



ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2024

School Directory

Ministry Number: 3498

Principal: David Armstrong

School Address: 54 Heaton Street, Timaru 7910

School Phone: 03 688 8188

School Email: office@sacredhearttim.school.nz

Accountant / Service Provider:

Solutions & Services
Collaborative School Administration

SACRED HEART SCHOOL (TIMARU)

Annual Financial Statements - For the year ended 31 December 2024

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Sacred Heart School (Timaru)

Statement of Responsibility

For the year ended 31 December 2024

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 2024 fairly reflects the financial position and operations of the School.

The School's 2024 financial statements are authorised for issue by the Board.

Mary Strachan

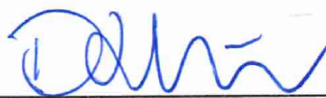
Full Name of Presiding Member

David Armstrong

Full Name of Principal



Signature of Presiding Member



Signature of Principal

20/5/25

Date:

20/5/2025

Date:

Sacred Heart School (Timaru)

Members of the Board

For the year ended 31 December 2024

Name	Position	How Position Gained	Term Expired/ Expires
Mary Strachan	Presiding Member	Elected	Sep 2025
Richard Quested	Presiding Member	Elected	Dec 2024
David Armstrong	Principal	ex Officio	
Naomi Crawford	Parent Representative	Elected	Sep 2026
Benjamin McCambridge	Parent Representative	Elected	Sep 2025
Rebecca Saena	Parent Representative	Elected	Sep 2026
Nyssa Wilcocks	Parent Representative Proprietors Representative	Elected	Sep 2025 Aug 2024
David Scott	Proprietors Representative		
Alana Dawson	Proprietors Representative		
Georgia Annear	Staff Representative	Elected	Sep 2025

Sacred Heart School (Timaru)

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2024

		2024	2024	2023
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Revenue				
Government Grants	2	1,855,278	1,448,650	1,599,503
Locally Raised Funds	3	58,547	27,300	90,611
Use of Proprietor's Land and Buildings		125,500	-	95,000
Interest		20,141	10,000	16,990
Total Revenue		2,059,466	1,485,950	1,802,104
Expenses				
Locally Raised Funds	3	5,384	-	4,187
Learning Resources	4	1,625,346	1,275,794	1,399,625
Administration	5	117,393	109,542	112,619
Interest		1,937	-	1,151
Property	6	277,548	116,200	221,720
Loss on Disposal of Property, Plant and Equipment		-	-	1,406
Total Expense		2,027,608	1,501,536	1,740,708
Net Surplus / (Deficit) for the year		31,858	(15,586)	61,396
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		31,858	(15,586)	61,396

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 (Timaru)

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Equity at 1 January		543,905	543,905	441,163
Total comprehensive revenue and expense for the year		31,858	(15,586)	61,396
Contribution - Furniture and Equipment Grant		55,480	-	41,346
Equity at 31 December		631,243	528,319	543,905
Accumulated comprehensive revenue and expense		631,243	528,319	543,905
Equity at 31 December		631,243	528,319	543,905

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



Sacred Heart School (Timaru)

Statement of Financial Position

As at 31 December 2024

		2024	2024	2023
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Current Assets				
Cash and Cash Equivalents	7	577,478	524,801	512,887
Accounts Receivable	8	122,194	121,959	121,959
Prepayments		11,991	12,669	12,669
Inventories	9	3,310	-	-
		714,973	659,429	647,515
Current Liabilities				
GST Payable		16,034	11,392	11,392
Accounts Payable	11	174,717	136,858	136,858
Revenue Received in Advance	12	3,804	6,070	6,070
Provision for Cyclical Maintenance	13	-	19,068	2,594
Finance Lease Liability	14	7,322	5,327	5,327
Funds held in Trust	15	266	45	45
		202,143	178,760	162,286
Working Capital Surplus		512,830	480,669	485,229
Non-current Assets				
Property, Plant and Equipment	10	164,969	97,451	117,451
		164,969	97,451	117,451
Non-current Liabilities				
Provision for Cyclical Maintenance	13	32,654	37,322	46,296
Finance Lease Liability	14	13,902	12,479	12,479
		46,556	49,801	58,775
Net Assets		631,243	528,319	543,905
Equity		631,243	528,319	543,905

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 (Timaru)

Statement of Cash Flows

For the year ended 31 December 2024

		2024	2024	2023
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
		\$	\$	\$
Cash flows from Operating Activities				
Government Grants		565,639	487,742	464,337
Locally Raised Funds		59,486	27,300	87,184
Goods and Services Tax (net)		4,642	-	(8,771)
Payments to Employees		(284,522)	(265,135)	(261,043)
Payments to Suppliers		(275,309)	(247,993)	(241,366)
Interest Paid		(1,937)	-	(1,151)
Interest Received		20,138	10,000	16,967
Net cash from Operating Activities		88,137	11,914	56,157
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment		(75,252)	-	(36,005)
Proceeds from Sale of Investments		-	-	49,077
Net cash (to)/from Investing Activities		(75,252)	-	13,072
Cash flows from Financing Activities				
Furniture and Equipment Grant		55,480	-	41,346
Finance Lease Payments		(3,995)	-	(5,254)
Funds Administered on Behalf of Other Parties		221	-	(6,415)
Net cash from Financing Activities		51,706	-	29,677
Net increase in cash and cash equivalents		64,591	11,914	98,906
Cash and cash equivalents at the beginning of the year	7	512,887	512,887	413,981
Cash and cash equivalents at the end of the year	7	577,478	524,801	512,887

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.



Sacred Heart School (Timaru)

Notes to the Financial Statements

For the year ended 31 December 2024

1. Statement of Accounting Policies

1.1. Reporting Entity

Sacred Heart School (Timaru) (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 reports have been prepared for the period 1 January 2024 to 31 December 2024 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 in accordance with generally accepted accounting practice. The financial statements have been prepared in accordance with 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 expenditure 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.

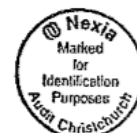
Critical Accounting Estimates And Assumptions

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

A 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 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 to which they relate. 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 to which they relate to. The grants are not received in cash by the School and are paid directly by the Ministry of Education.

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

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



Other Grants where conditions exist

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

1.6. 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. Inventories

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

1.8. 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.

1.9. Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Building Improvements	20 years
Furniture and Equipment	5-10 years
Information and Communication Technology	3-5 years
Leased Assets held under a Finance Lease	Term of Lease
Library Resources	12.5% Diminishing value



1.10. Impairment of property, plant and equipment

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

Non cash generating assets

Property, plant, and equipment and intangible assets held at cost that have a finite useful life are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable. If such indication exists, the School estimates the asset's recoverable service amount. An impairment loss is recognised 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.

1.11. 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.

1.12. 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.

1.13. 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.

1.14. 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 interior and exterior 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.



1.15. 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 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 statements 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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Government Grants - Ministry of Education	549,921	468,150	474,302
Teachers' Salaries Grants	1,305,357	980,500	1,125,201
	<u>1,855,278</u>	<u>1,448,650</u>	<u>1,599,503</u>

3. Locally Raised Funds

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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Revenue			
Donations and Bequests	23,386	19,000	38,004
Fees for Extra Curricular Activities	2,699	-	3,360
Trading	1,606	-	1,635
Fundraising and Community Grants	11,818	6,100	17,789
Other Revenue	19,038	2,200	29,823
	<u>58,547</u>	<u>27,300</u>	<u>90,611</u>
Expenses			
Extra Curricular Activities Costs	3,635	-	3,565
Trading	1,749	-	622
	<u>5,384</u>	<u>-</u>	<u>4,187</u>
<i>Surplus for the year Locally raised funds</i>	<u>53,163</u>	<u>27,300</u>	<u>86,424</u>

4. Learning Resources

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Curricular	85,862	103,821	82,318
Employee Benefits - Salaries	1,488,831	1,127,173	1,273,161
Other Learning Resources	-	2,800	422
Staff Development	11,477	22,000	8,309
Depreciation	39,176	20,000	35,415
	<u>1,625,346</u>	<u>1,275,794</u>	<u>1,399,625</u>

5. Administration

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Audit Fees	9,065	6,000	5,703
Board Fees and Expenses	5,645	6,150	7,229
Operating Leases	614	2,500	136
Other Administration Expenses	16,095	21,402	17,335
Employee Benefits - Salaries	80,148	70,870	76,784
Insurance	3,182	-	2,947
Service Providers, Contractors and Consultancy	2,644	2,620	2,485
	<u>117,393</u>	<u>109,542</u>	<u>112,619</u>



6. Property

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Consultancy and Contract Services	26,862	26,700	27,762
Cyclical Maintenance	8,253	7,500	10,460
Adjustment to the Provision- Other Adjustments	(13,890)	-	2,393
Heat, Light and Water	14,946	12,000	12,192
Rates	5,115	4,450	4,070
Repairs and Maintenance	72,877	21,400	28,713
Use of Land and Buildings	125,500	-	95,000
Other Property Expenses	8,030	16,150	12,804
Employee Benefits - Salaries	29,855	28,000	28,326
	<u>277,548</u>	<u>116,200</u>	<u>221,720</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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Bank Accounts	525,465	474,202	462,288
Short-term Bank Deposits	52,013	50,599	50,599
Cash and Cash Equivalents for Statement of Cash Flows	<u>577,478</u>	<u>524,801</u>	<u>512,887</u>

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

Of the \$577,478 Cash and Cash Equivalents, \$3,804 of Other Revenue in Advance is held by the School, as disclosed in note 12.

Of the \$577,478 Cash and Cash Equivalents, \$266 of Funds Held in Trust is held by the School, as disclosed in note 15.

8. Accounts Receivable

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Receivables	-	604	604
Receivables from the Ministry of Education	2,994	5,750	5,750
Interest Receivable	106	103	103
Banking Staffing Underuse	-	19,592	19,592
Teacher Salaries Grant Receivable	119,094	95,910	95,910
	<u>122,194</u>	<u>121,959</u>	<u>121,959</u>
Receivables from Exchange Transactions	106	707	707
Receivables from Non-Exchange Transactions	<u>122,088</u>	<u>121,252</u>	<u>121,252</u>
	<u>122,194</u>	<u>121,959</u>	<u>121,959</u>



9. Inventories

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
School Uniforms	3,310	-	-
	<u>3,310</u>	<u>-</u>	<u>-</u>

10. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2024						
Building Improvements	14,000	10,264	-	-	(1,486)	22,778
Furniture and Equipment	43,250	51,168	-	-	(13,261)	81,157
Information and Communication Technology	33,436	13,820	-	-	(15,166)	32,090
Leased Assets	17,817	11,442	-	-	(8,144)	21,115
Library Resources	8,948	-	-	-	(1,119)	7,829
Balance at 31 December 2024	<u>117,451</u>	<u>86,694</u>	<u>-</u>	<u>-</u>	<u>(39,176)</u>	<u>164,969</u>

The net carrying value of equipment held under a finance lease is \$21,115 (2023: \$17,817)

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.

	2024 Cost or Valuation \$	2024 Accumulated Depreciation \$	2024 Net Book Value \$	2023 Cost or Valuation \$	2023 Accumulated Depreciation \$	2023 Net Book Value \$
Building Improvements	25,912	(3,134)	22,778	15,648	(1,648)	14,000
Furniture and Equipment	264,654	(183,497)	81,157	215,222	(171,972)	43,250
Information and Communication Technology	130,679	(98,589)	32,090	122,226	(88,790)	33,436
Leased Assets	30,827	(9,712)	21,115	28,581	(10,764)	17,817
Library Resources	30,583	(22,754)	7,829	30,583	(21,635)	8,948
Balance at 31 December	<u>482,655</u>	<u>(317,686)</u>	<u>164,969</u>	<u>412,260</u>	<u>(294,809)</u>	<u>117,451</u>

11. Accounts Payable

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Creditors	17,865	14,782	14,782
Accruals	7,840	5,203	5,203
Banking Staffing Overuse	9,341	-	-
Employee Entitlements - Salaries	132,552	112,196	112,196
Employee Entitlements - Leave Accrual	7,119	4,677	4,677
	<u>174,717</u>	<u>136,858</u>	<u>136,858</u>
Payables for Exchange Transactions	<u>174,717</u>	<u>136,858</u>	<u>136,858</u>
	<u>174,717</u>	<u>136,858</u>	<u>136,858</u>

The carrying value of payables approximates their fair value.

12. Revenue Received in Advance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Grants in Advance - Ministry of Education	-	2,601	2,601
Other Revenue in Advance	3,804	3,469	3,469
	<u>3,804</u>	<u>6,070</u>	<u>6,070</u>



13. Provision for Cyclical Maintenance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Provision at the Start of the Year	48,890	48,890	46,037
Increase to the Provision During the Year	8,253	7,500	10,460
Use of the Provision During the Year	(10,599)	-	(10,000)
Other Adjustments	(13,890)	-	2,393
Provision at the End of the Year	<u>32,654</u>	<u>56,390</u>	<u>48,890</u>
Cyclical Maintenance - Current	-	19,068	2,594
Cyclical Maintenance - Non current	<u>32,654</u>	<u>37,322</u>	<u>46,296</u>
	<u>32,654</u>	<u>56,390</u>	<u>48,890</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.

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:

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
No Later than One Year	8,814	6,568	6,568
Later than One Year	15,274	14,399	14,399
Future Finance Charges	(2,864)	(3,161)	(3,161)
	<u>21,224</u>	<u>17,806</u>	<u>17,806</u>
Represented by:			
Finance lease liability - Current	7,322	5,327	5,327
Finance lease liability - Non current	<u>13,902</u>	<u>12,479</u>	<u>12,479</u>
	<u>21,224</u>	<u>17,806</u>	<u>17,806</u>

15. Funds Held in Trust

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	266	45	45
	<u>266</u>	<u>45</u>	<u>45</u>

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

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 Christchurch) 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".



17. Remuneration

Key management personnel compensation

Key management personnel of the School include all Board members, Principal and Assistant Principals.

	2024 Actual \$	2023 Actual \$
<i>Board Members</i>		
Remuneration	3,585	3,160
<i>Leadership Team</i>		
Remuneration	385,490	373,849
Full-time equivalent members	3.00	3.00
Total key management personnel remuneration	389,075	377,009

There are eight members of the Board excluding the Principal. The Board had held eight full meetings of the Board in the year. The Board also has Finance (two members) and Property (three members) that meet bi-monthly. 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:

	2024 Actual \$000	2023 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	150 - 160	140 - 150
Benefits and Other Emoluments	4 - 5	3 - 4
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	2024 FTE Number	2023 FTE Number
100 -110	2.00	3.00
110 -120	2.00	1.00
	4.00	4.00

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:

	2024 Actual \$	2023 Actual \$
Total	-	-
Number of People	-	-

19. Contingencies

There are no contingent liabilities and no contingent assets except as noted below as at 31 December 2024 (Contingent liabilities and assets at 31 December 2023: 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.

Pay Equity Settlement Wash Up amounts

In 2024 the Ministry of Education provided additional funding for non-teaching collective and pay equity agreements. At the date of signing the financial statements the School's final entitlement for the year ended 31 December 2024 has not yet been advised. The School has therefore not recognised an asset or a liability regarding this funding wash-up, which is expected to be settled in July 2025.



20. Commitments

(a) Capital Commitments

As at 31 December 2024 the Board has not entered into any contract agreements for capital works.

(Capital commitments at 31 December 2023: nil)

(b) Operating Commitments

As at 31 December 2024 the Board has not entered into any operating contracts.

(Operating commitments at 31 December 2023: 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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Cash and Cash Equivalents	577,478	524,801	512,887
Receivables	122,194	121,959	121,959
Total Financial assets measured at amortised cost	<u>699,672</u>	<u>646,760</u>	<u>634,846</u>

Financial liabilities measured at amortised cost

Payables	174,717	136,858	136,858
Finance Leases	21,224	17,806	17,806
Total Financial liabilities measured at amortised Cost	<u>195,941</u>	<u>154,664</u>	<u>154,664</u>

22. Events After Balance Date

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

23. Comparatives

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



INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF SACRED HEART SCHOOL (TIMARU)'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2024

The Auditor-General is the auditor of Sacred Heart School (Timaru) (the School). The Auditor-General has appointed me, Sam Naylor, using the staff and resources of Nexia Audit Christchurch, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 3 to 17, that comprise the statement of financial position as at 31 December 2024, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2024; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector – Public Benefit Entity Standards, Reduced Disclosure Regime.

Our audit was completed on 20 May 2025. This is the date at which our opinion is expressed.

The basis for our opinion is explained below. In addition, we outline the responsibilities of the Board and our responsibilities relating to the financial statements, we comment on other information, and we explain our independence.

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

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

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the school payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arises from the Public Audit Act 2001.

Other information

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

The other information obtained at the date of our audit report includes copies of the Statement of Variance, Report on how the school has given effect to Te Tiriti o Waitangi, Evaluation of the School's Students' Progress and Achievement, Statement of Compliance with Employment Policy, and Statement of KiwiSport funding.

Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon. In connection with our audit of the financial statements, our responsibility is to read the other information. In doing so, we consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit, or otherwise appears to be materially misstated. If, based on our work, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

Independence

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

Other than the audit, we have no relationship with, or interests in, the School.



Sam Naylor

Nexia Audit Christchurch
On behalf of the Auditor-General
Christchurch, New Zealand

Sacred Heart Primary School Timaru (3498)

Statement of Variance

2024

Annual Goals Review in plain language



HEART for Living HEART for Learning

Strategic Goal 1 Catholic (Wairua)



“Be an authentically Catholic school with hearts open to God and growing in our Catholic Faith”

Initiatives	Action	Success criteria	Evaluation at end of year
<p>Teach our founders' core values to strengthen connection with our school's whakapapa (history and foundations)</p>	<p>All classes action research into the key charism foundation.</p> <p>New staff inducted into our Kura's and community's whakapapa.</p> <p>All staff refresh their understanding of our founders' intentions and aspirations for our kura through a focused call back day.</p>	<p>Students able to share and model the core values of our school.</p> <p>A sense of 'family' in the school.</p> <p>Teachers and students who understand the history and practices of the Catholic Church.</p>	<p>We are seeing the benefits of the cyclic nature of this initiative with ākongā increasingly able to connect to the core values to real life.</p> <p>All staff using the core values as part of restorative conversations when working with ākongā who have lessened someone else's mana.</p> <p>With several new staff in 2025, this ongoing initiative remains important.</p>
<p>Staff will begin working with the new Religious Education Curriculum for Catholic primary and secondary schools in Aotearoa.</p>	<p>Curriculum document shared with teachers.</p> <p>DRS lead PLD sessions where aspects of the document are clarified and discussed.</p> <p>Junior and middle school classes begin using the new curriculum for some delivery (alongside the existing curriculum).</p> <p>Senior teachers start incorporating some aspects of the new curriculum into their planning.</p>	<p>A school community that is faithful to the Gospels in words and actions.</p> <p>Kaiako increasingly familiar with the new Curriculum.</p> <p>All kaiako incorporating aspects of the document into their planning for Religious Education.</p> <p>Junior and middle classes regularly using resources from the new Curriculum.</p>	<p>Mandatory use of the new curriculum starts in 2026.</p> <p>By the end of the year, all kaiako were either basing all of their RE planning, or at least some of it, on the revised curriculum.</p> <p>With the continued release of supporting materials the transition is happening quickly now. In 2025 the Year 7/8 area should receive resources which will complete the materials roll out.</p>

Strategic Goal 2 Whanaungatanga (People)



“Build right relationships with God, self, our environment, and people”

Initiatives	Action	Success criteria	End of year outcomes
All staff engage in Te Puna Reo Māori course (2 years)	<p>All kaiako enrolled in the course with clear guidance on the programme design across the year.</p> <p>Every staff hui starts with course progress as an agenda item.</p> <p>Kaiako commit to 30 minutes personal PLD and an hour teaching weekly.</p>	<p>Maori Tikanga and Te Reo Maori visible, encouraged, and celebrated. Shown by:</p> <ul style="list-style-type: none"> • More Te Reo spoken in classes • Visible Maori symbols (examples of local whakapapa on the Wahi Ako) • Regular hui held with whanau. 	<p>Observations in classes shows an increasing quantity and quality of te reo Māori being used both by kaiako and ākonga.</p> <p>We are still struggling to get iwi help to create our visual symbols but have a new direction to pursue in 2025.</p> <p>Whanau hui remain a challenge.</p> <p>Looking ahead, finding a new kapa haka leader is a critical step in our development.</p>
Embed new Hero SMS as a communication tool to build connections between kura and whanau	<p>Hero installed as our student management system.</p> <p>Staff trained in how to use Hero for key tasks such as reporting, communication, and attendance.</p> <p>Whanau supported to engage with the software.</p>	<p>An inclusive culture that values diversity reflecting our charism goal – “everyone matters”.</p> <p>Kaiako confident and increasingly skillful in all functions of Hero</p> <p>100% of families using Hero.</p>	<p>Kaiako are increasingly skilful in the use of the app with next steps being to add pastoral notes and streamline the assessment functions to match the revised NZC.</p> <p>Only 70% of whanau regularly engage with the app and it is proving difficult to motivate the remaining families. An ongoing challenge.</p>
Engage with the Healthy Active Learning (HAL) pedagogy to improve hauora schoolwide	<p>Identify and support change leaders.</p> <p>Provide professional development for all kaiako.</p> <p>Review and improve existing events such as cross-country, swimming sports.</p>	<p>Staff and ākonga demonstrate a mindset of kaitiakitanga (guardianship) where people care for each other and the world.</p> <p>A higher level of ākonga engagement in schoolwide PE events.</p>	<p>Gina (senior team) and Murray (junior team) leading their learning teams in implementing HAL.</p> <p>With the support of our facilitators, we ran a very successful modified cross-country with very high levels of student engagement. In 2025 we will look to apply this model to other traditional events.</p>

Strategic Goal 3 Ako (Learning)

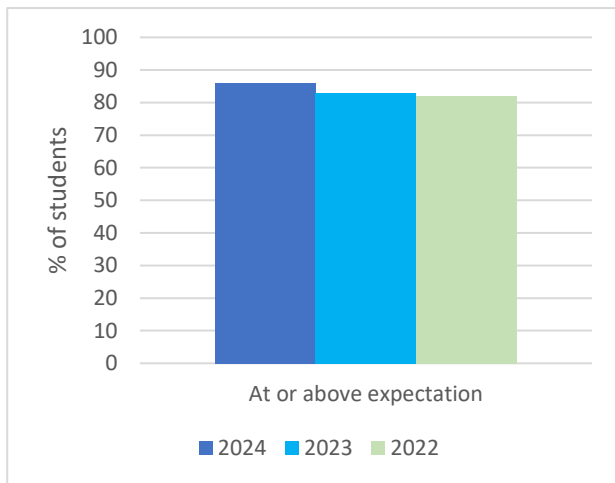
“Grow a culture of learning that is student centred and authentic”



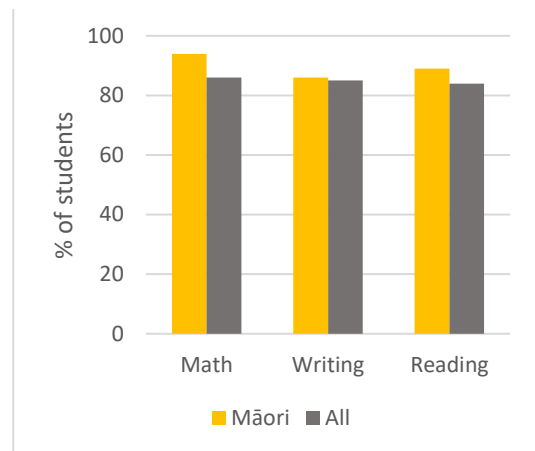
Initiatives	Action	Success criteria	End of year outcomes
<p>All staff engage in Te Puna Reo Māori course (2 years)</p>	<p>All kaiako enrolled in the course with clear guidance on the programme design across the year.</p> <p>Every staff hui starts with course progress as an agenda item.</p> <p>Kaiako commit to 30 minutes personal PLD and an hour teaching weekly.</p>	<p>Māori Tikanga and Te Reo Māori visible, encouraged, and celebrated.</p> <p>All kaiako measurably growing their skills and knowledge in te reo Māori, tikanga Māori, and Te Ao Māori.</p>	<p>Observations in classes shows an increasing quantity and quality of te reo Māori being used both by kaiako and ākongā.</p> <p>We are still struggling to get iwi help to create our visual symbols but have a new direction to pursue in 2025.</p> <p>Whanau hui remain a challenge.</p> <p>Looking ahead, finding a new kapa haka leader is a critical step in our development.</p>
<p>Enquire into the effect that implementing Structured Literacy will have on Reading and Writing in Years 4 – 8 over time.</p>	<p>Kaiako continue to grow their skills and knowledge of SL.</p> <p>Data collected and analysed to determine effectiveness of the programme.</p>	<p>All classes in Junior school using structured literacy to strengthen their learning.</p> <p>All classes in the senior school inquiring into structured literacy tools that support the earlier work done and strengthen literacy progress and achievement.</p>	<p>All junior team kaiako now trained in Structured Literacy and multiple resources bought/made to support their teaching.</p> <p>All classes using 'The Code' resource which is leading to consistency in programme delivery.</p> <p>An internal review of the effectiveness of Structured Literacy has shown it is having a measurable positive impact on ākongā outcomes.</p>
<p>Mathematics development through TLF PLD..</p>	<p>Kaiako receive mathematics PLD through -</p> <p><u>Selected</u> kaiako given opportunity to attend the TLF seminars.</p> <p><u>All</u> Kaiako engage with online training.</p>	<p>Happy students and teachers who are excited about mathematics learning.</p> <p>Kaiako demonstrating increased confidence and skill in teaching mathematics.</p>	<p>All kaiako attended hui run by the TLF facilitators either in person or online and observations in classes afterwards showed useful changes in practice.</p> <p>With the expected new mathematics resources in 2025, we need to keep engaged with this type of quality PLD to ensure our teachers keep developing their mathematical skill sets.</p>

2024 Student Achievement Data

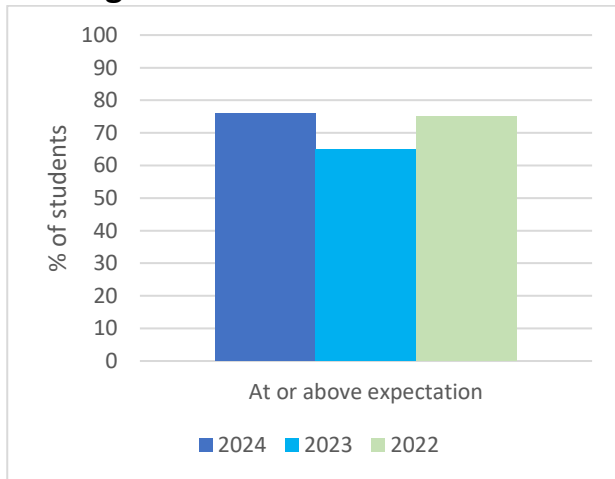
Mathematics



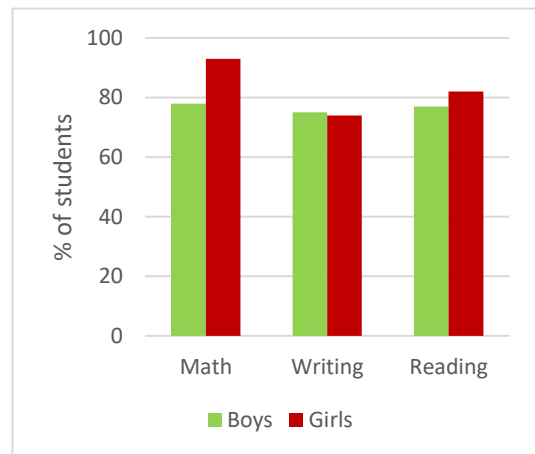
Māori Students compared All Students



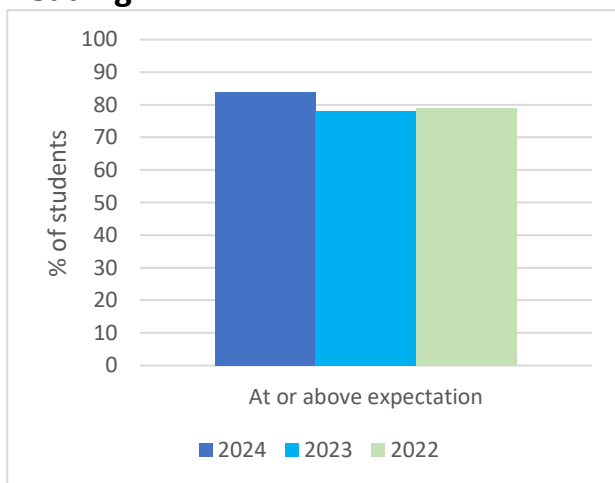
Writing



Boys compared to Girls



Reading



Commentary:

Mathematics progress and achievement is showing a steady upward trend with 86% of students at, or above expected curriculum levels.

Reading is similar with a slight change (6%) upwards since 2023. Overall achievement remains high.

The focus on writing has seen a significant (11 %) improvement since 2023. Very pleasing.

Our Māori students outperformed their peers in each learning area with mathematics being the most significant - 94% of Māori students achieved at, or above in this subject area.

Girls outperformed boys overall and particularly in Mathematics. Boys nearly matched the girls in writing which is a positive improvement for them as a cohort.



Kiwisport Report 2024

Kiwisport Statement for the Financial Year of 2024 Kiwisport is a Government funding initiative to support students' participation in organized sport. During 2024, Sacred Heart School Timaru received total Kiwi sport funding of \$3701.48. The funding was spent on swimming lessons at CBay Timaru.

Compliance with Education and Training Act 2020 requirements to be a good employer for the year ending 31 December 2024

The following questions address key aspects of compliance with a good employer policy:

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	Yes
What is in your equal employment opportunities programme? How have you been fulfilling this programme?	<i>Attached – EEO Policy</i> Whenever employment decisions have been made, the principles of the EEO Policy are adhered to.
How do you practise impartial selection of suitably qualified persons for appointment?	All employment selections are guided by a job/position description. The people involved in the employment decision are chosen due to their understanding of the requirements of the position.
How are you recognising, <ul style="list-style-type: none">– The aims and aspirations of Maori,– The employment requirements of Maori, and– Greater involvement of Maori in the Education service?	We endeavour to use culturally appropriate practices inclusion the format of any employment hui. Knowledge and ability in Te Ao Māori is weighted as desirable in all employment decisions.
How have you enhanced the abilities of individual employees?	All employees have access to regular professional development opportunity and are supported to grow through the annual appraisal systems.
How are you recognising the employment requirements of women?	The Board endeavours to support women to fulfil their roles through recognising the value of whanau and individuals' roles within them
How are you recognising the employment requirements of persons with disabilities?	Individuals with disabilities are supported by specific job adaptations as necessary.

Good employer policies should include provisions for an Equal Employment Opportunities (EEO) programme/policy . The Ministry of Education monitors these policies:

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?	✓	
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?	✓	
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?	✓	



Te Tiriti o Waitangi Statement

At Sacred Heart School, we acknowledge Te Tiriti o Waitangi as the foundational document of Aotearoa, New Zealand. We are committed to upholding its principles—partnership, participation, and protection—by fostering meaningful relationships with tangata whenua, embedding Māori perspectives into our work, and ensuring equitable outcomes for all.

Over the past year, we have continued to strengthen our engagement with iwi, hapū, and Māori communities, integrating Te Ao Māori into our practices and policies. Our initiatives reflect our dedication to honoring the spirit of Te Tiriti and creating a more inclusive and culturally responsive environment.

Looking ahead, we will remain focused on deepening our commitment to Te Tiriti, ensuring that our actions align with its principles and contribute to a future where the rights, aspirations, and contributions of Māori are respected and celebrated.