communication Technology | 4,322 | 11,800 | 5,807 |
| Employee Benefits - Salaries | 3,034,622 | 2,703,150 | 2,820,753 |
| Staff Development | 46,930 | 35,000 | 46,026 |
| Depreciation | 99,702 | 90,751 | 93,406 |
| Other Learning Resources | 1,247 | 1,000 | 866 |
| | 3,297,176 | 2,999,551 | 3,130,641 |

## 5. Administration

| | 2025 Actual $ | 2025 Budget (Unaudited) $ | 2024 Actual $ |
|---|---|---|---|
| Audit Fees | 10,360 | 10,010 | 10,125 |
| Board Fees and Expenses | 17,836 | 9,330 | 5,178 |
| Legal Fees | 350 | 350 | 343 |
| Other Administration Expenses | 17,794 | 28,828 | 20,948 |
| Employee Benefits - Salaries | 156,976 | 147,900 | 153,600 |
| Insurance | 6,508 | 6,000 | 5,527 |
| Service Providers, Contractors and Consultancy | 6,792 | 7,774 | 6,425 |
| | 216,616 | 210,192 | 202,146 |

**6. Property**

| | 2025 Actual $ | 2025 Budget (Unaudited) $ | 2024 Actual $ |
|---|---|---|---|
| Consultancy and Contract Services | 61,392 | 59,000 | 58,199 |
| Cyclical Maintenance | 47,334 | 41,610 | 47,696 |
| Heat, Light and Water | 36,674 | 29,300 | 30,280 |
| Rates | 18,241 | 17,000 | 15,585 |
| Repairs and Maintenance | 59,193 | 42,309 | 46,792 |
| Use of Land and Buildings | 666,420 | 758,281 | 758,281 |
| Employee Benefits - Salaries | 26,976 | 30,000 | 27,504 |
| Other Property Expenses | 25,465 | 29,700 | 29,233 |
| | 941,695 | 1,007,200 | 1,013,570 |

The Use of Land and Buildings figure represents 5% of the school's total property value. Property values are established as part of the nation-wide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

**7. Cash and Cash Equivalents**

| | 2025 Actual $ | 2025 Budget (Unaudited) $ | 2024 Actual $ |
|---|---|---|---|
| Bank Accounts | 76,347 | 214,935 | 174,511 |
| Cash and cash equivalents for Statement of Cash Flows | 76,347 | 214,935 | 174,511 |

Of the $76,347 Cash and Cash Equivalents, $131,485 and Investments is subject to restrictions for the following reasons:

- $399 of Other Revenue in Advance is held by the School. This is included in Revenue in Advance note 12.
- $131,086 is held by the school on behalf of the Ministry of Education. The funds have been provided as part of the school's 5 Year Agreement Funding and is required to be spent on the school's buildings. See note 15.

**8. Accounts Receivable**

| | 2025 Actual $ | 2025 Budget (Unaudited) $ | 2024 Actual $ |
|---|---|---|---|
| Receivables | 4,209 | - | - |
| Receivables from the Ministry of Education | 8,260 | 4,669 | 4,669 |
| Interest Receivable | 7,322 | 7,328 | 7,328 |
| Teacher Salaries Grant Receivable | 287,877 | 217,477 | 217,477 |
| | 307,668 | 229,474 | 229,474 |
| Receivables from Exchange Transactions | 11,531 | 7,328 | 7,328 |
| Receivables from Non-Exchange Transactions | 296,137 | 222,146 | 222,146 |
| | 307,668 | 229,474 | 229,474 |

**9. Investments**

The School's investment activities are classified as follows:

| | 2025 Actual $ | 2025 Budget (Unaudited) $ | 2024 Actual $ |
|---|---|---|---|
| Current Asset | | | |
| Short-term Bank Deposits | 657,336 | 510,111 | 510,111 |
| Total Investments | 657,336 | 510,111 | 510,111 |

**10. Property, Plant and Equipment**

| 2025 | Opening Balance (NBV) $ | Additions $ | Disposals $ | Impairment $ | Depreciation $ | Total (NBV) $ |
|---|---|---|---|---|---|---|
| Building Improvements | 610,185 | - | - | - | (27,678) | **582,507** |
| Furniture and Equipment | 117,047 | 34,214 | (161) | - | (26,747) | **124,353** |
| Information and Communication Technology | 52,501 | 17,261 | (3,636) | - | (24,024) | **42,102** |
| Leased Assets | 23,902 | 12,147 | - | - | (17,197) | **18,852** |
| Library Resources | 31,585 | 3,764 | (2,901) | - | (4,056) | **28,392** |
| Work in Progress | - | 20,118 | - | - | - | **20,118** |
| | 835,220 | 87,504 | (6,698) | - | (99,702) | **816,324** |

The net carrying value of furniture and equipment held under a finance lease is $18,852 (2024: $23,902)

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

| | 2025 Cost or Valuation $ | 2025 Accumulated Depreciation $ | 2025 Net Book Value $ | 2024 Cost or Valuation $ | 2024 Accumulated Depreciation $ | 2024 Net Book Value $ |
|---|---|---|---|---|---|---|
| Building Improvements | 1,052,979 | (470,472) | **582,507** | 1,052,980 | (442,795) | **610,185** |
| Furniture and Equipment | 386,738 | (262,385) | **124,353** | 377,685 | (260,638) | **117,047** |
| Information and Communication Technology | 149,904 | (107,802) | **42,102** | 151,542 | (99,041) | **52,501** |
| Leased Assets | 42,739 | (23,887) | **18,852** | 47,477 | (23,575) | **23,902** |
| Library Resources | 95,193 | (66,801) | **28,392** | 100,676 | (69,091) | **31,585** |
| Work in Progress | 20,118 | - | **20,118** | - | - | **-** |
| | 1,747,671 | (931,347) | **816,324** | 1,730,360 | (895,140) | **835,220** |

**11. Accounts Payable**

| | 2025 Actual $ | 2025 Budget (Unaudited) $ | 2024 Actual $ |
|---|---|---|---|
| Creditors | 59,731 | 18,580 | 18,580 |
| Accruals | 10,360 | 9,975 | 9,975 |
| Employee Entitlements - Salaries | 305,148 | 236,761 | 236,761 |
| Employee Entitlements - Leave Accrual | 6,592 | 6,129 | 6,129 |
| | 381,831 | 271,445 | 271,445 |
| Payables for Exchange Transactions | 381,831 | 271,445 | 271,445 |
| | 381,831 | 271,445 | 271,445 |

The carrying value of payables approximates their fair value.

**12. Revenue Received in Advance**

| | 2025 Actual $ | 2025 Budget (Unaudited) $ | 2024 Actual $ |
|---|---|---|---|
| Grants in Advance - Ministry of Education | - | 10,501 | 10,501 |
| Other Revenue in Advance | 399 | 3,587 | 3,587 |
| | 399 | 14,088 | 14,088 |

**13. Provision for Cyclical Maintenance**

| | 2025 Actual $ | 2025 Budget (Unaudited) $ | 2024 Actual $ |
|---|---|---|---|
| Provision at the Start of the Year | 176,838 | 176,838 | 142,040 |
| Increase/(decrease) to the Provision During the Year | 47,334 | 41,610 | 47,696 |
| Use of the Provision During the Year | (5,439) | - | (12,898) |
| Provision at the End of the Year | 218,733 | 218,448 | 176,838 |
| Cyclical Maintenance - Current | - | - | 4,748 |
| Cyclical Maintenance - Non current | 218,733 | 203,160 | 172,090 |
| | 218,733 | 203,160 | 176,838 |

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

**14. 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 | 12,078 | 22,452 | 22,452 |
| Later than One Year | 10,315 | 10,084 | 10,084 |
| Future Finance Charges | (2,224) | (1,960) | (1,960) |
| | 20,169 | 30,576 | 30,576 |
| **Represented by:** | | | |
| Finance lease liability - Current | 10,855 | 20,994 | 20,994 |
| Finance lease liability - Non current | 9,314 | 9,582 | 9,582 |
| | 20,169 | 30,576 | 30,576 |

**15. Funds Held for Capital Works Projects**

During the year the School received and applied funding from the Ministry of Education for the following capital works projects. The amount of cash held on behalf of the Ministry for capital works project is included under cash and cash equivalents in note 7, and includes retentions on the projects, if applicable.

| 2025 | Opening Balances $ | Receipts from MoE $ | Payments $ | Board Contributions / Transfers $ | Closing Balances $ |
|---|---|---|---|---|---|
| 5YA Roofing Cladding -243271 | 5,923 | 113,549 | (60,145) | - | 59,327 |
| Visual Aids - 245017 | 2,108 | 3,934 | (6,042) | - | - |
| Jnr Quiet Space - 249291 | 45,150 | - | (45,150) | - | - |
| Forbury Land Acquistion - 250053 | 31,695 | 438,566 | (398,502) | - | 71,759 |
| LSMOD | - | - | (11,285) | - | (11,285) |
| Totals | 84,876 | 556,049 | (521,124) | - | 119,801 |
| **Represented by:** | | | | | |
| Funds Held on Behalf of the Ministry of Education | | | | | 131,086 |
| Funds Receivable from the Ministry of Education | | | | | (11,285) |

| 2024 | Opening Balances $ | Receipts from MoE $ | Payments $ | Board Contributions / Transfers $ | Closing Balances $ |
|---|---|---|---|---|---|
| Fencing 2023 - 243545 | 27,502 | 11,888 | (39,390) | - | - |
| 5YA Roofing Cladding -243271 | 25,869 | 168,685 | (188,631) | - | 5,923 |
| Visual Aids - 245017 | (11,700) | 68,508 | (54,700) | - | 2,108 |
| Jnr Quiet Space - 249291 | - | 53,315 | (8,165) | - | 45,150 |
| Forbury Land Acquistion - 250053 | - | 37,322 | (5,627) | - | 31,695 |
| Totals | 41,671 | 339,718 | (296,513) | - | 84,876 |

**Represented by:**

| | |
|---|---|
| Funds Held on Behalf of the Ministry of Education | 84,876 |

**16. Related Party Transactions**

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

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

**17. Remuneration**

*Key management personnel compensation*

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

| | 2025 Actual $ | 2024 Actual $ |
|---|---|---|
| *Board Members* | | |
| Remuneration | 3,000 | 3,110 |
| *Leadership Team* | | |
| Remuneration | 301,361 | 372,136 |
| Full-time equivalent members | 2.00 | 3.00 |
| Total key management personnel remuneration | 304,361 | 375,246 |

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

*Principal*

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

| | 2025 Actual $000 | 2024 Actual $000 |
|---|---|---|
| Salaries and Other Short-term Employee Benefits: | | |
| Salary and Other Payments | 170-180 | 160-170 |
| Benefits and Other Emoluments | 5-10 | 0-5 |
| Termination Benefits | 0-0 | 0-0 |

*Other Employees*

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

| Remuneration $000 | 2025 FTE Number | 2024 FTE Number |
|---|---|---|
| 100 -110 | 6.00 | 6.00 |
| 110 -120 | 4.00 | 2.00 |
| 120 - 130 | 1.00 | - |
| | 11.00 | 8.00 |

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

**18. Compensation and Other Benefits Upon Leaving**

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

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

**19. Contingencies**

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

**Holidays Act Compliance – Schools Payroll**
The Ministry of Education performs payroll processing and payments on behalf of boards, through payroll service provider, Education Payroll Limited.

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

**20. Commitments**

**(a) Capital Commitments**

At 31 December 2025, the Board had capital commitments of $234,807 (2024:$583,137) as a result of entering the following contracts:

| Contract Name | Remaining Capital Commitment $ |
|---|---|
| 5YA Roofing Cladding -243271 | 94,607 |
| Forbury Land Acquistion -250053 | 140,200 |
| **Total** | **234,807** |

The Board receives funding from the Ministry of Education for Capital Works which is disclosed in note 15.

**(b) Operating Commitments**

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

(Operating commitments at 31 December 2024: nil)

**21. Financial Instruments**

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

| **Financial assets measured at amortised cost** | 2025 Actual $ | 2025 Budget (Unaudited) $ | 2024 Actual $ |
|---|---|---|---|
| Cash and Cash Equivalents | 76,347 | 214,935 | 174,511 |
| Receivables | 307,668 | 229,474 | 229,474 |
| Investments - Term Deposits | 657,336 | 510,111 | 510,111 |
| Total financial assets measured at amortised cost | 1,041,351 | 954,520 | 914,096 |
| **Financial liabilities measured at amortised cost** | | | |
| Payables | 381,831 | 271,445 | 271,445 |
| Finance Leases | 20,169 | 30,576 | 30,576 |
| Total financial liabilities measured at amortised cost | 402,000 | 302,021 | 302,021 |

**22. Events After Balance Date**

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

## Independent auditor's report signed and dated.

Aaron Higham
BDO Invercargill
136 Spey Street
INVERCARGILL

**REPRESENTATION LETTER FOR THE YEAR ENDED 31 DECEMBER 2025**

This representation letter is provided in connection with your audit, carried out on behalf of the Auditor-General, of the financial statements of St Clair School (the School) for the year ended 31 December 2025 for the purpose of expressing an independent opinion about whether the financial statements:

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

We understand that your audit was carried out in accordance with the Auditing Standards issued by the Auditor-General, which incorporate the International Standards on Auditing (New Zealand) issued by the New Zealand Auditing and Assurance Standards Board.

**General representations**

To the best of our knowledge and belief:

- the resources and activities under our control have been operating effectively and efficiently;
- we have complied with our statutory obligations including laws, regulations and contractual requirements;
- we have carried out our decisions and actions with due regard to minimising waste;
- we have met Parliament's and the public's expectations of appropriate standards of behaviour in the public sector (that is, we have carried out our decisions and actions with due regard to probity); and
- any decisions or actions have been taken with due regard to financial prudence.

We also acknowledge that we have responsibility for designing, implementing, and maintaining internal control (to the extent that is reasonably practical given the size of the School) to prevent and detect fraud or error, and which enables the preparation of the financial statements that are free from material misstatement whether due to fraud or error (*a requirement of paragraph NZ40.1(a) in ISA (NZ) 240*).

**Representations for the financial statements**

We confirm that all transactions have been recorded in the accounting records and are reflected in the financial statements, and that, to the best of our knowledge and belief, having made such enquiries as we considered necessary for the purpose of appropriately informing ourselves:

- we have fulfilled our responsibilities for preparing and presenting the financial statements as required by section 134 of the Education and Training Act 2020 and, in particular, that the financial statements:
  - present fairly, in all material respects:
    - the financial position as at 31 December 2025; and
    - the financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector - Public Benefit Entity Standards, Reduced Disclosure Regime.
- we believe the methods, significant assumptions, and data used in making and supporting the accounting estimates and the related disclosures in the financial statements are appropriate to achieve recognition, measurement or disclosure that is in accordance with the applicable financial reporting framework;
- we have appropriately accounted for and disclosed the related party relationships and transactions in the financial statements;
- we have adjusted or disclosed all events subsequent to the date of the financial statements that require adjustment or disclosure; and
- we believe the effects of uncorrected misstatements are immaterial, both individually and in the aggregate, to the financial statements as a whole. A list of the uncorrected misstatements is attached to this representation letter;
- we have disclosed all known actual or possible litigation and claims whose effects should be considered when preparing the financial statements. Where applicable, such litigation and claims have been accounted for and disclosed in accordance with Public Sector - Public Benefit Entity Standards, Reduced Disclosure Regime.

**Representations about the provision of information**

We confirm that, to the best of our knowledge and belief, having made such enquiries as we considered necessary for the purpose of appropriately informing ourselves:

- we have provided you with:
  - all information, such as records and documentation, and other matters that are relevant to preparing and presenting the financial statements; and
  - unrestricted access to persons within the entity from whom you determined it necessary to obtain audit evidence;
- we have disclosed to you the results of our assessment of the risk that the financial statements may be materially misstated as a result of fraud;
- we have disclosed to you all information in relation to fraud or suspected fraud that we are aware of and that affects the entity and involves:
  - management;
  - employees who have significant roles in internal control; or
  - others where the fraud could have a material effect on the financial statements;
- we have disclosed to you all information in relation to allegations of fraud, or suspected fraud, affecting the entity's financial statements communicated by employees, former employees, analysts, regulators, or others;
- we have disclosed to you all known instances of non-compliance or suspected non-compliance with laws and regulations whose effects should be considered when preparing financial statements;
- we have disclosed the identity of the related parties, all of their relationships, and all of their transactions of which we are aware; and
- we have provided you with all the other documents ("other information") which will accompany the financial statements which are consistent with the financial statements, and the other information does not contain any material misstatements.

**Going concern basis of accounting**

We confirm that, to the best of our knowledge and belief, the School has adequate resources to continue operations at its current level for the foreseeable future. For this reason, the Board continues to adopt the going concern basis of accounting in preparing the financial statements for the year ended 31 December 2025. We have reached this conclusion after making enquiries and having regard to circumstances that we consider likely to affect the School during the period of one year from the date of signing the financial statements, and to circumstances that we know will occur after that date which could affect the validity of the going concern basis of accounting.

We consider that the financial statements adequately disclose the circumstances, and any uncertainties, that we can reasonably be expected to be aware of concerning the adoption of the going concern basis of accounting by the School.

*Publication of the financial statements and related audit report on a website*

We confirm that we are responsible for the electronic presentation of the audited financial statements, and:
- that the electronic version of the audited financial statements and the related audit report presented on the website are the same as the final signed version of the audited financial statements and audit report.
- that the audited and unaudited information on the website has been clearly differentiated and we understand the risk of potential misrepresentation without appropriate controls.
- that we have assessed the security controls over audited financial information and the related audit report and are satisfied that procedures are adequate to ensure the integrity of the information provided.
- that the full financial statements have been provided on the website.

The representations in this letter are made at your request, and to supplement information obtained by you from the records of the School and to confirm information given to you orally.

Yours faithfully

Signed by:
4A25CD2EF6D19F73

Robert Choveaux 24/04/2026

Presiding Member Date

Signed by:
Jennifer Rodgers
880BDBAC907A97D3

Jennifer Rodgers 22/04/2026

Principal Date

## Report on other special and contestable funding

| Special and Contestable Funding: | | |
|---|---|---|
| **Funding received from:** | **How much:** | **How used to support student development:** |
| Raise It Fundraising Ltd - Splash n Dash | $12,010.00 | The school opened a special bank account for the PTA to collect these funds because they needed a GST registered bank account. These funds are being held for the PTA's use, which is yet to be determined. |

## Kiwisport funding

Students participated in organised sports. In 2025 the school received Kiwisport funding of $6,297.76 (2024 = $6,6083.16). The funding was spent on sports equipment and partially supporting the aquatics across the school.