

# SACRED HEART SCHOOL (DUNEDIN)



## ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2025

**School Directory**

**Ministry Number:** 3815  
**Principal:** Ellen Devaney  
**School Address:** 63 North Road, North East Valley, Dunedin  
**School Phone:** 03 473 8362  
**School Email:** [office@sacredheartdn.school.nz](mailto:office@sacredheartdn.school.nz)

**Accountant / Service Provider:**

**Solutions & Services**  
Collaborative School Administration

# Sacred Heart School (Dunedin)

## 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.

Marianna Brook

Full Name of Presiding Member

Ellen Devaney

Full Name of Principal

M Brook

Signature of Presiding Member

[Signature]

Signature of Principal

29 May 2026

Date:

29 May 2026

Date:

# Sacred Heart School (Dunedin)

## 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	686,562	566,932	591,676
Locally Raised Funds	3	77,328	44,200	53,384
Use of Proprietor's Land and Buildings		125,500	125,500	125,500
Interest		7,462	5,000	10,110
<b>Total Revenue</b>		<b>896,852</b>	<b>741,632</b>	<b>780,670</b>
<b>Expense</b>				
Locally Raised Funds	3	35,173	33,820	33,721
Learning Resources	4	559,070	431,855	472,241
Administration	5	76,415	76,020	64,048
Interest		651	1,000	619
Property	6	196,006	194,900	148,899
Loss on Disposal of Property, Plant and Equipment		29	-	45
<b>Total Expense</b>		<b>867,344</b>	<b>737,595</b>	<b>719,573</b>
<b>Net Surplus for the year</b>		<b>29,508</b>	<b>4,037</b>	<b>61,097</b>
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<b>29,508</b>	<b>4,037</b>	<b>61,097</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.

# Sacred Heart School (Dunedin)

## 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	129,144	152,384	155,847
Accounts Receivable	8	57,464	47,728	47,728
Prepayments		8,421	6,921	6,921
Inventories	9	720	720	720
Investments	10	95,928	90,921	90,921
		<u>291,677</u>	<u>298,674</u>	<u>302,137</u>
<b>Current Liabilities</b>				
GST Payable		4,290	13,845	13,845
Accounts Payable	12	93,620	53,525	53,525
Revenue Received in Advance	13	-	30,015	30,015
Provision for Cyclical Maintenance	14	-	23,333	16,400
Finance Lease Liability	15	2,579	2,751	2,751
		<u>100,489</u>	<u>123,469</u>	<u>116,536</u>
<b>Working Capital Surplus</b>		191,188	175,205	185,601
<b>Non-current Assets</b>				
Property, Plant and Equipment	11	85,941	47,884	40,384
		<u>85,941</u>	<u>47,884</u>	<u>40,384</u>
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	14	50,283	31,153	38,086
Finance Lease Liability	15	4,473	4,692	4,692
		<u>54,756</u>	<u>35,845</u>	<u>42,778</u>
<b>Net Assets</b>		<u>222,373</u>	<u>187,244</u>	<u>183,207</u>
<b>Equity</b>		<u>222,373</u>	<u>187,244</u>	<u>183,207</u>

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

# Sacred Heart School (Dunedin)

## Notes to the Financial Statements

### For the year ended 31 December 2025

#### 1. Statement of Accounting Policies

##### 1.1. Reporting Entity

Sacred Heart School (Dunedin) (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 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. Cyclical maintenance is disclosed at note 14.

#### **1.4. Operating Lease Payments**

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

#### **1.5. 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.

#### **1.6. 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.

#### **1.7. 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.

#### **1.8. Inventories**

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

#### **1.9. 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.

#### **1.10. 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.

#### **1.14. 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.

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.

#### **1.15. 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 of the School, makes up the most significant part of the Board's responsibilities outside the 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 variety of periods in accordance with the conditional assessment of each area of the school. 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.

#### **1.16. Financial Instruments**

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

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.

#### **1.17. 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.

#### **1.18. Budget Figures**

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

#### **1.19. 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.

## 6. Property

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Cyclical Maintenance	(4,203)	8,000	(31,771)
Heat, Light and Water	9,767	9,200	9,430
Rates	7,743	9,500	6,691
Repairs and Maintenance	21,871	5,200	3,941
Use of Land and Buildings	125,500	125,500	125,500
Employee Benefits - Salaries	14,744	14,500	13,714
Other Property Expenses	20,584	23,000	21,394
	<u>196,006</u>	<u>194,900</u>	<u>148,899</u>

The Use of Land and Buildings figure represents 5% of the school's total property value. This is used as a 'proxy' for the market rental of the property.

## 7. Cash and Cash Equivalents

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Bank Accounts	129,144	152,384	155,847
Cash and cash equivalents for Statement of Cash Flows	<u>129,144</u>	<u>152,384</u>	<u>155,847</u>

## 8. Accounts Receivable

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Receivables	2,034	6,926	6,926
Receivables from the Ministry of Education	7,242	4,886	4,886
Interest Receivable	269	352	352
Teacher Salaries Grant Receivable	47,919	35,564	35,564
	<u>57,464</u>	<u>47,728</u>	<u>47,728</u>
Receivables from Exchange Transactions	2,303	7,278	7,278
Receivables from Non-Exchange Transactions	55,161	40,450	40,450
	<u>57,464</u>	<u>47,728</u>	<u>47,728</u>

## 9. Inventories

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Stationery	720	720	720
	<u>720</u>	<u>720</u>	<u>720</u>

## 10. Investments

The School's investment activities are classified as follows:

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Current Asset			
Short-term Bank Deposits	95,928	90,921	90,921
Total Investments	<u>95,928</u>	<u>90,921</u>	<u>90,921</u>

#### 14. Provision for Cyclical Maintenance

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Provision at the Start of the Year	54,486	54,486	86,257
(Decrease)/increase to the Provision During the Year	(4,203)	8,000	(31,771)
Use of the Provision During the Year	-	(8,000)	-
Provision at the End of the Year	<u>50,283</u>	<u>54,486</u>	<u>54,486</u>
Cyclical Maintenance - Current	-	23,333	16,400
Cyclical Maintenance - Non current	50,283	31,153	38,086
	<u>50,283</u>	<u>54,486</u>	<u>54,486</u>

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.

#### 15. Finance Lease Liability

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

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
No Later than One Year	3,041	3,232	3,232
Later than One Year	4,881	5,196	5,196
Future Finance Charges	(870)	(985)	(985)
	<u>7,052</u>	<u>7,443</u>	<u>7,443</u>
<b>Represented by:</b>			
Finance lease liability - Current	2,579	2,751	2,751
Finance lease liability - Non current	4,473	4,692	4,692
	<u>7,052</u>	<u>7,443</u>	<u>7,443</u>

#### 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.

The Proprietor of the School (Roman Catholic Bishop of Dunedin) 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 1.3. 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".

## 20. Commitments

### (a) Capital Commitments

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

### (b) Operating Commitments

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

## 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	129,144	152,384	155,847
Receivables	57,464	47,728	47,728
Investments - Term Deposits	95,928	90,921	90,921
Total financial assets measured at amortised cost	<u>282,536</u>	<u>291,033</u>	<u>294,496</u>

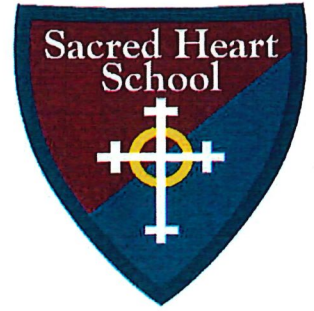
### Financial liabilities measured at amortised cost

Payables	93,620	53,525	53,525
Finance Leases	7,052	7,443	7,443
Total financial liabilities measured at amortised cost	<u>100,672</u>	<u>60,968</u>	<u>60,968</u>

## 22. Events After Balance Date

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

Sacred Heart School  
63 North Road  
North East Valley  
Dunedin 9010



### Kiwisport Funding 2025

Kiwisport is a Government funding initiative to support student's participation in organised sport. In 2025 Sacred Heart School received Kiwisport funding of \$995.20. The funding was used to provide physical education and sports coaching sessions. This has improved the skills of our students.

A handwritten signature in blue ink, appearing to read "E. Devaney", is positioned above the printed name of the principal.

Ellen Devaney  
Principal  
Sacred Heart School

Sacred Heart School  
63 North Road  
North East Valley  
Dunedin 9010



### Compliance with the Good Employer Policy

To Whom it May Concern,

Our School met our obligations to provide good and safe working conditions by:

- Developed and implemented appropriate policies which promote high levels of staff performance and recognise the needs of students
- Reviewed its compliance with these policies and can report that it meets all the requirements identified and is in accordance with best practises
- Is a good employer and complies with all conditions included within employee contracts
- Ensures all employees are treated fairly, without bias or discrimination
- Meets all ERO requirements

A handwritten signature in blue ink, appearing to read "E Devaney".

Ellen Devaney  
Principal  
Sacred Heart School

## Evaluation of Student Progress and Achievement 2025 Report



This report is provided in accordance with section 127(1)(a) of the Education and Training Act 2020 and the Education (School Planning and Reporting) Regulations 2023.

It summarises how our students have progressed and achieved across the learning areas of the New Zealand Curriculum in 2025, including the impact of the refreshed English and Mathematics and Statistics curriculum documents.

During 2025 our teachers used a range of assessments and professional judgements to evaluate how students are progressing across all learning areas of the New Zealand Curriculum. This was the first full year using the refreshed English and Mathematics and Statistics Curriculum documents. These changes, along with new learning progressions, mean that achievement patterns this year look different from previous years and direct comparisons across years are not reliable.

Across the curriculum, most students are achieving at the expected level in many learning areas. Strong classroom programmes and consistent teaching practices are evident, and strong results are especially seen in Reading, Religious Education and The Arts.

As is the case nationally, literacy and numeracy remain key areas for continued focus. Writing and mathematics have been the most affected by the shift to the new curriculum, as expectations have increased. These curriculum changes help us better understand where support is needed, and they guide our planning for next year.

To support progress in 2026, the school will continue implementing teaching and learning initiatives. These include using the Better Start Literacy Approach across our junior class, Continuing our structured literacy approach through the Ideal platform in spelling and engaging in the Numicon mathematics programme so that it aligns with the refreshed curriculum. Teachers will also continue refining internal systems to ensure consistency of assessment across all learning areas.

A handwritten signature in black ink, appearing to read "Ellen Devaney".

Ellen Devaney  
Principal  
Sacred Heart School

## Progression towards strategic plan

THROUGH CHRIST WE ARE COMMITTED TO TE TIRITI O WAITANGI AND WE DEVELOP OUR:

### Special Character- Living and Learning our Catholic Faith

#### Goals:

-Ensure Catholic Character is embedded, valued and visible

-Undertake Special Character review

Goals	Actions	When	Who	Measures of Success
1.1 Ensure Catholic Character is embedded, valued and visible	Inclusion and support of our ethnic diversity; meeting their needs.  The school environment fosters successful opportunities for all people to grow in faith. Enrich our knowledge and teaching of To Tatou Whakapono Our Faith (RE curriculum Year 1-4). Our new school values and vision are known and embedded throughout the school community.	Term 1-4	Director of Religious Studies Ellen	-All families feel a sense of belonging and all ethnic voices are acknowledged. -Self-review of the effectiveness and growing knowledge of the wider school community. -All teachers use the new RE curriculum and support materials to inform planning and teaching. -The Catholic worldview continues to be a key aspect of curriculum planning and is reflected in learning contexts as appropriate. -Vision and Values posters are completed and visual around the school. -Children and the community can recall the values and vision
		Term 1-4	DRS Ellen	
		Term 1-4	DRS Ellen	
		Term 1-4	ALL	
1.2 Undertake Special Character review	Survey Staff, students and community around Dimension 1-Te Tūtaki ki a Te Karaiti-Encounter with Christ  Complete self-review	Term 3/4	Ellen	-Community survey is completed, analysed and reported back to Board and Bishop
		Term 3/4	Ellen	-Self review is completed, analysed and reported back to Board and Bishop
Actions towards objective	Review of school policies to ensure Catholic Character underpins all policies and procedures	Term 1-4	Board	-All relevant policies and procedures have been reviewed by the Board and Principal

#### Actions towards objective

- Reviewing policies at every meeting and ensuring they have a Catholic lens
- Internal review for Encounter with Christ has taken place- see this for further links to our Special Character goal.
- Staff and student survey on the internal review has taken place. Community have been asked for feedback on our first goal.
- Staff have been attending all professional development possible for the new RE curriculum. Our DRS has also led staff meetings on this.
- Our values are explicitly taught each week, and a token system in place for this.
- Opportunities for growth in areas of faith are given (one child received their first communion in Term 4).
- Children are regularly given opportunities to grow in faith through class masses, shared prayers/class prayers, the RE teachings and whole school masses.

-Strong ethnic diversity in our kura, which is embraced by all.  
 -Staff lead by example and role model behaviours and expectations to students.

THROUGH CHRIST WE ARE COMMITTED TO TE TIRITI O WAITANGI AND WE DEVELOP OUR:

**Teaching and Learning**

Goals:

-strengthen practice and pedagogy for improved learner outcomes

Goals	Actions	When	Who	Measures of Success
1.1 strengthen practice and pedagogy for improved learner outcomes	Embed Structured Literacy to raise reading and writing achievement in Years 1-6. Continue using Ideal (Learning Matters) for spelling which will support literacy learning.	Term 1-4	ALL	PLD is provided to all teachers as appropriate to ensure they have a shared understanding of the approach and practice is consistent across the school. Achievement data shows improved outcomes for learners. Observations, walk-throughs, learner voice and planning show that Structured Literacy is being implemented across the school.
	Raise achievement levels in Mathematics, Begin to implement the new Curriculum. Pre assess, teach and post assess, using Oxford Maths.	Term 1-4	ALL	PLD is provided to all teachers in the new Mathematics Curriculum. Achievement data shows improved outcomes for learners. Observations, walk-throughs, learner voice and planning show that a successful mathematics programme is being implemented across the school.
	Introduce key assessment for learning strategies to grow teacher practise and pedagogy and develop student agency	Term 1-4	ALL	Learner voice demonstrates that they are familiar with the self-review of learning. Growth of student agency seen in our ākonga.
	Introduce and unpack relevant Te Mataiako documents published in 2023, 2024 and 2025 (Literacy 2024-2025, Numeracy, Religious Education-Level 1-4 2024-2025)	Term 1-4	ALL	PLD is conducted with all teachers. The curriculum is a guiding document around our approaches to teaching and learning for all ākonga. Planning and reporting show that the curriculum is being implemented across the school and is informing teaching and learning decisions. All teachers use the new RE curriculum and support materials to inform planning and teaching. The Catholic worldview continues to be a key aspect of curriculum planning and is reflected in learning contexts as appropriate.

Implement a coaching model for professional development and professional growth cycles.	Term 1-4	Principal	PLD is conducted with the Principal All teachers to learn how to coach through staff meetings
Introduce common practice model (CPM) for all classrooms	Term 1-4	ALL	PLD is conducted with all teachers. Clear expectations of learning communicated by ākongā Needs of all ākongā being met

**Actions towards objective**

New staff have been involved in PLD around structured literacy.

ELL applications are monitored over the year, and 21 students receive ELL support from our trained TA.

Our LSC supports the ELL teaching

TA works on targeted groups in math and one- one support with children

Staff continue to implement a structured literacy approach to teaching spelling, and BSLA for reading in the junior room.

Structured literacy going well.

Writing supports in place in the junior room.

A year 2 classrooms was set up to reduce class sizes in the juniors. This has been a great success and the RTLB has acknowledged a shift on our children.

Two groups of students have been picked up for targeted math support with our RTLB.

Staff have been working on assessment for learning strategies, focusing on shared success criteria and feedback.

Observations have taken place in writing. This is a focus area for our assessment for learning.

Staff have attended PD on the new math curriculum (before the release of the new, new one).

New RE curriculum implemented well across the school. Next steps is clear assessment on this.

Principal is in a coaching model for PGC.

THROUGH CHRIST WE ARE COMMITTED TO TE TIRITI O WAITANGI AND WE DEVELOP OUR:

## Belonging

**Goals:**

-Ensure all families have a sense of belonging by developing a culturally responsive and inclusive localised curriculum

Goals	Actions	When	Who	Measures of Success
1.1 Develop a culturally responsive and inclusive localised curriculum	Develop an understanding of Sacred Heart Schools local history through connections with Parish, Iwi, Community.	Term 1-4	ALL	Links to Parish, Iwi and Community visible. Shared whānau and school understanding of our local history.

	Document the history of Sacred Heart School as part of our Local curriculum development	Term 1-4	Ellen	Visible in Local Curriculum document.
	Strengthen Whānau engagement and understanding of local curriculum through educating around the changes and refreshments	Term 1-4	ALL	Shared whānau understanding of the changes to the curriculum.
	Continue with the use of Te-Reo, Tikanga and Waiata within the class and whole school.	Term 1-4	Ellen/Staff	Culturally responsive practice is evident in all classrooms.
	Whānau voice is sought through consultation to inform our local curriculum	Term 1-4	ALL	Shared whānau understanding of our assessment and reporting system. Parents, whānau and the community voice is increasingly visible in school as it contributes to the learning outcomes.
	All cultures and voices are recognised and consulted on to ensure full engagement and learning for all of our students	Term 1-4	ALL	Culturally responsive practice is evident in all classrooms.
	Monitor and understand attendance rates with a view to assess areas of potential improvement.	Term 1-4	ALL	Attendance numbers improve
<p><b>Actions towards objective</b>          Consultation taken place around annual plan          Attendance rates monitored weekly          Te-Reo, Tikanga and waiata is used in the classroom          Cultural narrative written for our kura          Some conversations held around educating our community on curriculum changes          Principal Growth Cycle has a strong focus on how we are giving effect to Te Tiriti          Kapa Haka group established and attended Polyfest          Conversations taking place on how to get all families involved in the school life          Some Board members have attended Te Tiriti PD          Our School Board has written a letter of support that we are committed to upholding the Te Tiriti O Waitangi</p>				

# Annual Target 2025 Learning and Teaching- Literacy and Mathematics

## Strategic Goal

- strengthen practice and pedagogy for improved learner outcomes

### Annual Target

That overall 80% of all our students will achieve at or above their New Zealand Curriculum Level in Reading, Writing and Mathematics.

That year two children in 2025 reading improves by 5% from the 2024 data.

That year four children in 2025 show writing improvement and year five children in 2025 show mathematics improvement from the 2024 data.

### Specific Target(s)

-To raise achievement for identified target groups of learners who did not achieve at or above their New Zealand Curriculum Level including a specific target on our Māori and Pacifica learners.

-To maintain the number of students achieving above their New Zealand Curriculum Level.

### Baseline Data

- See bottom of document

### Key Improvement Strategies

Throughout the year the following will be used to achieve targets:

#### Literacy:

- Professional development for all staff to continue to confidently use Structured Literacy pedagogies and the Ideal platform, supported by the Kahui Ako and Literacy Lead teacher.
- Baseline and post data collected to see any impact.
- Improved support programmes and teacher practice having an impact on student outcomes.
- ESOL programmes to align with class teaching.
- Meetings to track interventions throughout each term.
- Target Student meetings to monitor progress and interventions.
- Assessment For Learning implemented across the school

#### Numeracy:

- Professional development for all staff
- A school wide review of our Mathematics programme looking at best fit using effective teacher practice, achievement data and research.
- Baseline and post data collected to see any impact.
- Meetings to track interventions throughout each term.
- Target Student meetings to monitor progress and interventions
- Assessment For Learning implemented across the school

#### Monitoring:

*Ideal platform spelling testing, Probes, PMs, E-asTTle, JAM, GLOSS, Oxford maths assessment schedule*

**Resource:**

*Ideal structured literacy platform and PLD, TA time for 1-1 support, Professional development in Mathematics*

**Actions towards objective**

Staff monitoring target children.  
Staff have attended PLD in learning areas  
Baseline data unpacked  
Staff continue PLD to help raise achievement in literacy  
ELL interventions in place  
Testing takes place over the year to make next informative goals for teaching and learning.  
ELL programme up and running well. TA being supported in this by LSC  
LSC supporting learning groups where needed  
RTL supporting learning groups with two targeted groups- TA taking one group  
Teacher supported targeted groups for math support  
Data from testing has formed targeted groups/children who need extra support. This is discussed at staff meetings and plan put in place with staff.  
Our Māori and Pacific children are targeted and discussed at staff meetings and in weekly meetings between the principal and learning support co-ordinator to make sure we are ensuring they are being catered for.  
Staff professional development continued throughout the year. Staff observed and goals given.  
Principal meets with LSC weekly to discuss learning interventions for our children

# Statement of Variance 2025

Sacred Heart  
School



TE KURA O TE MANAWA TAPU

WHAKAUTE- RESPECT | MANAWAROA- RESILIENCE | WHANAUNGATANGA- RELATIONSHIPS

School Name:

Sacred Heart Dunedin

School Number:

3815

Strategic Aim:

Strengthen practice and pedagogy for improved learner outcomes

Annual Aim:

That overall 80% of all our students will achieve at or above their New Zealand Curriculum Level in Reading, Writing and Mathematics.

<p><b>Target:</b></p>	<p>-To raise achievement for identified target groups of learners who did not achieve at or above their New Zealand Curriculum Level including a specific target on our Māori and Pasifika learners.          -To maintain the number of students achieving above their New Zealand Curriculum Level.          -That year two children in 2025 reading improves by 5% from the 2024 data.          -That year four children in 2025 show writing improvement and year five children in 2025 show mathematics improvement from the 2024 data.</p>		
<p><b>Baseline Data:</b></p>	<p>Data from 2024 indicated students achieving at or above expectations in          READING (87%) WRITING (82%) MATHEMATICS (84%)          BASELINE DATA FOR IMPROVEMENT TARGETS for students below expectations          Reading 13% Writing 18% Mathematics 16%</p>		
<p><b>Actions</b> <i>What did we do?</i></p>	<p><b>Outcomes</b> <i>What happened?</i></p>	<p><b>Reasons for the variance</b> <i>Why did it happen?</i></p>	<p><b>Evaluation</b> <i>Where to next?</i></p>
<p>Reading          To advance progress to age appropriate levels for selected groups of children in Reading</p> <ul style="list-style-type: none"> <li>o Targeting children within the classroom</li> <li>o Groupings allow for the children at the lowest reading level to be taught daily. TAs work across other independent children to have in-depth conversations around comprehension and critical thinking skills.</li> <li>o Structured literacy through the Ideal platform</li> </ul>	<p>READING          End of year 2025 whole school data proficient (AT) and exceeding (ABOVE)=75%</p> <p>Year 3, 5 and 6 were our strongest year groups, all having over 80% proficient or exceeding.</p> <p>Our Pasifika students had great results, achieving 100%.</p> <p>There was a small dip in outcomes under the new descriptors.</p> <p>Increase of students whole moved from proficient to exceeding.</p>	<p>Progress descriptors moved from Below, At, Above to Needs Support, Progressing Towards, Proficient and Exceeding, which changed some outcomes.</p> <p>New Curriculum expectations showed a small dip in outcomes. Some children that were AT in 2023 are now below due to curriculum level expectations</p> <p>Large increase in the number of students arriving for overseas and ESOL students</p> <p>Some target students find it difficult to engage or find teaching</p>	<p>When funding allows for it, additional one to one TA support to strengthen reading skills including decoding, fluency and comprehension.</p> <p>Continued targeted support within the classroom from the classroom teacher and Teacher Aides.</p> <p>Continue to implement the Ideal structured literacy programme across the whole school.</p> <p>Further professional development for staff in structured literacy</p>

<p>implemented across the whole school.</p> <ul style="list-style-type: none"> <li>o BSLA programme continued to be taught where appropriate in the junior classroom</li> <li>o ESOL/ELL programmes successfully running for 23 students. TA running this supported by our Learning Support Coordinator.</li> <li>o Smaller class numbers due to being able to run four classrooms (later in the year).</li> </ul>	<p>Boys showed a shift of 10% from mid year to end of year</p> <p>61% of Year 2 readers achieved proficient or exceeding, a small decline from the 63% in 2024.</p> <p>Areas to look more carefully at include:</p> <p>Asian data-64% (Majority ESOL students)</p>	<p>strategies that increase their progress for a variety of reasons.</p> <p>Overall % of AT to Above increased slightly due to extra support put in place and structured literacy approach using Ideal.</p> <p>Reasons for this are due to the targeted teacher input and extra support when funding allowed for it.</p>	<p>Decodable readers used to support students who struggle with the whole language approach.</p> <p>Small groups within the classroom will be implemented, and targeted children seen daily.</p> <p>Learning Support Coordinator to continue to further support our ELL programme to improve outcomes for these learners.</p> <p>Support teachers with new curriculum implementation and content knowledge</p> <p>Introduction of new assessment such as junior phonics</p> <p>Introduce whole staff target student meetings term 2 and 3</p> <p>Continue implementing Assessment for Learning practices</p>
<p><b>Planning for next year:</b></p> <p>Continue to target our ELL children through a specialised ELL programme to help our ELL children to achieve at a higher level.</p> <p>Continue to support staff with embedding Structured Literacy practices</p> <p>Continue to embed Assessment for Learning practices</p> <p>Continuation and development of learning Support interventions</p> <p>Continue to source training in the new English Curriculum</p> <p>Review, discuss and build consistencies around best practices in English.</p>			

<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<p><b>Writing</b></p> <p>To advance progress to age appropriate levels for selected groups of children in Writing</p> <ul style="list-style-type: none"> <li>o Targeting children within the classroom</li> <li>o One on one TA time when funding allows</li> <li>o Teachers working daily with children who struggle</li> <li>o Working in small group situation gave children more one to one time with their teacher</li> <li>o E-AsTTle used to help unpack next steps for children</li> <li>o Structured literacy implemented in the school using the Ideal platform.</li> <li>o Additional writing support has been implemented</li> <li>o ESOL/ELL programmes successfully running for 23 students. TA running this supported by our Learning Support Coordinator.</li> <li>o Learning support coordinator supported senior classroom in a writing programme</li> </ul>	<p><b>WRITING</b></p> <p>End of year 2025 whole school data proficient (AT) and exceeding (ABOVE)=71%</p> <p>We had a mid-end year shift of 9%</p> <p>Our Pasifika students had great results, achieving 83% (a shift from 33% at mid year).</p> <p>Year 5 and 6 were our strongest year groups, all having over 85% proficient or exceeding.</p> <p>Areas to look more carefully at include:          -Asian data-59% (Majority ESOL students)          -Māori-60%</p> <p>Year 4 cohort-78% achieved at the expected level and some shifts were evident.</p>	<p>Progress descriptors moved from Below, At, Above to Needs Support, Progressing Towards, Proficient and Exceeding, which changed some outcomes.</p> <p>New Curriculum expectations showed a small dip in outcomes. Some children that were AT in 2023 are now below due to curriculum level expectations</p> <p>Large increase in the number of students arriving for overseas and ESOL students</p> <p>Some target students find it difficult to engage or find teaching strategies that increase their progress for a variety of reasons.</p> <p>Our Pasifika students had a great shift, due to targeted in class support.</p> <p>A 9% shift was seen due to targeted support interventions and smaller classroom sizes in term 3 and 4.</p>	<p>When funding allows, extra TA time within the classrooms to support children with their writing.</p> <p>Further professional development with staff around writing.</p> <p>Ideal structured literacy programme continued to be used across the whole school</p> <p>The decodables reading programme/ideal reading programme will also benefit the writing programme.</p> <p>Writing moderation to continue to happen across the school.</p> <p>Small groups within the classroom will be implemented, and targeted children seen daily.</p> <p>Learning Support Coordinator to continue to further support our ELL programme to improve outcomes for these learners.</p>

- o Smaller class numbers due to being able to run four classrooms (later in the year).

Support teachers with new curriculum implementation and content knowledge  
 Introduction of new assessment such as junior phonics  
 Introduce whole staff target student meetings term 2 and Continue implementing Assessment for Learning practices

**Planning for next year:**

Continue to target our ELL children through a specialised ELL programme to help our ELL children to achieve at a higher level.  
 Continue to support staff with embedding Structured Literacy practices  
 Continue to embed Assessment for Learning practices  
 Continuation and development of learning Support interventions  
 Continue to source training in the new English Curriculum  
 Review, discuss and build consistencies around best practices in English.

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p><b>Mathematics</b> To advance progress to age appropriate levels for selected groups of children in Mathematics</p> <ul style="list-style-type: none"> <li>o Extra support groups (TAs)</li> <li>o Extra support expert teacher</li> <li>o Targeting children within the classroom</li> <li>o One on one TA time when funding allows</li> <li>o Additional learning support teacher across year 4-6 facilitated the opportunity for extension and allowed the more able children to be pushed ahead with pleasing results.</li> <li>o RTLB referrals to support two math cohorts</li> <li>o Interventions for targets</li> <li>o Mathematic PD held to unpack the new curriculum</li> </ul>	<p><b>MATHEMATICS</b> End of year 2025 whole school data proficient (AT) and exceeding (ABOVE) =61%</p> <p>Mid-End of year shift of 1.11%</p> <p>Year 5 cohort had some movement, with only 28% working at their expected level</p> <p>Year 6 was our strongest cohort, with 88% working proficient or exceeding</p>	<p>Progress descriptors moved from Below, At, Above to Needs Support, Progressing Towards, Proficient and Exceeding, which changed some outcomes.</p> <p>New Curriculum expectations showed a big dip in outcomes. Many children that were AT in 2023 are now below due to curriculum level expectations</p> <p>Large increase in the number of students arriving for overseas and ESOL students</p> <p>Some target students find it difficult to engage or find teaching strategies that increase their progress for a variety of reasons.</p> <p>A new math programme was implemented this year, with new learning having to take place.</p>	<p>When funding allows for it one to one TA time within the classroom to help support the students.</p> <p>Additional learning support continued for our year 4-6, with a focus on an acceleration group and an extension group.</p> <p>Children continuing to be targeted within the classroom.</p> <p>Small groups sizes and children seen daily.</p> <p>A focus on children's basic facts knowledge.</p> <p>Utilizing an extra teacher to help have smaller math groups</p> <p>Introduction of the math programme Numicon to support Math teaching</p> <p>RTLB referral for our year 5 and year 3 cohorts</p>
<p><b>Planning for next year</b></p> <p>Provide Teacher Aide support for students within the class (where needed) to enable them to access the mathematics curriculum successfully.</p> <p>Continue to unpack the new mathematics curriculum and incorporate this within our whole school planning, ensuring that progress steps are used building on from their previous learning.</p> <p>Introduction of the math programme Numicon to support Math teaching</p> <p>Continue to embed Assessment for Learning practices</p>			

**Continuation and development of learning Support interventions**

Continue to source training in the new English Curriculum

Review, discuss and build consistencies around best practices in English.

**VARIANCE FURTHER INFORMATION**

**Reading and Writing**

**NS:**

There is a high proportion of English Language Learners (ELLs), many of whom receive additional support from teacher aides. The Learning Support Coordinator works closely with a targeted group of students. Several children begin school with little to no English. A number of students have been referred to and are currently working with a Resource Teacher of Behaviour and Learning (RTLb).

**PT:**

Students are continuing to develop their understanding of school routines and expectations, with some ongoing behavioural challenges. There is also a high percentage of ELLs in this group, and although progress is evident and should be acknowledged, many still require added support from teacher aides. Some students present with higher needs in these learning areas, while others have shown significant growth this year. With many new students entering throughout the year, comprehension (particularly of English terminology) remains a key challenge. Several students have been referred to and are working with RTLb.

**Mathematics**

**NS:**

A high proportion of ELLs continue to struggle with specific mathematical concepts. Attendance remains a concern for some students. Support from RTLb is in place, with a targeted focus extending into 2026. Shifts in expectations and the implementation of the new curriculum require additional teacher knowledge and adaptation. Some students receive extra support from a mathematics resource teacher.

**PT:**

Students continue to develop behavioural regulation and understanding of school structures. Expectations have shifted with the introduction of the new curriculum, and staff have been working to strengthen the associated content knowledge. A targeted group is receiving RTLb support,

and while there remain significant gaps for some students, substantial progress has been observed. In many cases, foundational skills required revisiting before progress could be made. The “goal posts” have shifted as curriculum clarity and expectations evolve.

### **General Notes**

- Guidelines for reporting have lacked clarity, making data interpretation challenging. Staff have engaged in extensive discussion to ensure alignment and consistency.
- The distinction between “PT” and “Proficient” has created confusion, as some students are positioned close to the threshold between the two.
- Next year’s reporting will use five headings, with the aim to reduce ambiguity and ensure more accurate representation of student progress across the year.