



Christchurch | *Te Kura*
Girls' High | *o Hine*
School | *Waiora*

Embrace Tradition. Embrace Innovation. Embrace Excellence.

CONSOLIDATED ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2025

School Directory

Ministry Number: 328
Principal: Helen Armstrong
School Address: 10 Matai Street, Riccarton, Christchurch 8011
School Phone: 03 348 0849
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Accountant / Service Provider:

Solutions & Services
Collaborative School Administration

CHRISTCHURCH GIRLS' HIGH SCHOOL TE KURA O HINE WAIORA

Consolidated Annual Financial Statements - For the year ended 31 December 2025

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Christchurch Girls' High School Te Kura o Hine Waiora

Statement of Responsibility

For the year ended 31 December 2025

The Board accepts responsibility for the preparation of the annual consolidated financial statements and the judgements used in these consolidated 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 group's financial reporting.

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

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

Linda Lee Geddis

Full Name of Presiding Member



Signature of Presiding Member

29/05/2026

Date:

Helen Armstrong

Full Name of Principal



Signature of Principal

29/05/2026

Date:

Christchurch Girls' High School Te Kura o Hine Waiora

Members of the Board

For the year ended 31 December 2025

Name	Position	How Position Gained	Term Expired/ Expires
Linda Lee	Presiding Member	Elected	Sep 2028
Helen Armstrong	Principal	ex Officio	
Jai Burrowes	Parent Representative	Elected	Sep 2028
Tim Lawrey	Parent Representative	Elected	Sep 2028
Virginia McGregor	Parent Representative	Elected	Sep 2028
Melanie Tarrant	Parent Representative	Elected	Sep 2028
Rosalind (Ros) Robertson	Parent Representative	Co-opted	Dec2025
Charlotte Phoon	Staff Representative	Elected	Sep 2028
Ayana Cooke	Student Representative	Elected	Oct 2026
Rob Frier	Staff Representative	Elected	Sep 2025
Marianne Alegre	Student Representative	Elected	Oct 2025
Lesley Vehekite	Presiding Member	Elected	Sep 2025
David King	Deputy Presiding Member	Elected	Sep 2025
Grant Robertson	Parent Representative	Elected	Sep 2025
Paula Kirkpatrick	Parent Representative	Elected	Sep 2025
Paul Arnold	Parent Representative	Elected	Sep 2025
Isha Masoodi	Parent Representative	Co-opted	Sep 2025

Christchurch Girls' High School Te Kura o Hine Waiora
Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2025

	Notes	2025 Actual \$	School 2025 Budget (Unaudited) \$	2024 Actual \$	2025 Actual \$	Group 2025 Budget (Unaudited) \$	2024 Actual \$
Revenue							
Government Grants	2	14,127,121	12,916,848	13,366,274	14,127,121	12,916,848	13,366,274
Locally Raised Funds	3	2,175,165	1,669,723	2,179,902	2,175,165	1,669,723	2,173,526
Interest		148,983	120,000	165,660	178,614	120,000	196,544
Hostel	4	2,231,332	2,261,750	2,201,249	2,231,332	2,261,750	2,201,249
Total Revenue		18,682,601	16,968,321	17,913,085	18,712,232	16,968,321	17,937,593
Expense							
Locally Raised Funds	3	830,407	564,506	819,537	830,407	564,506	819,537
Hostel	4	1,972,839	1,809,450	1,780,350	1,972,839	1,809,450	1,780,350
Learning Resources	5	11,561,839	10,855,637	10,942,581	11,561,839	10,855,637	10,942,581
Administration	6	782,039	802,590	810,475	796,724	802,590	815,656
Interest		32,231	-	213,052	32,231	-	213,052
Property	7	2,649,329	2,610,464	2,691,118	2,649,329	2,610,464	2,691,118
Loss on Disposal of Property, Plant and Equipment		113,461	137,312	838	113,461	137,312	838
Total Expense		17,942,145	16,779,959	17,257,951	17,956,830	16,779,959	17,263,132
Net Surplus for the year		740,456	188,362	655,134	755,402	188,362	674,461
Other Comprehensive Revenue and Expenses							
Gain on equity investment revaluations		-	-	-	25,733	-	34,169
<i>Total other comprehensive revenue and expense</i>		<i>-</i>	<i>-</i>	<i>-</i>	<i>25,733</i>	<i>-</i>	<i>34,169</i>
Total Comprehensive Revenue and Expense for the Year		740,456	188,362	655,134	781,135	188,362	708,630

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

Christchurch Girls' High School Te Kura o Hine Waiora
Statement of Changes in Net Assets/Equity

For the year ended 31 December 2025

	Notes	2025	School	2024	2025	Group	2024
		Actual	2025 Budget (Unaudited)	Actual	Actual	2025 Budget (Unaudited)	Actual
		\$	\$	\$	\$	\$	\$
Equity at 1 January		9,856,955	9,856,955	9,088,947	10,636,092	10,636,092	9,814,588
Movement in Fair Value Investments		-	-	-	25,733	-	34,169
Total comprehensive revenue and expense for the year		740,456	188,362	655,134	755,402	188,362	674,461
Contribution - Furniture and Equipment Grant		43,164	-	112,874	43,164	-	112,874
Contribution - Te Mana Tūhono		164,018	-	-	164,018	-	-
Transfer of Adrienne Stephens Bequest		-	-	-	(31,347)	-	-
Transfer of share of Gain to Reserve Accounts		-	-	-	(1,144)	-	-
Equity at 31 December		10,804,593	10,045,317	9,856,955	11,591,918	10,824,454	10,636,092
Retained Earnings		10,804,593	10,045,317	9,856,955	11,591,918	10,824,454	10,601,923
Reserves		-	-	-	32,715	-	34,169
Equity at 31 December		10,804,593	10,045,317	9,856,955	11,624,633	10,824,454	10,636,092

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

Christchurch Girls' High School Te Kura o Hine Waiora

Statement of Financial Position

As at 31 December 2025

	Notes	2025 Actual \$	School 2025 Budget (Unaudited) \$	2024 Actual \$	2025 Actual \$	Group 2025 Budget (Unaudited) \$	2024 Actual \$
Current Assets							
Cash and Cash Equivalents	8	1,487,896	1,955,472	1,608,910	1,498,314	1,975,301	1,628,739
Accounts Receivable	9	1,016,065	1,132,609	1,132,609	1,016,065	1,132,609	1,132,609
GST Receivable		4,236	27,873	27,873	4,236	27,873	27,873
Prepayments		100,692	41,822	41,822	100,692	41,822	41,822
Inventories	10	6,649	5,503	5,503	6,649	5,503	5,503
Investments	11	3,114,657	2,268,598	2,268,598	3,124,753	2,275,417	2,275,417
Funds Receivable for Capital Works Projects	18	35,063	-	-	35,063	-	-
		<u>5,765,258</u>	<u>5,431,877</u>	<u>5,085,315</u>	<u>5,785,772</u>	<u>5,458,525</u>	<u>5,111,963</u>
Current Liabilities							
Accounts Payable	13	1,156,763	1,292,034	1,292,034	1,215,940	1,292,034	1,292,034
Revenue Received in Advance	15	691,834	651,828	651,828	691,834	651,828	651,828
Finance Lease Liability	16	186,317	179,331	179,331	186,317	179,331	179,331
Funds held in Trust	17	683,910	658,494	658,494	683,910	658,494	658,494
		<u>2,718,824</u>	<u>2,781,687</u>	<u>2,781,687</u>	<u>2,778,001</u>	<u>2,781,687</u>	<u>2,781,687</u>
Working Capital Surplus		<u>3,046,434</u>	<u>2,650,190</u>	<u>2,303,628</u>	<u>3,007,771</u>	<u>2,676,838</u>	<u>2,330,276</u>
Non-current Assets							
Investments	11	-	-	-	858,703	752,489	752,489
Property, Plant and Equipment	12	9,505,711	9,487,411	9,645,611	9,505,711	9,487,411	9,645,611
		<u>9,505,711</u>	<u>9,487,411</u>	<u>9,645,611</u>	<u>10,364,414</u>	<u>10,239,900</u>	<u>10,398,100</u>
Non-current Liabilities							
Borrowings	14	1,509,404	1,740,331	1,740,331	1,509,404	1,740,331	1,740,331
Finance Lease Liability	16	238,148	351,953	351,953	238,148	351,953	351,953
		<u>1,747,552</u>	<u>2,092,284</u>	<u>2,092,284</u>	<u>1,747,552</u>	<u>2,092,284</u>	<u>2,092,284</u>
Net Assets		<u>10,804,593</u>	<u>10,045,317</u>	<u>9,856,955</u>	<u>11,624,633</u>	<u>10,824,454</u>	<u>10,636,092</u>
Equity:							
Accumulated surplus		10,804,593	10,045,317	9,856,955	11,624,633	10,824,454	10,636,092
Total equity		<u>10,804,593</u>	<u>10,045,317</u>	<u>9,856,955</u>	<u>11,624,633</u>	<u>10,824,454</u>	<u>10,636,092</u>

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

Christchurch Girls' High School Te Kura o Hine Waiora

Statement of Cash Flows

For the year ended 31 December 2025

	Notes	2025		2024			
		Actual	School Budget (Unaudited)	Actual	Actual	Group Budget (Unaudited)	Actual
		\$	\$	\$	\$	\$	\$
Cash flows from Operating Activities							
Government Grants		2,986,509	2,861,258	2,974,411	2,986,509	2,861,258	2,974,411
Locally Raised Funds		1,643,075	1,076,693	1,320,313	1,669,032	1,076,693	1,313,937
Hostel		2,231,332	2,261,750	2,146,618	2,231,332	2,261,750	2,146,618
International Students		809,099	593,030	732,183	809,099	593,030	732,183
Goods and Services Tax (net)		23,637	-	131,905	23,637	-	131,905
Payments to Employees		(2,826,599)	(2,736,417)	(2,662,624)	(2,826,599)	(2,736,417)	(2,662,624)
Payments to Suppliers		(3,682,653)	(3,392,640)	(3,541,784)	(3,638,161)	(3,392,640)	(3,546,965)
Interest Paid		(32,231)	-	(213,052)	(32,231)	-	(213,052)
Interest Received		152,759	120,000	163,849	182,390	120,000	169,884
Net cash from the Operating Activities		1,304,928	783,674	1,051,819	1,405,008	783,674	1,046,297
Cash flows from Investing Activities							
Proceeds from Sale of Property Plant & Equipment		-	(137,312)	(275,786)	-	(137,312)	(275,786)
Purchase of Property Plant & Equipment		(248,209)	(124,800)	(522,814)	(248,209)	(124,800)	(562,814)
Purchase of Investments		(846,059)	-	2,000	(955,550)	-	2,000
Net cash (to) the Investing Activities		(1,094,268)	(262,112)	(796,600)	(1,203,759)	(262,112)	(836,600)
Cash flows from Financing Activities							
Furniture and Equipment Grant		43,164	-	112,874	43,164	-	112,874
Finance Lease Payments		(134,264)	(175,000)	(109,472)	(134,264)	(175,000)	(109,472)
Repayment of Borrowings		(230,927)	-	(250,000)	(230,927)	-	(250,000)
Funds Administered on Behalf of Other Parties		(9,647)	-	61,928	(9,647)	-	61,928
Net cash (to) Financing Activities		(331,674)	(175,000)	(184,670)	(331,674)	(175,000)	(184,670)
Net (decrease)/increase in cash and cash equivalents		(121,014)	346,562	70,549	(130,425)	346,562	25,027
Cash and cash equivalents at the beginning of the year	8	1,608,910	1,608,910	1,538,361	1,628,739	1,628,739	1,603,712
Cash and cash equivalents at the end of the year	8	1,487,896	1,955,472	1,608,910	1,498,314	1,975,301	1,628,739

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

Christchurch Girls' High School Te Kura o Hine Waiora

Notes to the Group Financial Statements

For the year ended 31 December 2025

1. Statement of Accounting Policies

a) Reporting Entity

Christchurch Girls' High School Te Kura o Hine Waiora 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 Christchurch Girls' High School Te Kura o Hine Waiora (the 'Group') consists of Christchurch Girls' High School Te Kura o Hine Waiora and its subsidiary trust (The Matai Foundation). The subsidiary is a School Trust ('Trust') which supports the school by raising funds and making donations for the school.

The School's subsidiary is incorporated and domiciled in New Zealand.

b) Basis of Preparation

Reporting Period

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

Basis of Consolidation

The consolidated financial statements are prepared by adding together like items of assets, liabilities, equity, revenue, expenses, and cash flows of entities in the group on a line-by-line basis. All intra-group balances, transactions, revenue, and expenses are eliminated on consolidation.

Subsidiaries

Subsidiaries are entities controlled by the Group. The Group 'controls' an entity when it is exposed, or has rights, to variable benefits from its involvement with the other entity and has the ability to affect the nature or amount of those benefits through its power over the other entity. The financial statements of subsidiaries are included in the consolidated financial statements from the date on which control commences until the date on which control ceases.

Changes in the Group's interest in a subsidiary that do not result in a loss of control are accounted for as transactions with owners in their capacity as owners.

When the Group loses control over a subsidiary, it derecognises the assets and liabilities of the subsidiary, and any related non-controlling interests and other components of equity. Any resulting gain or loss is recognised in surplus or deficit. Any interest retained in the former subsidiary is measured at fair value when control is lost.

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 consolidated 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 Group 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 Group qualifies for Tier 2 as the group 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 consolidated financial statements are prepared on the historical cost basis unless otherwise noted in a specific accounting policy.

Presentation Currency

These consolidated 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 consolidated 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.

Useful lives of property, plant and equipment

The Group reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The Group 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 12.

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 16. Future operating lease commitments are disclosed in note 23b.

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.

Consolidation of entities

The Group consolidates entities based on whether the School has established control of the subsidiary. The subsidiaries which are controlled are disclosed at Note 27.

c) Revenue Recognition

Government Grants

The Group 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 Group 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 Group has the rights to the funding in the salary period they relate to. The grants are not received in cash by the Group and are paid directly to teachers by the Ministry of Education.

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

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of the Crown. Grants for the use of land and buildings are not received in cash by the School as they equate to the deemed expense for using the land and buildings which are owned by the Crown. The School's use of the land and buildings as occupant is based on a property occupancy document as gazetted by the Ministry. The expense is based on an assumed market rental yield on the value of land and buildings as used for rating purposes.

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

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

Interest Revenue earned on cash and cash equivalents and investments is recorded as revenue in the period it is earned. Interest revenue is accrued using the effective interest method.

d) Operating Lease Payments

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

e) Finance Lease Payments

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

f) Cash and Cash Equivalents

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

g) Accounts Receivable

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

h) 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 not trivial.

Equity investments are designated at initial recognition at fair value through other comprehensive revenue and expense because they are investments that the group intends to hold for long term strategic purposes. They are initially measured at fair value plus transaction costs. They are subsequently measured at their fair value with gains and losses recognised in other comprehensive revenue and expense. When sold, the cumulative gain or loss previously recognised in other comprehensive revenue and expense is transferred within equity to accumulated surplus/(deficit).

The Group has met the requirements of Section 154 (2)(b)(ii) of the Education and Training Act 2020 in relation to the acquisition of investment securities.

i) Property, Plant and Equipment

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

Improvements (funded by the Board) to buildings owned by the Crown 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 Consolidated 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 Consolidated Statement of Comprehensive Revenue and Expense.

The estimated useful lives of the assets are:

Building improvements	10-50 years
Furniture and equipment	4-10 years
Hostel	2-50 years
Information and communication technology	2-10 years
Motor vehicles	5 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

j) Impairment of property, plant, and equipment

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

Non cash generating assets

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

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

In determining fair value less costs to sell the group 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.

k) Accounts Payable

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

l) Employee Entitlements*Short-term employee entitlements*

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

Long-term employee entitlements

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

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

m) Revenue Received in Advance

Revenue received in advance relates to fees received from international and hostel students and Resource Teacher: Learning and Behaviour grants received where there are unfulfilled obligations for the Group 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 Group holds sufficient funds to enable the refund of unearned fees in relation to international students, should the Group be unable to provide the services to which they relate.

n) Funds Held in Trust

Funds are held in trust where they have been received by the Group for a specified purpose, or are being held on behalf of a third party and these transactions are not recorded in the Consolidated Comprehensive Statement of Revenue and Expenses.

The Group holds sufficient funds to enable the funds to be used for their intended purpose at any time.

o) Funds held for Capital Works

The school directly receives funding from the Ministry of Education for capital works projects that are included in the School five year capital works agreement. These funds are held on behalf and for a specified purpose. As such these transactions are not recorded in the Statement of Comprehensive Revenue and Expense.

The Group holds sufficient funds to enable the funds to be used for their intended purpose at any time.

q) Financial Instruments

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

r) Borrowings

Borrowings on normal commercial terms are initially recognised at the amount borrowed plus transaction costs. Interest due on the borrowings is subsequently accrued and added to the borrowings balance. Borrowings are classified as current liabilities unless the school has an unconditional right to defer settlement of the liability for at least 12 months after balance date.

s) Goods and Services Tax (GST)

The consolidated 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 consolidated statements of cash flows.

Commitments and contingencies are disclosed exclusive of GST.

t) Budget Figures

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

u) Services received in-kind

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

2. Government Grants

	2025 Actual \$	School 2025 Budget (Unaudited) \$	2024 Actual \$	2025 Actual \$	Group 2025 Budget (Unaudited) \$	2024 Actual \$
Government Grants - Ministry of Education	3,236,482	2,825,270	3,207,939	3,236,482	2,825,270	3,207,939
Teachers' Salaries Grants	8,995,184	8,150,830	8,141,802	8,995,184	8,150,830	8,141,802
Use of Land and Buildings Grants	1,855,657	1,904,760	1,970,924	1,855,657	1,904,760	1,970,924
Other Government Grants	39,798	35,988	45,609	39,798	35,988	45,609
	<u>14,127,121</u>	<u>12,916,848</u>	<u>13,366,274</u>	<u>14,127,121</u>	<u>12,916,848</u>	<u>13,366,274</u>

3. Locally Raised Funds

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

	2025 Actual \$	School 2025 Budget (Unaudited) \$	2024 Actual \$	2025 Actual \$	Group 2025 Budget (Unaudited) \$	2024 Actual \$
Revenue						
Donations and Bequests	770,613	787,770	746,692	770,613	787,770	740,316
Fundraising and Community Grants	8,536	4,500	8,898	8,536	4,500	8,898
Other Revenue	259,635	167,353	321,684	259,635	167,353	321,684
Trading	19,283	18,000	22,253	19,283	18,000	22,253
Fees for Extra Curricular Activities	351,586	99,070	324,721	351,586	99,070	324,721
International Student Fees	765,512	593,030	755,654	765,512	593,030	755,654
	<u>2,175,165</u>	<u>1,669,723</u>	<u>2,179,902</u>	<u>2,175,165</u>	<u>1,669,723</u>	<u>2,173,526</u>
Expense						
Extra Curricular Activities Costs	498,832	240,801	441,956	498,832	240,801	441,956
Trading	18,824	19,000	23,222	18,824	19,000	23,222
Fundraising and Community Grant Costs	8,353	4,500	8,716	8,353	4,500	8,716
Other Locally Raised Funds Expenditure	4,251	3,400	2,749	4,251	3,400	2,749
International Student - Employee Benefit - Salaries	141,071	138,418	142,269	141,071	138,418	142,269
International Student - Other Expenses	159,076	158,387	200,625	159,076	158,387	200,625
	<u>830,407</u>	<u>564,506</u>	<u>819,537</u>	<u>830,407</u>	<u>564,506</u>	<u>819,537</u>
	<u>1,344,758</u>	<u>1,105,217</u>	<u>1,360,365</u>	<u>1,344,758</u>	<u>1,105,217</u>	<u>1,353,989</u>

Surplus for the year Locally raised funds

4. Hostel Revenue and Expenses

	2025 Actual \$	School 2025 Budget (Unaudited) \$	2024 Actual \$	2025 Actual \$	Group 2025 Budget (Unaudited) \$	2024 Actual \$
Revenue						
Hostel Fees	2,085,803	2,092,100	1,985,754	2,085,803	2,092,100	1,985,754
Other Revenue	145,529	169,650	215,495	145,529	169,650	215,495
	<u>2,231,332</u>	<u>2,261,750</u>	<u>2,201,249</u>	<u>2,231,332</u>	<u>2,261,750</u>	<u>2,201,249</u>
Expenses						
Other Hostel Expenses	881,692	908,818	985,208	881,692	908,818	985,208
Depreciation	200,023	-	196,866	200,023	-	196,866
Employee Benefit - Salaries	891,124	900,632	598,276	891,124	900,632	598,276
	<u>1,972,839</u>	<u>1,809,450</u>	<u>1,780,350</u>	<u>1,972,839</u>	<u>1,809,450</u>	<u>1,780,350</u>
	<u>258,493</u>	<u>452,300</u>	<u>420,899</u>	<u>258,493</u>	<u>452,300</u>	<u>420,899</u>

Surplus for the year Hostel

5. Learning Resources

	2025 Actual \$	School 2025 Budget (Unaudited) \$	2024 Actual \$	2025 Actual \$	Group 2025 Budget (Unaudited) \$	2024 Actual \$
Curricular	672,670	719,527	629,155	672,670	719,527	629,155
Information and Communication Technology	329,497	386,485	399,630	329,497	386,485	399,630
Employee Benefits - Salaries	10,166,230	9,220,625	9,595,346	10,166,230	9,220,625	9,595,346
Staff Development	76,865	67,000	39,237	76,865	67,000	39,237
Depreciation	312,633	458,000	276,424	312,633	458,000	276,424
Other Learning Resource Expenses	3,944	4,000	2,789	3,944	4,000	2,789
	<u>11,561,839</u>	<u>10,855,637</u>	<u>10,942,581</u>	<u>11,561,839</u>	<u>10,855,637</u>	<u>10,942,581</u>

6. Administration

	2025 Actual \$	School 2025 Budget (Unaudited) \$	2024 Actual \$	2025 Actual \$	Group 2025 Budget (Unaudited) \$	2024 Actual \$
Audit Fees	19,332	20,590	20,700	19,332	20,590	20,700
Board Fees and Expenses	31,381	29,050	20,019	31,381	29,050	20,019
Legal Fees	3,893	8,000	7,149	3,893	8,000	7,149
Other Administration Expenses	69,227	65,950	91,116	83,912	65,950	96,297
Employee Benefits - Salaries	603,754	627,500	622,412	603,754	627,500	622,412
Insurance	32,212	30,000	29,599	32,212	30,000	29,599
Service Providers, Contractors and Consultancy	22,240	21,500	19,480	22,240	21,500	19,480
	782,039	802,590	810,475	796,724	802,590	815,656

7. Property

	2025 Actual \$	School 2025 Budget (Unaudited) \$	2024 Actual \$	2025 Actual \$	Group 2025 Budget (Unaudited) \$	2024 Actual \$
Consultancy and Contract Services	273,267	262,032	249,153	273,267	262,032	249,153
Heat, Light and Water	149,899	142,900	140,377	149,899	142,900	140,377
Rates	57,556	55,000	54,147	57,556	55,000	54,147
Repairs and Maintenance	157,359	159,200	109,980	157,359	159,200	109,980
Use of Land and Buildings	1,855,657	1,904,760	1,970,924	1,855,657	1,904,760	1,970,924
Employee Benefits - Salaries	78,718	72	63,521	78,718	72	63,521
Other Property Expenses	76,873	86,500	103,016	76,873	86,500	103,016
	2,649,329	2,610,464	2,691,118	2,649,329	2,610,464	2,691,118

The use of land and buildings figure represents 5% of the Group's total property value. This is used as a 'proxy' for the market rental of the property. Property values are established as part of the nation-wide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

8. Cash and Cash Equivalents

	2025 Actual \$	School 2025 Budget (Unaudited) \$	2024 Actual \$	2025 Actual \$	Group 2025 Budget (Unaudited) \$	2024 Actual \$
Bank Accounts	1,487,896	1,955,472	1,608,910	1,498,314	1,975,301	1,628,739
Cash Equivalents and Bank Overdraft for Consolidated Cash Flow Statement	1,487,896	1,955,472	1,608,910	1,498,314	1,975,301	1,628,739

Of the \$1,498,314 Cash and Cash Equivalents, \$1,375,744 is subject to restrictions for the following reasons:

- \$165,960 of Other Revenue in Advance is held by the School. This is included in Revenue in Advance note 15.
- \$525,874 of International Student Fees relating to the 2026 school year have been collected by the School. This is included in Revenue in Advance in note 15.
- \$683,910 of Funds Held in Trust is held by the School, as disclosed in note 17.

9. Accounts Receivable

	2025 Actual \$	School 2025 Budget (Unaudited) \$	2024 Actual \$	2025 Actual \$	Group 2025 Budget (Unaudited) \$	2024 Actual \$
Receivables	13,981	235,587	235,587	13,981	235,587	235,587
Receivables from the Ministry of Education	176,512	43,551	43,551	176,512	43,551	43,551
Interest Receivable	20,016	23,792	23,792	20,016	23,792	23,792
Teacher Salaries Grant Receivable	805,556	829,679	829,679	805,556	829,679	829,679
	1,016,065	1,132,609	1,132,609	1,016,065	1,132,609	1,132,609
Receivables from Exchange Transactions	33,997	259,379	259,379	33,997	259,379	259,379
Receivables from Non-Exchange Transactions	982,068	873,230	873,230	982,068	873,230	873,230
	1,016,065	1,132,609	1,132,609	1,016,065	1,132,609	1,132,609

10. Inventories

	2025 Actual \$	School 2025 Budget (Unaudited) \$	2024 Actual \$	2025 Actual \$	Group 2025 Budget (Unaudited) \$	2024 Actual \$
Stationery	3,750	3,705	3,705	3,750	3,705	3,705
School Uniforms	2,899	1,798	1,798	2,899	1,798	1,798
	6,649	5,503	5,503	6,649	5,503	5,503

11. Investments

The Group and School's investments are classified as follows:

	2025 Actual \$	School 2025 Budget (Unaudited) \$	2024 Actual \$	2025 Actual \$	Group 2025 Budget (Unaudited) \$	2024 Actual \$
Current Asset						
Short-term Bank Deposits	3,114,657	2,268,598	2,268,598	3,124,753	2,275,417	2,275,417
	3,114,657	2,268,598	2,268,598	3,124,753	2,275,417	2,275,417
Non-current Asset						
Long-term investments	-	-	-	858,703	752,489	752,489
	-	-	-	858,703	752,489	752,489
Total Investments	3,114,657	2,268,598	2,268,598	3,983,456	3,027,906	3,027,906

12. Property, Plant and Equipment

GROUP

	Opening Balance (Net Book Value) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2025						
Land	538,467	-	-	-	-	538,467
Building Improvements	7,758,387	16,554	-	-	(213,607)	7,561,334
Furniture and Equipment	692,877	106,092	(797)	-	(154,072)	644,100
Information and Communication Technology	31,402	196,296	-	-	(27,299)	200,399
Motor Vehicles	2,101	-	-	-	(573)	1,528
Leased Assets	574,586	52,015	-	-	(110,807)	515,794
Library Resources	47,791	5,533	(2,937)	-	(6,298)	44,089
Balance at 31 December 2025	9,645,611	376,490	(3,734)	-	(512,656)	9,505,711

GROUP

	2025 Cost or Valuation \$	2025 Accumulated Depreciation \$	2025 Net Book Value \$	2024 Cost or Valuation \$	2024 Accumulated Depreciation \$	2024 Net Book Value \$
Land	538,467	-	538,467	538,467	-	538,467
Building Improvements	10,305,940	(2,744,606)	7,561,334	10,289,387	(2,531,000)	7,758,387
Furniture and Equipment	3,480,964	(2,836,864)	644,100	3,404,989	(2,712,112)	692,877
Information and Communication Technology	766,267	(565,868)	200,399	579,467	(548,065)	31,402
Motor Vehicles	51,413	(49,885)	1,528	51,413	(49,312)	2,101
Leased Assets	715,162	(199,368)	515,794	690,619	(116,033)	574,586
Library Resources	201,496	(157,407)	44,089	208,795	(161,004)	47,791
Balance at 31 December	16,059,709	(6,553,998)	9,505,711	15,763,137	(6,117,526)	9,645,611

SCHOOL

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2025						
Land	538,467	-	-	-	-	538,467
Building Improvements	7,758,387	16,554	-	-	(213,607)	7,561,334
Furniture and Equipment	692,877	106,092	(797)	-	(154,072)	644,100
Information and Communication Technology	31,402	196,296	-	-	(27,299)	200,399
Motor Vehicles	2,101	-	-	-	(573)	1,528
Leased Assets	574,586	52,015	-	-	(110,807)	515,794
Library Resources	47,791	5,533	(2,937)	-	(6,298)	44,089
Balance at 31 December 2025	9,645,611	376,490	(3,734)	-	(512,656)	9,505,711

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.

SCHOOL

	2025 Cost or Valuation \$	2025 Accumulated Depreciation \$	2025 Net Book Value \$	2024 Cost or Valuation \$	2024 Accumulated Depreciation \$	2024 Net Book Value \$
Land	538,467	-	538,467	538,467	-	538,467
Building Improvements	10,305,940	(2,744,606)	7,561,334	10,289,387	(2,531,000)	7,758,387
Furniture and Equipment	3,480,964	(2,836,864)	644,100	3,404,989	(2,712,112)	692,877
Information and Communication Technology	766,267	(565,868)	200,399	579,467	(548,065)	31,402
Motor Vehicles	51,413	(49,885)	1,528	51,413	(49,312)	2,101
Leased Assets	715,162	(199,368)	515,794	690,619	(116,033)	574,586
Library Resources	201,496	(157,407)	44,089	208,795	(161,004)	47,791
Balance at 31 December	16,059,709	(6,553,998)	9,505,711	15,763,137	(6,117,526)	9,645,611

The net carrying value of equipment held under a finance lease is \$515,794 (2024: \$574,586)

13. Accounts Payable

	2025 Actual \$	School 2025 Budget (Unaudited) \$	2024 Actual \$	2025 Actual \$	Group 2025 Budget (Unaudited) \$	2024 Actual \$
Creditors	226,437	338,774	338,774	285,614	338,774	338,774
Accruals	17,733	22,737	22,737	17,733	22,737	22,737
Employee Entitlements - Salaries	840,722	863,306	863,306	840,722	863,306	863,306
Employee Entitlements - Leave Accrual	71,871	67,217	67,217	71,871	67,217	67,217
	<u>1,156,763</u>	<u>1,292,034</u>	<u>1,292,034</u>	<u>1,215,940</u>	<u>1,292,034</u>	<u>1,292,034</u>
Payables for Exchange Transactions	1,156,763	1,292,034	1,292,034	1,215,940	1,292,034	1,292,034
	<u>1,156,763</u>	<u>1,292,034</u>	<u>1,292,034</u>	<u>1,215,940</u>	<u>1,292,034</u>	<u>1,292,034</u>

The carrying value of payables approximates their fair value.

14. Borrowings

	2025 Actual \$	School 2025 Budget (Unaudited) \$	2024 Actual \$	2025 Actual \$	Group 2025 Budget (Unaudited) \$	2024 Actual \$
Loans due after one year	1,509,404	1,740,331	1,740,331	1,509,404	1,740,331	1,740,331
	<u>1,509,404</u>	<u>1,740,331</u>	<u>1,740,331</u>	<u>1,509,404</u>	<u>1,740,331</u>	<u>1,740,331</u>

The School has approval for borrowings at 31 December 2025 of \$2.3 million (31 December 2024 \$2.3 million). An amount of \$1.99 million was drawn down in 2023, with repayments of \$250,000 made during 2024. This loan is from the ASB Bank Limited for the purpose of the construction of a new Dormitory at the Acland House site. The loan is secured as a mortgage over all property situated at 85 Papanui Road, Merivale Christchurch. Interest is set at a floating rate of 7.89%, current at 31 December 2025 (7.89% 2024). The school received prior approval from the Ministers of Education and Finance to have this loan and is therefore in compliance with regulation 12 of the Crown Entities (Financial Powers) Regulations 2005 & section 155 of the Education and Training Act 2020.

There is also a revolving line of credit for \$100,000, of which Nil is drawn down at 31 December 2025 (2024 \$nil). See note 8

15. Revenue Received in Advance

	2025 Actual \$	School 2025 Budget (Unaudited) \$	2024 Actual \$	2025 Actual \$	Group 2025 Budget (Unaudited) \$	2024 Actual \$
Grants in Advance - Ministry of Education	-	15,545	15,545	-	15,545	15,545
International Student Fees in Advance	525,874	482,287	482,287	525,874	482,287	482,287
Other Revenue in Advance	165,960	153,996	153,996	165,960	153,996	153,996
	<u>691,834</u>	<u>651,828</u>	<u>651,828</u>	<u>691,834</u>	<u>651,828</u>	<u>651,828</u>

16. Finance Lease Liability

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

	2025 Actual \$	School 2025 Budget (Unaudited) \$	2024 Actual \$	2025 Actual \$	Group 2025 Budget (Unaudited) \$	2024 Actual \$
No Later than One Year	214,451	213,207	213,207	214,451	213,207	213,207
Later than One Year	265,206	392,337	392,337	265,206	392,337	392,337
Future Finance Charges	(55,192)	(74,260)	(74,260)	(55,192)	(74,260)	(74,260)
	<u>424,465</u>	<u>531,284</u>	<u>531,284</u>	<u>424,465</u>	<u>531,284</u>	<u>531,284</u>
Represented by						
Finance lease liability - Current	186,317	179,331	179,331	186,317	179,331	179,331
Finance lease liability - Non current	238,148	351,953	351,953	238,148	351,953	351,953
	<u>424,465</u>	<u>531,284</u>	<u>531,284</u>	<u>424,465</u>	<u>531,284</u>	<u>531,284</u>

17. Funds Held in Trust

	2025 Actual \$	School 2025 Budget (Unaudited) \$	2024 Actual \$	2025 Actual \$	Group 2025 Budget (Unaudited) \$	2024 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	683,910	658,494	658,494	683,910	658,494	658,494
	<u>683,910</u>	<u>658,494</u>	<u>658,494</u>	<u>683,910</u>	<u>658,494</u>	<u>658,494</u>

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

18. Funds Held for Capital Works Projects

During the year the School and Group received and applied funding from the Ministry of Education for the following capital works projects. The amount of cash held on behalf of the Ministry for capital works project is included under cash and cash equivalents per note 8 , and includes retentions on the projects, if applicable.

School and GROUP

	2025	Opening Balances	Receipts from MoE	Payments	Board Contributions / Transfers	Closing Balances
		\$	\$	\$	\$	\$
MOE Property Work pre rebuild - reimbursed		-	22,589	(33,989)	-	(11,400)
MOE PAC Remediation - reimbursed		-	101,494	(123,322)	-	(21,828)
MOE E Block Reconfiguration - reimbursed		-	177,026	(178,861)	-	(1,835)
Totals		-	301,109	(336,172)	-	(35,063)

Represented by:

Funds Receivable from the Ministry of Education (35,063)

	2024	Opening Balances	Receipts from MoE	Payments	Board Contributions / Transfers	Closing Balances
		\$	\$	\$	\$	\$
Special Needs Modifications		(26,800)	-	-	26,800	-
SIP - Gym upgrade		(83,110)	-	-	83,110	-
Spouting & Roofing		-	8,805	(8,805)	-	-
Totals		(109,910)	8,805	(8,805)	109,910	-

19. Related Party Transactions

The Group is a controlled entity of the Crown, and the Crown provides the major source of revenue to the Group. The Group 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 Group 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 Group 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.

20. Remuneration

Key management personnel compensation (School and Group)

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

	2025	2024
	\$	\$
<i>Board Members - School</i>		
Remuneration	9,769	11,997
<i>Leadership Team</i>		
Remuneration	1,126,796	1,059,253
Full-time equivalent members	6.92	7.00
Total key management personnel remuneration	1,136,565	1,071,250

There are 8 members of the Board excluding the Principal. The Board had held 10 full meetings of the Board in the year. The Board also has Finance and Property members that meet monthly and quarterly respectively. As well as these regular meetings, including preparation time, the Presiding member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal

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

	2025	2024
	Actual	Actual
	\$000	\$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	240-250	220-230
Benefits and Other Emoluments	7-8	6-7
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	2025	2024
\$000	FTE Number	FTE Number
100 - 110	33.00	23.00
110 - 120	20.00	17.00
120 - 130	6.00	3.00
130 - 140	3.00	2.00
140 - 150	2.00	2.00
150 - 200	-	1.00
	64.00	48.00

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

21. Compensation and Other Benefits Upon Leaving

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

School and GROUP	2025 Actual	2024 Actual
Total	-	\$8,453
Number of People	-	1

22. Contingencies

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

Holidays Act Compliance – Schools Payroll

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

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

Pay Equity Settlement Wash Up amounts

In 2025 the Ministry of Education provided collective agreement and pay equity settlement funding. At the date of signing the financial statements, the School's final entitlement for the year ended 31 December 2025 has not yet been advised. The School has therefore not recognised an asset or a liability regarding this funding wash-up, which is expected to be settled in July 2026.

23. Commitments

(a) Capital Commitments

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

(b) Operating Commitments School and GROUP

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

(Operating commitments at 31 December 2024: \$nil)

24. 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 \$	School 2025 Budget (Unaudited) \$	2024 Actual \$	2025 Actual \$	Group 2025 Budget (Unaudited) \$	2024 Actual \$
Cash and Cash Equivalents	1,487,896	1,955,472	1,608,910	1,498,314	1,975,301	1,628,739
Receivables	1,016,065	1,132,609	1,132,609	1,016,065	1,132,609	1,132,609
Investments - Term Deposits	3,114,657	2,268,598	2,268,598	3,983,456	3,027,906	3,027,906
Total Financial Assets Measured at Amortised Cost	<u>5,618,618</u>	<u>5,356,679</u>	<u>5,010,117</u>	<u>6,497,835</u>	<u>6,135,816</u>	<u>5,789,254</u>

Financial liabilities measured at amortised cost

Payables	1,156,763	1,292,034	1,292,034	1,215,940	1,292,034	1,292,034
Borrowings - Loans	1,509,404	1,740,331	1,740,331	1,509,404	1,740,331	1,740,331
Finance Leases	424,465	531,284	531,284	424,465	531,284	531,284
Total Financial Liabilities Measured at Amortised Cost	<u>3,090,632</u>	<u>3,563,649</u>	<u>3,563,649</u>	<u>3,149,809</u>	<u>3,563,649</u>	<u>3,563,649</u>

Financial asset measured at Fair Value

Matai Foundation Investment	-	-	-	858,703	752,489	752,489
Total Financial Assets Measured at Fair Value	<u>-</u>	<u>-</u>	<u>-</u>	<u>858,703</u>	<u>752,489</u>	<u>752,489</u>

25. Events After Balance Date

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

26. Comparatives

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

27. Investments in Subsidiaries

Details of the Group's material subsidiaries at the end of the reporting period are as follows.

Name of Subsidiary	Principal Activity	Place of incorporation and operation	Proportion of ownership interest and voting power held by the		Value of investment \$'000	
			2025	2024	2025	2024
The Matai Foundation	Supporting education	Christchurch	100%	100%	100%	-

All subsidiaries have 31 December balance dates, are 100% owned by the School, and are incorporated and domiciled in New Zealand.

The School controls the Trust for financial reporting purposes because, in substance, the school predetermined the objectives of the Trust at establishment and benefits from the Trust's complementary activities.

The Trust is a registered charity. Under its constitution, the company is prohibited from paying dividends (or similar distributions) to the School.

The Matai Foundation

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
Revenue			
Interest Income	11,549	-	12,697
Realised gains on investment portfolio	65	-	1,723
Dividend Income	18,017	-	16,464
	<u>29,631</u>	<u>-</u>	<u>30,884</u>
Expenditure			
General expenses	51	-	-
Portfolio monitoring fees	5,518	-	153
School contribution	9,116	-	5,028
	<u>14,685</u>	<u>-</u>	<u>11,557</u>
Net (Deficit) / Surplus	<u>14,946</u>	<u>-</u>	<u>19,327</u>
Current Assets			
Cash and equivalents	10,418	-	19,829
Craigs IP Investment Portfolio	858,703	-	752,489
Westpac Bank Shares	10,096	-	6,819
Prepayments	-	-	-
	<u>879,217</u>	<u>-</u>	<u>779,137</u>
Working Capital	<u>879,217</u>	<u>-</u>	<u>779,137</u>
Non Current Liabilities			
Christchurch High School Old Girls Assoc Deposit	59,177	-	-
	<u>59,177</u>	<u>-</u>	<u>-</u>
Net Assets			
Trust Capital	<u>820,040</u>	<u>-</u>	<u>779,137</u>

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF CHRISTCHURCH GIRLS' HIGH SCHOOL TE KURA O HINE WAIORA'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2025

The Auditor-General is the auditor of Christchurch Girls' High School Te Kura o Hine Waiora (the Group). The Auditor-General has appointed me, Mike Hoshek, using the staff and resources of Deloitte Limited, to carry out the audit of the financial statements of the Group on pages, 3 to 19, that comprise the statement of financial position as at 31 December 2025, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

Opinion

In our opinion the financial statements:

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

Our audit was completed on 29th of May 2026. This is the date at which our opinion is expressed.

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

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

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board is required to prepare an annual report which includes the annual financial statements and the audit report, as well as an Evaluation of the School's Students' Progress and Achievement, a Statement of Compliance with Employment Policy, and a Statement of KiwiSport funding. The Board is responsible for the other information that it presents alongside its annual financial statements.

The other information obtained at the date of our audit report includes copies of the Evaluation of the School's Students' Progress and Achievement, Statement of Compliance with Employment Policy, and Statement of KiwiSport funding.

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

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

Independence

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

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



Mike Hoshek
Partner
for Deloitte Limited
On behalf of the Auditor-General
Christchurch, New Zealand



Christchurch Girls' High School | Te Kura o Hine Waiora

Manaakitanga Whanaungatanga Aroha Rangatiratanga

*This is the place where the waters nurture our girls in their education
Sapientia et veritas - Wisdom and Truth*

ANNUAL REPORT 2025 ANNUAL PLAN EVALUATION and DATA ANALYSIS OF VARIANCE

The **2025 Annual Report** includes the evaluation of the 2025 strategic and annual goals from the [Annual Implementation Plan 2025](#) and is supported by a detailed Data Analysis of Variance Report. The Annual Report is produced as a result of ongoing feedback and consultation with all stakeholders in the kura, in-depth analysis by learning areas, classroom observations, student voice and communication from Heads of Learning Area, HoLA's through L&T Meetings, Senior Leaders and HoLA Meetings, the StEADA Reports and StEADA Review Meetings held with the Principal and other Senior Leaders.

VISION:

‘Our vision is to empower and inspire the development of 21st Century lifelong learners by providing a passionate learning environment with diverse opportunities, experiences, and authentic relationships to enable learners to flourish, celebrate achievement, contribute to our world and become tomorrow’s inspired leaders today.’

OUR COMMITMENT:

Give effect to the principles and articles of Te Tiriti o Waitangi and the bicultural foundations of Aotearoa New Zealand

KIA WHAKAMANA, KIA WHAKAOHOHO TE TAKE - TO EMPOWER, TO INSPIRE

HE WĀHI PAI HEI AKO, HE WĀHI PAI HEI MAHI - A GREAT PLACE TO LEARN, A GREAT PLACE TO WORK



Christchurch Girls' High School | Te Kura o Hine Waiora

Manaakitanga. Whanaungatanga. Aroha. Rangatiratanga.
Te Kura o Hine Waiora - This is the place where the waters nurture our girls in their education

Annual Implementation Plan 2025

KIA WHAKAMANA, KIA WHAKAOHOHO TE TAKE - TO EMPOWER, TO INSPIRE

HE WĀHI PAI HEI AKO, HE WĀHI PAI HEI MAHI - A GREAT PLACE TO LEARN, A GREAT PLACE TO WORK

OUR VALUES:	ANNUAL GOAL 1		ANNUAL GOAL 2	
Whanaungatanga Aroha Rangatiratanga Manaakitanga	Cultivate continuous innovation and active engagement to enhance learning and boost academic success		Foster a collaborative, safe and inclusive community that strengthens relationships, student support and wellbeing, while maintaining high expectations	
VISION:	INITIATIVES		INITIATIVES	
Our vision is to empower and inspire the development of 21st Century lifelong learners by providing a passionate learning environment with diverse opportunities, experiences, and authentic relationships to enable learners to flourish, celebrate achievement, contribute to our world and become tomorrow's inspired leaders today.	1.1 DESIGN FOR LEARNING	Further develop a curriculum which is innovative, engaging, responsive and enhances learner literacy and numeracy	2.1 CULTURE OF HIGH EXPECTATIONS	<ul style="list-style-type: none"> Foster a high expectations culture that aligns with our school values Enhance wellbeing for all through targeted strategies Continue to grow the relational culture, and embed restorative practice Improve daily attendance rate to meet the government's target
		1.2 CULTURE OF LEARNING		Cultivate a high expectations learning culture driven by values, evidenced based practices and enhanced learner agency
	1.3 PARTNERSHIPS	Strengthen partnerships to enhance engagement, learning and achievement, fostering a thriving community	2.3 ENHANCED LEADERSHIP	<ul style="list-style-type: none"> Continue to develop a school wide transformative student leadership model which aligns to our values and provides pathways for leadership Further invest in and support the development of staff leadership so that it is visible and transformative
COMMITMENT TO TE TIRITI o WAITANGI	1.4 LEARNING SPACES	Create a state-of-the-art, inclusive, and flexible learning environment which aligns with the school's educational vision and masterplan, promotes community engagement, and celebrates cultural heritage	2.4 INCREASED COMMUNITY ENGAGEMENT	<ul style="list-style-type: none"> Continue to increase community engagement to foster a sense of belonging and connection
Christchurch Girls' High School Te Kura o Hine Waiora is dedicated to upholding the principles and articles of Te Tiriti o Waitangi and appreciate the bicultural foundation within Aotearoa New Zealand.				

ANNUAL GOAL 1 Cultivate continuous innovation and active engagement to enhance learning and boost academic success

Initiatives 1.1 Design for Learning 1.2 Culture of Learning 1.3 Partnerships for Learning 1.4 Learning Spaces	Refer to 2025 Strategic Plan Strategic Goals 2. Create a passionate learning environment where learners have the power to act (ENGAGEMENT) 3: Provide diverse learning opportunities and experiences that empower and inspire learners (INNOVATION) 5: Build a culture of organizational renewal and transformation through rigorous reflection and self-review (CRITICAL REFLECTION)
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1,1 DESIGN FOR LEARNING

Initiative	Key Actions	Annual Outcomes	Progress / Variance
Further develop a curriculum which is innovative, engaging, responsive, inclusive and reflects the cultural narrative	Senior Curriculum <ul style="list-style-type: none"> • Use data to make informed decisions to refine NCEA Level 1 to ensure schemes, T&L strategies, resources and assessment practices • meet diverse learner needs • support priority and at-risk learners • ensure success for all students • inspire a high % of M and E grades • Analyse achievement criteria to inform explicit teaching of the skills to initiate deeper learning to support students to achieve endorsement 	<ul style="list-style-type: none"> • NCEA Level 1 programmes are culturally inclusive, foster a sense of belonging and support all learners to succeed with an increased pass rate and improved % of M/E grades • Endorsements are at or above the rate of similar equity schools across all three levels of NCEA 	Academic Year 2025 Senior Curriculum <ul style="list-style-type: none"> • In 2024 the NCEA Level 1 curriculum was new with limited resources and guidance, so a significant amount of work was undertaken to review the courses and create assessments for the second year of delivery in 2025 e.g. <i>Geography reported that staff upskilling via online zooms, workshops, moderation meetings, Association PLD days have deepened teacher knowledge and understanding of content, curriculum and assessment and this was reflected in Achievement with Excellence rising from 14% in 2024 to 23% in 2025. History stated that the Review of Achievement Standards, RAS has been a success for History Level 1 students; it has created breathing space for the delivery of a rich, relevant and robust curriculum, with assessment complementing rather than dominating the learning journey. The number of Excellence grades in the History 1.1 internal exceeded expectations. They aimed for 20% at Excellence level and ended up with a moderation reviewed achievement rate of 46% at Excellence level.</i> • Feedback from Learning areas, post assessment analysis, STEADA reports and review meetings, shows evidence of data-informed decisions being used to refine NCEA Level 1 schemes, strategies, resources and assessment practices e.g. <i>English is now offering two courses as opposed to three with all four standards offered across the two courses to meet student need, ability and interest. Commerce put considerable focus into better preparing students for the external exam standard 92030 and it was pleasing to see the proportion of Excellent grades doubling from 15% to 30%.</i> • Effective moderation practices are lifting consistency and rigour as particularly noted in <i>The Arts STEADA Report and Commerce assessed Level 1 Internals using more rigorous tasks following the enhanced guidance provided in the national moderator's report.</i> • Differentiation is still an area to develop across the kura as part of the culture of learning review, not only to support priority and at-risk learners, but also to provide extension and enrichment for students e.g. <i>The introduction of level 2 agribusiness course has provided an alternative pathway, including entry into Lincoln University or Ara for ākongā who want some commercial knowledge</i>

but do not wish to choose Economics or Accounting.

- The establishment of an Enrichment Coordinator as part of the Culture of Learning Team will have a focus on ākongā who need challenging further.

NCEA Level 1

March Finalised Data

Y11 NCEA Level 1 Participation data	CGHS TKoHW	National	Similar EQI Females
2024	82.1	74.7	86.1
2025	87.1	77.0	84.2

82.1% to 87.1% pass rate for NCEA Level 1 participation from 2024 to 2025 which is above the rate of 84.2% for schools with a similar EQI and well above National data.

Māori achievement is 78.6% in 2025, an increase from 76.3% in 2024. Pacific Peoples achievement is 77.8% in 2025, an increase from 76.5% in 2024.

Achieved with Merit/Excellence

Y11 NCEA Level 1 Participation data	CGHS TKoHW	National	Similar EQI Females
2024 Excellence	10.0	11.2	17.1
2024 Merit	50.7	28.2	37.8
2025 Excellence	16.2	10.2	14.2
2025 Merit	47.7	27.1	37.0

An increase from 60.7% to 63.9% for achieved with Merit/Excellence from 2024 to 2025. Achieved with Excellence increased by 6.2% in 2025. Endorsement for Merit/Excellence is above the rate of 51.2% for schools with a similar EQI

2025 ERO Feedback - A large majority of learners achieve the National Certificate of Educational Achievement (NCEA) at Level 1. Almost all learners achieve NCEA in Levels 2 and 3 and most students achieve University Entrance. Achievement outcomes are equitable for Māori learners.

NCEA Level 2

March Finalised Data

Y12 NCEA Level 2 Enrolment -based data	CGHS TKoHW	National	Similar EQI Females
2024	91.6	73.6	86.3
2025	89.6	73.6	86.6

91.6% to 89.6% pass rate for NCEA Level 2 (enrolment-based data) from 2024 to 2025 which is above the rate of 86.6% for schools with a similar EQI.

Māori achievement is % in 2025, an increase from in 2024.

Pacific Peoples achievement is % in 2025, an increase from % in 2024.

Achieved with Merit/Excellence

Y12 NCEA Level 2 Participation data	CGHS TKoHW	National	Similar EQI Females
2024 Excellence	20.0	15.5	19.7
2024 Merit	38.8	15.3	19.8
2025 Excellence	15.5	24.5	31.3
2025 Merit	37.5	25.3	31.6

A slight decrease from 58.8% to 52.5% was achieved with Merit/ Excellence from 2024 to 2025. Achieved with Excellence decreased by 4.5% which reflected the same pattern for this cohort at Level 1 in 2024 compared to the cohort at Level 2 in 2024 which maintained the same % of achieved with Excellence endorsements – this is the usual expectation. However, endorsement for Merit/Excellence is above the rate of 51.4% for schools with a similar EQI

NCEA Level 3

March Finalised Data

Y13 NCEA Level 3	CGHS TKoHW	National	Similar EQI Females
2024	91.8	69.4	83.0
2025	90.0	71.5	86.0

91.8 to 90.0% pass rate for NCEA Level 3 (enrolment-based data) from 2024 to 2025 which is above the rate of 86.0% for schools with a similar EQI

Y13 NCEA Level 3 Participation data	CGHS TKoHW	National	Similar EQI Females
2024 Excellence	11.9	14.1	
2024 Merit	32.2	25.7	
2025 Excellence	13.9	14.6	
2025 Merit	39.4	26.5	

Achieved with Merit/Excellence

An increase from 44.1% to 53.3% for achieved with Merit/ Excellence from 2024 to 2025. Achieved

			<p>with Excellence increased by 2%. However, this same cohort achieved a higher percentage of excellence grades at Level 2 which is a common pattern. Endorsement for Merit/Excellence is above the rate of 49.3% for schools with a similar EQI</p> <p>University Entrance 79.5% 77.9% pass rate for NCEA Level 3 from 2024 to 2025 which is above the rate of 71.5% for schools with a similar EQI</p> <p>2025 ERO Feedback</p> <ul style="list-style-type: none"> • <i>Leaders at all levels focus on the design and delivery of well-coordinated, responsive learning programmes and consistent teaching approaches in all classes to support success for all learners</i> • <i>A consistent focus on Māori learners' wellbeing and inclusion by leaders and teachers results in sustained academic progress and achievement.</i> <p>Next Steps</p> <ul style="list-style-type: none"> • Maintain a focus on using data effectively to support teaching and learning • Continue to improve our culture of learning developing strategies to support all learners including priority learners and at-risk learners, and providing enrichment and extension to ensure ākongā can succeed the highest levels • Plan for the Year 11 curriculum changes as information is communicated, including changes to assessment and reporting
	<p>Junior Curriculum</p> <ul style="list-style-type: none"> • Encourage meaningful and purposeful collaboration and inquiry among Junior HODs to identify evidenced-based pedagogical shifts and make a proposal for curriculum innovation 	<ul style="list-style-type: none"> • Through class specific planning, staff will effectively use data and identified learning needs to create pedagogical shifts and curriculum innovation needed to accelerate learning 	<p>Academic Year 2025</p> <p>Junior Curriculum Junior HoD meetings were led by the Deputy Principal -Junior Curriculum. Professional dialogue focused on leading change and developing an understanding of the impact of changes prior to 2025, current curriculum overview, leading change 2025 and beyond, Te Mātaiaho/NZC, Student Agency, Numeracy, Literacy, Science of Learning.</p> <p>2025 ERO Feedback - Learners benefit from settled classrooms with teachers increasingly using evidence-based teaching strategies, including learning-focused relational practices, tailored to meet learners' different needs.</p> <p>Next Steps</p> <ul style="list-style-type: none"> • This area of curriculum innovation will continue as the refreshed New Zealand Curriculum is launched in 2026 • To engage and prepare for the Year 9/10 curriculum changes for the revised Te Mātaiaho / New Zealand Curriculum across the other learning areas, including assessment and reporting readiness • Ensure strong connection between HoLA and leader of the junior curriculum and formal meeting time to focus on pedagogical approaches and tracking of progress

Literacy and Numeracy

- Continue to resource Literacy and a Numeracy Coordinator to support the implementation of strategies and monitor progress
- Further integrate and embed literacy and numeracy strategies across the curriculum – through the [Literacy and Numeracy Action Plan](#)

- The Literacy and Numeracy coordinator lead the Literacy and Numeracy Action Plan through collaboration with learning area representatives
 - All teachers are proactively using strategies to improve literacy and numeracy
 - engage with PLD to support this initiative
- Students share their literacy and numeracy experiences with whānau
- Students are at or above the rate of similar equity schools across literacy and numeracy

Academic Year 2025

Literacy and Numeracy

- Literacy and Numeracy Coordinators effectively led the implementation of the Literacy and Numeracy Action Plan with targeted initiatives
- Professional Learning Groups (PLGs) supported ongoing professional dialogue and collaboration to strengthen literacy and numeracy practice
- Teachers built collective capability by sharing Literacy and Numeracy strategies through Bitesize PLD sessions, and embedding strategies in lessons across learning areas e.g. *Social Sciences has worked with colleagues and learning area team members to design, adopt and embed literacy and numeracy strategies in our senior and junior teaching programmes. To address ongoing challenges in writing achievement, the English Learning Area developed targeted grammar and punctuation resources, resulting in improved accuracy and greater consistency in ākonga writing and implemented a reading tracker to cover the demands of the curriculum*
- Effective literacy tracking systems for Year 9 and 10 ākonga supported early intervention and sustained progress, underpinned by strong collaboration between the English Learning Area and the Learning Enhancement team, and PLD on structured literacy
- Improved literacy outcomes were evident across Year 10 and Year 11 cohorts, with 2025 CAA results showing the kura's strongest performance to date (Reading 90%, Writing 88%) and almost all Year 11 students achieving NCEA Level 1 Literacy. A small number who did not achieve were largely accounted for by ELL learners. Level 2 EPA learning enhancement course and gateway pathways provided. See CGHS Data Variance Report.
- Addition UE Reading and Writing standards offered to ākonga who need them in the 13EPA class.
- Acknowledgement of the work done by the ESOL Team and the work they have done to test ELL ākonga

2025 ERO Feedback

- **Learners benefit from settled classrooms with teachers increasingly using evidence-based teaching strategies, including learning-focused relational practices, tailored to meet learners' different needs.**
- **Almost all Year 9 learners and a large majority of Year 10 learners achieve at or above expected curriculum levels in literacy and numeracy.**

Next Steps

- To develop and implement a robust Junior curriculum in line with Te Mātaiaho, driven by student need
- To develop accurate and meaningful assessment and reporting systems, including the use of the SMART tool
- Continue robust tracking of ākonga literacy with English working closely with Learning Enhancement and Numeracy data, and with the focus that literacy and numeracy is everyone's responsibility across the learning areas
- Targeted intervention for Pasifika ākonga with support from the MOE funded Talanoa Ako

			<p>Programme which began at the end of 2025 with a Pasifika Homework Club</p> <ul style="list-style-type: none"> Strategies to ensure all ākonga achieve literacy for UE with a focus on Pasifika support and achievement Establish a clear strategic direction to meet needs of English as a second Language Learners, ELL Learners
	<p>Updated National Curriculum</p> <ul style="list-style-type: none"> Plan for implementation of the updated English and Mathematics and Statistics Curriculum in 2026 for Years 9 to 13. Provide feedback on the draft Science and Technology Curriculum as soon as it is open for consultation. 	<ul style="list-style-type: none"> Programmes reflect the updated English and Mathematics and Statistics Curriculum and are ready for implementation in 2026 PLD opportunities and resources have been provided to support the change 	<p>Academic Year 2025</p> <p>Updated National Curriculum</p> <ul style="list-style-type: none"> The delay of new curriculum roll out for English and Mathematics gave limited time for this preparation in 2025. The English and Mathematics Learning Areas need to be acknowledged for the commitment they have put into this to ensure curriculum readiness and alignment such that programmes can be implemented in 2026. Hours of time went into both formal meetings and informal working groups to ensure they kept the best of their current year 9 programmes while integrating the new content from the curriculum refresh. PLD opportunities inhouse and externally, and new resources have been provided to support the change <i>e.g. English attendance at the English Big Day out</i> Feedback provided on the draft Science and Technology Curriculum during consultation The Arts Learning area reviewed the Year 9 courses offered and restructured to support student engagement <p>Next Steps</p> <ul style="list-style-type: none"> Detailed curriculum planning, writing and trialing with ongoing feedback More time needed to teacher Year 9/10 English and Maths – exploration of how this can be achieved needed in 2026

1.2 CGHS | TKoHW CULTURE OF LEARNING

Initiative	Key Actions	Annual Outcomes	Progress / Variance
<p>Cultivate high expectations inclusive learning culture driven by values, evidenced based practices and enhanced</p>	<p>A high expectations learning culture</p> <ul style="list-style-type: none"> Use research, critical reflection and collaboration, to establish a CGHS TKoHW culture of 	<ul style="list-style-type: none"> Evidence from observations, professional conversations, teacher-student dialogue, student voice and evaluation <ul style="list-style-type: none"> reflect a high expectations culture of learning 	<p>Academic Year 2025</p> <p>Culture of Learning</p> <ul style="list-style-type: none"> Culture of Learning Team established with a focus on teaching and learning innovation, evidenced-based pedagogy, use of data, evaluation and enrichment/G&T. A Culture of Learning Action Plan was created for 2026 with Impact Ed facilitating the discussions. This will continue though 2026

learner agency

<p>learning underpinned by our values, high expectations and evidenced-based pedagogy</p> <ul style="list-style-type: none">• Build cultural capability to enhance culturally responsive pedagogies and create a culture of learning where all students feel understood, valued and respected• Enhance learner agency through explicit teaching and learning strategies which empower learners to purposefully engage with and reflect on their learning• Review Learning Enhancement provision and explore how practice can be improved to meet the needs of learners• Know and respond to the culture of learners in establishing the learning culture	<ul style="list-style-type: none">▪ show explicit enhancement of learner agency▪ learners are supported to overcome barriers in supportive and inclusive learning environments▪ indicate learners advocate for their learning needs and proactively respond engage in feedforward <ul style="list-style-type: none">• Classroom conduct reflects the expectations of behaviour which support a positive learning culture• Learning Enhancement adopts best practice to meet the needs of learners to accelerate learning• Staff continue to develop their understanding of culturally responsive practice as evidenced from professional conversations, lesson observations and student voice	<ul style="list-style-type: none">• A group of staff developed an observation tool that aligned with the school Teacher Profile. The profile was created to highlight the expectations of all teachers at CGHS TKoHW. The newly created observation tool was trialed• PLD opportunities included PLD on Science of Learning – Nina Hood, Barbara Oakley• A continued whole school focus on school values and high expectations both in and outside of the classroom e.g. <i>Social sciences reported - Evidence of our value-driven, evidence-based practices and focus on enhanced learner agency can be found in documentation including but not limited to– classroom observations, professional conversations, PGC reports, meeting Minutes across both the Learning Area and within subject areas), student voice, topic and assessment evaluations.</i> <p>Cultural Capability</p> <ul style="list-style-type: none">• Leadership goals focused on developing cultural capability across the kura including practising knowledge of te reo and tikanga Māori and modelling of school values and establishing a PLG. This commitment was further strengthened through professional development opportunities e.g. Tumuaki’s participation in a visit to the Treaty Grounds alongside a Principal PLD group, deepening understanding of Te Tiriti o Waitangi in practice.• Cultural competency has intentionally been strengthened through:<ul style="list-style-type: none">▪ Identified goal for progressional growth cycle for 2025 to support continued development and practice of te reo and tikanga Māori▪ building a shared, collective understanding of Te Ao Māori and Mātauranga Māori and embedding into units of work at Years 9 and 10 <p>Culturally Responsive Curriculum Design</p> <ul style="list-style-type: none">• Teaching and learning programmes are increasingly culturally inclusive and responsive:<ul style="list-style-type: none">▪ Evidence from Social Studies demonstrates the intentional incorporation of rich cultural contexts within unit plans and resources - <i>Student voice validates the level of interest and relevance our culturally rich programmes offer to our learners.</i>▪ English supports a culture that encourages a willingness to take risks, and have invested significant and meaningful time addressing a lack of te Ao Māori perspectives in their courses, understanding mātauranga Māori and indigenous systems of knowledge, and unapologetically committing ourselves to celebrating indigenous voices.• Pasifika homework club, facilitated by kaiako introduced as an intervention to support learning through the Talanoa Ako Programme <p>Learning Agency</p> <ul style="list-style-type: none">• Increased evidence of this is seen across the kura, however inconsistency remains. Learning areas developed learner agency through strategies that promote choice,
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ownership and independence of thinking e.g.

- in English there was a focus on self-selected texts; independent reading programmes; self-selected senior courses based on student interest and perceived need
- Use of questioning and feedback/feedforward and group work to increase student agency in languages

Authentic Learning Experiences

- Students accessed rich, place-based and culturally embedded learning opportunities, including:
 - a one-day social studies field trip: for Year 9 - a history-based scavenger hunt around central Ōtautahi, utilizing the strengths of our senior cohort to build on the tuakana / teina concept and support whakawhanaungatanga within the kura and akomanga, and
 - an afternoon with Ngāi Tūāhiriri kaiārahi developing understanding of Ōtakaro kaitiakitanga via the Ko Tane Waka on Avon experience.

Learning Enhancement

- The Learning Enhancement review with Impact Ed, affirmed the systems and processes used in the Learning Enhancement Learning Area and gave the team reassurance
- Recommendations were made regarding assessing students as they arrive at the kura and how to leverage the support needed.
- Learning enhancement attendance at PLD opportunities has strengthened their understanding of how they can support students and increased their connection with the learning wider community e.g. Reading and Writing Intervention Strategies Workshop, Grow Waitahi SENCO and LSC PLD
- Close working relationship between English and Learning Enhancement; improved tracking of spreadsheets
- Increase in Teacher Aide hours supported.

Next Steps

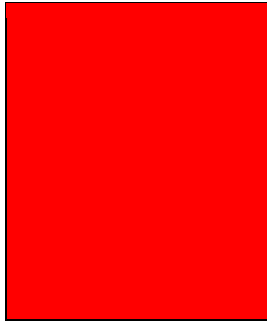
- To continue to embed the principles of *Te Tiriti o Waitangi* within our practice
- To continue to develop learner agency through high expectations and strategies that promote choice, ownership and independence of thinking as part of the culture of learning framework
- Navigating how to support the increasing number of students who need Special Assessment Conditions, SAC.
- The Learning Enhancement Team to visit other schools to share good practice

1.3 PARTNERSHIPS FOR LEARNING

Initiative	Key Actions	Annual Outcomes	Progress / Variance
<p>Strengthen partnerships to enhance engagement</p>	<p>Partnerships for Learning</p> <ul style="list-style-type: none"> Foster a sense of belonging through authentic collaboration where staff, whānau, and our learners feel connected to each other and to the kura <p>Careers Support</p> <ul style="list-style-type: none"> Continue to design structured pathways, to transition learning to career opportunities – see Careers Action Plan <p>Community Partnerships</p> <ul style="list-style-type: none"> Extend partnerships for learning across the curriculum, and with the community including Ngāi Tūāhuriri 	<ul style="list-style-type: none"> As evidenced in observations, communications, feedback and data Whānau Hui, Pasifika Fono, Ako Conferences foster a sense of belonging and connection Stronger whānau-school partnerships support engagement, learning and achievement The Action Plan – A Culturally Responsive Approach supports the aspirations of ākonga Māori and their whānau Increased student engagement with career focused learning indicated by at least 90% of Year 13 having an identified pathway Increased community involvement and opportunities for learners and staff 	<p>Academic Year 2025</p> <p>Partnerships for Learning</p> <ul style="list-style-type: none"> Ako Conferences whānau and ākonga encouraged to attend the three-way conferences, with use of My Mahi and Junior Growth Profile and Graduate Profile to support learning conversations Whānau Hui and Pasifika Fono held each term to foster connection and give ākonga opportunities to lead, supported by Kaiako across the curriculum areas. Arts and cultural connections with local primary schools providing opportunities for senior students to connect with younger students and their whānau <p>Careers Support</p> <ul style="list-style-type: none"> Taatū Career Navigator focused on supporting student career pathways has replaced careers.govt.nz and is now embedded in CareerWise and linked to the CGHS Website. https://cghs.careerwise.school/ CareerWise ‘Connections’ app is being used to build a database of Parent/Whanau body to support Teachers in their subject areas as to the awareness of workplace realities and opportunities. See Career Pathway data <p>Community Partnerships</p> <ul style="list-style-type: none"> Community connection with other educators to support learning e.g. English Big Day Out, PENZ Big Day Out, HoLA Commerce attendance at Canterbury Connect and PD Days, HoD Māori attendance at Manu Kōrero Wānanga to support the leadership of the programme, HoLA Science, CSTA President, DP Curriculum as CADAP Chair, Language teachers’ attendance at Pacifica Educators Fono <p>Next Steps</p> <ul style="list-style-type: none"> Enhancing communication to build connection, pride and belonging across the community

1.4 LEARNING SPACES

Initiative	Key Actions	Annual Outcomes	Progress / Variance
<p>Create a state-of-the-art, inclusive, and flexible learning environment which aligns with the school's educational vision, brief and masterplan, promotes community engagement, and celebrates cultural heritage</p>	<p>Collaboration with Stakeholders</p> <ul style="list-style-type: none"> Work closely with the Ministry of Education (MOE), architects, school board members, and other key stakeholders to design modern, sustainable facilities that meet the educational needs of current and future students Facilitate consultations with stakeholders to ensure the new learning spaces meet the needs of our kura <p>Clear Rebuild Timeline</p> <ul style="list-style-type: none"> Develop a detailed, actionable timeline for the rebuild, ensuring all key milestones are on schedule, from design to completion <p>Cultural Narrative:</p> <ul style="list-style-type: none"> The Cultural Narrative for the school embraces the rich history and values of Christchurch Girls' High School <i>Te Kura o Hine Waiora</i>, fostering a sense of pride and connection for the whole school community. This narrative will also guide the design process, ensuring the new spaces reflect the school's identity, its commitment to inclusivity and Te Tiriti o Waitangi The cultural narrative inspires 	<ul style="list-style-type: none"> The rebuild will fully align with the Education Brief, providing exceptional teaching, learning, and pastoral spaces that meet the needs of all stakeholders. These spaces will foster an environment where learning is supported, inclusive, and future-focused The Cultural Narrative will: <ul style="list-style-type: none"> Give effect to Te Tiriti o Waitangi and the partnership with mana whenua of Ngāi Tūāhuriri, ensuring a culturally responsive environment that upholds Te Tiriti principles and articles. Reflect both the history and future vision of Christchurch Girls' High School <i>Te Kura o Hine Waiora</i>, celebrating its past achievements while guiding its progress. Strengthen tūrangawaewae for young women—a place of belonging, empowerment, and connection— where students can stand tall, grounded in their cultural heritage, and develop deep, lifelong roots within the school community Ensure the new buildings reflect our cultural narrative 	<p>Academic Year 2025</p> <p>Rebuild</p> <ul style="list-style-type: none"> The School Rebuild Team worked with the MOE and architects, Architectus (within the MOE constraints), to produce the design for the rebuild with HoLA's and Board / parent /whānau representatives involved at various stages. The School Rebuild Team worked with the MOE to secure the Project Leads RDT and the main contractors Hawkins ready for the build in 2026. A timeline was created for the design phase in 2025 and the construction phase over 2026/2027 with the project completion 20 October 2027 Te Korawai to be completed 25 February 2027 / Roofworks 16 July 2027 Te Kupenga to be completed 8 April 2027 Te Uru Rākau to be completed 8 April 2027 Whakawātea Whenua Sod Turning took place on 4th December 2025 to bless the land and mark the milestone of the construction work beginning Classrooms created for Health and PE as part of the changes to E Block in line with the rebuild and Technology relocated to E Block as part of bring the Technology Learning Area closer together. The MOE supported the kura to remedy the Arts teaching space in the PAC in preparation for Art to relocate back and establish their position as The Arts as a cohesive learning area Learning areas explored innovative classroom designs, with English and Languages embracing non-traditional classroom furniture and providing feedback on their experiences. The kura consulted with Lynne Harata – Te Aika, Ngāi Tūāhuriri to develop the school's Cultural Narrative, which honours mana whenua and connects people, shared places, and future aspirations. As part of our Cultural Narrative Ngāi Tuāhuriri have gifted us the name Te Kura o Hine Waiora The Cultural Narrative was used to begin to shape the visible outcome of the rebuild and guide naming of the buildings and learning spaces within. This work will continue in 2026/2027 The Legacy Project led by the 2025 Year 13 Student Leaders Deputy Head Whanaungatanga and Kaitiaki Perfect and supported by the school community through fundraising, enabled a pounamu touchstone embodying strength, unity and connection to both people and place, to be gifted to the kura during Senior Prizegiving 2025. The taonga was a collective expression of appreciation and aroha for their time at the kura.

	the naming of the new buildings		<p>Next Steps</p> <ul style="list-style-type: none">• Planning with architects and the MOE and liaising with staff - Interior Design and landscaping• The construction phase over 2026/2027• Next stage – ongoing work around naming of the buildings and ensuring the cultural narrative is reflected in the rebuild
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ANNUAL GOAL 2 Foster a collaborative, safe and inclusive community that strengthens relationships, student support and wellbeing, while maintaining high expectations

<p>Initiatives 2.1 Culture of High Expectations 2.2 Culture of Health and Safety 2.3 Enhanced Leadership 2.4 Increased Community Engagement</p>	<p>Refer to 2025 Strategic Plan</p> <p>Strategic Goal</p> <p>1. To empower and inspire the development of 21st Century lifelong learners (TRANSFORMATIONAL LEADERSHIP CULTURE) 4. To foster authentic relationships through connection, understanding and trust, and valuing culture, language, and identity (WELLBEING AND BELONGING) 5. To build a culture of organizational renewal and transformation through rigorous reflection and self-review (CRITICAL REFLECTION)</p>
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1.1 CULTURE OF HIGH EXPECTATIONS

Initiative	Key Actions	Annual Outcome	Progress / Variance
<p>Foster a high expectations school culture that aligns with our school values</p>	<p>Values-Based School Culture</p> <ul style="list-style-type: none"> Communicate high expectations that lead to a positive school culture and greater student outcomes Establish a positive, consistent and proactive approach to behavioural management to foster a respectful and supportive environment with a clear consequences and chain of command 	<ul style="list-style-type: none"> High expectations are understood by all and are reflected in school spirit, behaviour, engagement and learning A ‘prevent, notice, respond’ approach is evident in minimising behavioural issues Behaviours that detract from learning are minimised 	<p>Academic Year 2025</p> <p>Values-Based School Culture</p> <ul style="list-style-type: none"> Values-driven expectations established, including attendance, behaviour, phone use, and uniform. Through PLG collaboration with kaiako and ākonga, a shared Classroom Expectations Chart was developed for 2026 High expectations communicated to ākonga and whānau, through strengthened systems such as fortnightly Learning Engagement Feedback (LEF) Reports incorporating Recognitions, alongside regular communication on attendance and academic progress Reporting practices became more timely, transparent, and inclusive, with the successful implementation of live assessment reporting and improved pre-assessment communication, strengthening engagement for both ākonga and whānau., providing a more inclusive approach Behaviour management practices were reviewed, refined, and consistently applied, following consultation led by the Te Whare Hauora team. Agreed classroom and school-wide approaches prioritise high-impact strategies that have strengthened student behaviour and engagement. Ākonga struggling with expectations supported with behavioural plans School values were strongly aligned and authentically embedded across curriculum areas, with clear evidence in programmes such as Health & PE, where daily routines and expectations consistently reflect the school’s values and identity. Use of aspirational benchmarking has moved ākonga from compliance to challenge, growth and excellence e.g. <i>Health and PE, HPE have clear, challenging success criteria that encourage students to move beyond participation toward personal excellence and leadership. 80-85%</i>

			<p>2025 ERO Feedback - Comprehensive wellbeing and pastoral support programmes respond well to learner needs, reflecting the school's values and creating a positive culture and a strong sense of belonging</p> <p>Next Steps</p> <ul style="list-style-type: none"> • Kaiako consistently implement high expectations using the shared Classroom Expectations Chart, and ākonga demonstrate understanding of these expectations, actively contributing to a positive learning culture • Continue to prioritise high-impact strategies to strengthen student behaviour and engagement, which prioritise consistent boundaries and restorative responses
<p>Enhance wellbeing for all through targeted strategies</p>	<p>Wellbeing Plan</p> <ul style="list-style-type: none"> • Implement Wellbeing Action Plan to target strategies to support wellbeing for all 	<ul style="list-style-type: none"> • Evidence from targeted strategies clearly reflects improvements in wellbeing 	<p>Academic Year 2025</p> <p>Wellbeing Plan Wellbeing Action Plan created to support ākonga and staff wellbeing. Support for Pastoral PLD e.g Being an Effective Dean, NZSBA Youth Mental Health First Aid, Dean and DP Wellbeing attendance at ICGS Educating Girls' Symposium, CADAP-Esmae McKenzie-Norton, Applied Psychologist</p> <p>2025 ERO Feedback - Comprehensive wellbeing and pastoral support programmes respond well to learner needs, reflecting the school's values and creating a positive culture and a strong sense of belonging.</p> <p>Next Steps</p> <ul style="list-style-type: none"> • Continue to implement the Wellbeing Action Plan in 2026 with staff wellbeing remaining a priority
<p>Continue to grow the relational culture, and embed restorative practice</p>	<p>Relational Culture</p> <ul style="list-style-type: none"> • Continue to build staff capability in relational conversations and restorative practices • Develop social and emotional literacy across the kura 	<ul style="list-style-type: none"> • Staff confidently use relational conversations to build understanding, connection, and mutual respect • Restorative practices help maintain positive and respectful relationships and improve both learning and behaviours 	<p>Academic Year 2025</p> <p>Relational Culture</p> <ul style="list-style-type: none"> • Staff capability in relational conversations and restorative practices was strengthened, supporting more effective and consistent engagement with ākonga <ul style="list-style-type: none"> ▪ Individual staff continued to seek support via one-on-one sessions with restorative leaders in the school. All Deans have completed the full training and are working alongside staff as issues arise. ▪ Conversations are based on structured conversations and scripts are used to support practices, process and the use of language that is consistent across the kura. • Social and emotional literacy across the kura was developed. <ul style="list-style-type: none"> ▪ Restorative leaders continued to work with staff and students on identifying and using language that supports the restorative process.

		<ul style="list-style-type: none"> Evidence of social and emotional literacy used in everyday interactions 	<ul style="list-style-type: none"> Restorative leaders regularly used the emotions wheel resource to assist in upskilling students in emotional literacy. Ongoing opportunities to develop restorative practice e.g Restorative Practice Facilitator Training for Year 9 and 10 Deans, and new Dean for 2025. Dean attendance at Emotional Intelligence Workshop at VUW Te Whare Hauora are often consulted over texts and issues that are challenging <p>2025 ERO Feedback - Leaders model strong relational practice. They refine systems and processes to best meet the needs of learners and staff and work well towards achieving strategic priorities</p> <p>Next Steps</p> <ul style="list-style-type: none"> Continuing to strengthen relational culture, prioritising consistent boundaries and restorative responses and ensuring strategies to support behaviour result in de-escalation 																														
<p>Improve daily attendance rate to meet the government's target</p>	<p>Attendance and Engagement</p> <ul style="list-style-type: none"> Raise the profile of attendance and punctuality through High Expectations Strategies Identify, track, and support priority and at-risk learners to improve their attendance Partner with whānau to identify and address barriers impacting student attendance, ensuring culturally responsive practice 	<ul style="list-style-type: none"> High Expectations Strategies lift student attendance rate beyond 80% Consistent improvement in daily attendance rates across all year levels is evident Students with attendance concerns targeted and evidence of wrap around support is documented 	<p>Academic Year 2025</p> <p>Attendance and Engagement</p> <ul style="list-style-type: none"> Improvements to attendance and compliance systems have helped create clearer processes and high expectations, contributing to more consistent implementation across teams High expectations strategies used to raise the profile of attendance e.g. students supported to overcome barriers to attendance and lateness, students' attendance tracked with the expectation to be greater than 80% as a requirement to participate in school representation activities e.g. sport, cultural, arts, school formals etc. Attendance Management Plan underpinned by STAR Framework created for implementation in 2026 which reflects processes already in place. Attendance increased from 2023 to 2025 but was still below expectations. <p style="text-align: center;"><i>Comparison of Regular Attendance Data from 2023 to 2025</i></p> <table border="1" data-bbox="1220 1161 2150 1412"> <thead> <tr> <th>Attendance</th> <th colspan="3">Regular Attendance %</th> <th>Regular Attendance %</th> </tr> <tr> <th>Year</th> <th>2023</th> <th>2024</th> <th>2025</th> <th>Target for 2026</th> </tr> </thead> <tbody> <tr> <td>Term 1</td> <td>47</td> <td>59</td> <td>70</td> <td>80</td> </tr> <tr> <td>Term 2</td> <td>47</td> <td>49</td> <td>58</td> <td>80</td> </tr> <tr> <td>Term 3</td> <td>40</td> <td>44</td> <td>43</td> <td>80</td> </tr> <tr> <td>Term 4</td> <td>42</td> <td>57</td> <td>59</td> <td>80</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Trend of excellence endorsements aligned with high attendance so this needs to be 	Attendance	Regular Attendance %			Regular Attendance %	Year	2023	2024	2025	Target for 2026	Term 1	47	59	70	80	Term 2	47	49	58	80	Term 3	40	44	43	80	Term 4	42	57	59	80
Attendance	Regular Attendance %			Regular Attendance %																													
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Term 3	40	44	43	80																													
Term 4	42	57	59	80																													

			<p>communicated to lift attendance rates</p> <p>2025 ERO Feedback - A small majority of learners attend school regularly. The school is not yet meeting the Government target for regular attendance.</p> <p>Next Steps</p> <ul style="list-style-type: none"> Implement Attendance Management Plan and refine as needed
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1.2 CULTURE OF SAFETY

Initiative	Key Actions	Annual Outcome	Progress / Variance
Promote a culture of safety with continuous improvement to enhance H&S and EOTC practices	<p>Culture of Safe Practice</p> <ul style="list-style-type: none"> Additional engagement with School Docs, review, promote and implement new policies, procedures and processes, to ensure <ul style="list-style-type: none"> safe, compliant and effective health and safety practices safe, enriching and compliant EOTC experiences Demonstrate whole school commitment to health and safety, and continuous improvement, through <ul style="list-style-type: none"> engagement with updated policies, procedures and processes, understanding of hazards, risks, prevention, and minimisation effective communication and documentation professional development 	<ul style="list-style-type: none"> Health and Safety and Education Outside The Classroom (EOTC) policies, procedures and processes reviewed and best practice adopted All staff demonstrate commitment to Health and Safety and continuous improvement Increased staff awareness, understanding and participation in health and safety practices Staff involved in EOTC understand their obligations, are adequately trained and follow expected EOTC practices with Health and Safety as a priority 	<p>Academic Year 2025</p> <ul style="list-style-type: none"> School Docs reviewed to ensure they align with practice through staff and Board feedback Karen Smith, Director, The Education Group reviewed existing EOTC processes, procedures and documents to ensure they reflect current good practices and that the Board is meeting its statutory obligation under the Education and Training Act 2020 and the Health and Safety at Work Act 2015. Following the review, policies, procedures and processes were adapted, and SchoolBridge was launched as a platform to manage EOTC workflow using the reviewed EOTC forms. The Board is grateful for the commitment shown by staff to ensure H&S processes continue to be at the fore EOTC PLD Sessions held with the Board and staff A Safety Management Plan was produced in response to the review on EOTC EOTC Coordinator appointed to work alongside Deputy Principal with oversight for EOTC and staff involved in EOTC Deputy Principal and Camp Coordinator attended EONZ and Effective EOTC Management for Schools PLD H&S training for staff – e.g. working at heights, first aid courses, Gateway work placement safety, mental health training for counsellors, Youth mental health first Aid New security Camera system investigated and trialled with additional cameras added across the site <p>Next Steps</p> <ul style="list-style-type: none"> Develop the role of the EOTC coordinator

- Continue to build purposeful co-curricular trips; to provide content enrichment, strengthen cultural competencies, and link to career and vocational pathways.
- Build staff understanding, confidence and capacity in the use of School Bridge, particularly with documentation for EOTC trips,
- Ensure understanding of health & safety expectations for staff and students whilst engaged in EOTC activities

1.3 ENHANCED LEADERSHIP

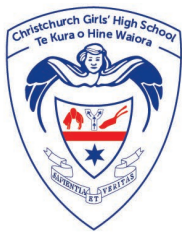
Initiative	Key Actions	Annual Outcome	Progress / Variance
<p>Continue to develop a school wide transformative student leadership model which aligns to values and provides pathways for leadership</p>	<p>Student Leadership</p> <ul style="list-style-type: none"> • Continue to develop ākongā understanding of leadership attributes and how they link to school values • Continue to promote leadership opportunities encouraging leadership through service, culture, sport and the arts • Re-design the peer support programme to raise the profile of this leadership opportunity 	<ul style="list-style-type: none"> • Ākongā have an understanding of leadership attributes and how they relate to school values • Ākongā across all year levels have opportunities for leadership development 	<p>Academic Year 2025</p> <p>Through a strong focus on building a transformational leadership culture at CGHS TKoHW has committed to developing leadership across the school and in boarding for students. Leadership opportunities linked to strategic direction have been established.</p> <p>Student Leadership</p> <p>The kura has continued to develop ākongā understanding of leadership attributes and how they link to school values and explore leadership pathways.</p> <ul style="list-style-type: none"> • Leadership Coordinator position established to further develop student leadership and encourage students to be involved in leadership opportunities in and out of school such as the academic Youth ANZAAS Conference in Melbourne • Further development of student leadership portfolios and committees linked to school values of whanaungatanga, aroha, rangatiratanga, manaakitanga, and student led assemblies • Ako programme has been further refined to include leadership sessions in Year 9 and 10 (Term 2 with a rangatiratanga focus) as well as the existing sessions in Year 11 and 12 (Term 3 with a rangatiratanga focus). The Y9 mahi focuses on showing Year 9 students how they can be leaders and learning about teamwork as well as fixed and growth mindsets. In Year 10 they look at different leadership styles and discuss ethical decision making. • Continuing the development and promotion of leadership opportunities encouraging leadership through service, culture, sports and the arts and building on the tuakana / teina concept e.g. <i>significant leadership opportunities created through boarding at Acland House, across the Arts, through sports coaching and umpiring and as service such as the Academic Committee stationery drive to provide resources for donation to those in need.</i> • Representative ākongā had opportunities to attend ICGS Symposium with the Head Girl being part of a panel on what girls need to thrive for an audience of school leaders across NZ/AUS and ICGS Breakfast for Head Prefects

			<ul style="list-style-type: none"> • Re-establishing the Student Council with a new lens has been the focus – 10 x Year 9 and 11 x Year 10 student representatives (1 from each Ako class). Senior voice is represented by 2x elected Year11, 2x elected Year 12 (who chair the council) as well as representative students 1x Acland House, 1x Māori and 1 x Pasifika students. • The Student Council has found their purpose and understand that they are the representatives of the student voice and can have a real impact on decision making. They are still working on understanding their place in amongst the other committees ie wellbeing, academic etc. • Re-designing the peer support programme to raise the profile of this leadership opportunity • By the end of Term 1 2026, positive feedback had been received from students, staff and whānau on the orientation days for Year 9. There are now less in class time sessions and more in Ako time. <p>Next Steps</p> <ul style="list-style-type: none"> • Continue to strengthen a transformative student leadership model that ensures meaningful leadership opportunities across all year levels, where contribution, initiative, and responsibility are recognised and developed as key leadership strengths • To work with the EOTC Coordinator to find a way for peer support leaders to be on Year 9 camp with their groups • Create authentic opportunities for student leadership grounded in mātauranga Māori
<p>Continue to invest in and support the development of staff leadership so that it is visible and transformative in the school</p>	<p>Staff Leadership</p> <ul style="list-style-type: none"> • Continue to enhance staff capabilities based on identified staff development needs • Create leadership opportunities and support professional learning and development • Support leadership development through continued commitment to the unique partnership with Māori, Ngāi Tūāhuriri and Te Rūnanga o Ngāi Tahu 	<ul style="list-style-type: none"> • A culture of collaborative and transformative leadership is evident • Staff have access to meaningful PLD opportunities and are supported to build leadership capability • Increased cultural awareness and confidence in using and role modelling te reo Māori and tikanga 	<p>Academic Year 2025</p> <p>Through a strong focus on building a transformational leadership culture at CGHS TKoHW has committed to developing leadership across the school and in boarding for staff. Leadership opportunities linked to strategic direction have been established.</p> <p>Staff Leadership</p> <ul style="list-style-type: none"> • Ongoing opportunities for staff to collaborate, increase cultural awareness and confidence, develop leadership capabilities, attend professional development and bring learning back to the kura e.g. <i>Aspiring Leaders Programme for Middle Leaders into Senior Leadership. Being an Effective Dean, Maths Curriculum Roadshow for Leaders, UC Commerce Teacher Connect Days, BOGT Growing Leaders in Geography, Kaiarahi PD for Geography, Physics Teachers Day, NZHTA PLD Day, CGTA Teachers Day, NZAPT Psychology Conference, AI for Digi Leads, SPANZ EA Conference, Aspiring Senior Leaders Programme, PPTA Senior Leaders Course, Women in Sports Leadership, Acland Boarding staff supported to attend ABSA Boarding Conference and online PLD webinars</i> • Professional growth encouraged e.g. Deputy Principal selected as ERO Leadership

	under Te Tiriti o Waitangi		<p>Partner and CADAP Chair, Tumuaki attended the ULead: Summit of Educational Leadership, EOTC Coordinator leadership role created, new Camp Coordinator appointed, staff supported to apply for Study Awards, Discovery Insights Analysis for SLT leadership development</p> <ul style="list-style-type: none"> • Growth Coaching Leadership Programme for offered to staff seeking development – Facilitator Jennie Nairn. • The new Kairahi Dean role has been a great help to support Deputy Principal and the Deans, including two new Dean. This has encouraged distributed leadership and helped reduce the workload across the pastoral team, and allowed them to operate more effectively as a whole • Ongoing opportunities for developing curriculum expertise and leadership e.g. Level 3 Psychology course introduced to CGHS TKoHW, Kia Wana te Ako -workshop designed for kaiako who want to strengthen their teaching practice of reo ā-waha and reo ā-tā, NZATE Conference, NMAE Conference, Grow Waitaha LSC/SENCO Symposium, Learning Enhancement attendance at Secondary SENCO Network <p>ERO Feedback - School leadership works collaboratively with clear purpose to strategically improve outcomes for learners.</p> <p>Next Steps</p> <ul style="list-style-type: none"> ▪ Continue to develop staff to teach from Year 9-13 where relevant across learning areas ▪ Offer targeted leadership opportunities ▪ Further develop capability in te reo Māori me ōna tikanga across all staff. ▪ Ensure visibility of partnership ▪
Initiative	Key Actions	Annual Outcome	Progress / Variance
To continue to increase community engagement to foster a sense of belonging and connection	<p>Community Engagement</p> <ul style="list-style-type: none"> • Continue to increase community engagement across service, culture, sport and the arts through activities and events that foster skill development and cultural appreciation • Continue to develop community engagement through connection with all stakeholders, including Ngāi Tūāhuriri 	<ul style="list-style-type: none"> • Ākonga are inspired to be actively involved with service, culture, sports and arts as evidenced by participation data • Collaboration with our community enhances trust and investment in the future of our kura 	<p>Academic Year 2025</p> <ul style="list-style-type: none"> • Measurable growth in student, whānau, and community participation • Improved engagement data (attendance, registrations, feedback) demonstrating stronger connection to school life. • Performing Arts strategic plan focused on increasing student involvement and audience engagement including execution of the Junior Production and planning of the 2026 musical <i>Freaky Friday</i> in collaboration with CBHS, strengthening cross-school connections and community participation • Increased student and whānau engagement in cultural initiatives and events. • Ongoing partnership with Lynne Harete Te-Aika and Ngāi Tūāhuriri and development of the Cultural Narrative to inform rebuild design, landscaping, and naming which will continue into 2026

			<ul style="list-style-type: none"> Community connections and strong relationships evidence to support learning and careers pathways e.g. <i>Commerce connections with UC, the Business classes maintain contacts with Ara through the Young Enterprise scheme. Approximately 10 parents are involved as mentors with Year 13 Business classes.</i> <p>2025 ERO Feedback <i>Learners experience programmes that provide for a wide range of learning opportunities, interests, and pathways in and beyond school, and that increasingly cater for the school's diversity of learners</i></p> <p>Next Steps</p> <p>Grow and sustain meaningful partnerships that enrich ākongā engagement, empower kaiako development, and recognise and celebrate a culture of success across the kura.</p>
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**Ngāi Tūāhuriri – Sub-tribe that overseas/Mana over the central city*



Christchurch Girls' High School | Te Kura o Hine Waiora

Manaakitanga Whanaungatanga Aroha Rangatiratanga

25 May 2026

To whom it may concern

Kiwisport is a Government funding initiative to support students' participation in organised sport. The aim of the funding is to increase the number of school-aged children participating in organised sport, increase the availability and accessibility of sport opportunities for all school-aged children and support children to develop skills that enable them to participate confidently in sport.

In 2025 Christchurch Girls' High School | Te Kura o Hine Waiora received Kiwisport funding of \$35,909.24 (excluding GST) which was used to subsidise the salary of the Sports coordinator.

Nāku noa, nā

Helen Armstrong

Principal | Tumuaki

Christchurch Girls' High School | Te Kura o Hine Waiora



Christchurch Girls' High School | Te Kura o Hine Waiora

Manaakitanga Whanaungatanga Aroha Rangatiratanga

Statement of Compliance with Employment Policy

Compliance with the Education and Training Act 2020 requirements to be a good employer for the year ending 31 December 2025.

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?
<p>A primary objective of the Board Christchurch Girls' High School Te Kura o Hine Waiora is to ensure that the school is a physically and emotionally safe place for all students and staff, as required by the Education and Training Act 2020 (s.127) and in support of the Statement of National Education and Learning Priorities (NELP: Priority 1).</p> <p>The Board, as the PCBU (Person Conducting a Business or Undertaking) under section 36 of the Health and Safety at Work Act 2015, must do what is reasonably practicable to ensure the health and safety of workers, and work to eliminate or minimise health and safety risks.</p> <p>Christchurch Girls' High School Te Kura o Hine Waiora acknowledges shared responsibility for health, safety, and welfare. Leaders at the school proactively undertake due diligence to ensure health and safety is prioritized by the Board and promote schoolwide engagement in related policies and procedures.</p> <p>The Board reviews how well it implements key legislative and regulatory requirements, including those related to health, safety, and welfare, and takes steps to address any gaps in implementation.</p> <p>The Health and Safety at Work Act 2015 defines different types of duty holders within a school. The Act outlines health and safety responsibilities for each type of duty holder. The Health and Safety Committee meets each term to ascertain that hazards and incidents have been dealt with, and solutions have been processed to ensure safe working conditions.</p> <p>By adhering to the following Policies and Procedures which are accessed through SchoolDocs the school meets its' obligations:</p> <p>School Docs Policies:</p> <ul style="list-style-type: none">• Employment Policy• Health, Safety and Welfare Policy
What is in your equal employment opportunities programme? How have you been fulfilling this programme?
<p>The Principal Tumuaki of Christchurch Girls' High School Te Kura o Hine Waiora is the Equal Opportunity Officer representing the Board. The Principal ensures the programme:</p> <ul style="list-style-type: none">• shows commitment to equal opportunities in all aspects of employment including recruitment, training, conditions of service, career development and promotion.• selects the person most suited to the position in terms of skills, aptitude, experience, and qualifications.• recognises the value of diversity in staffing (for example, ethnicity, age, gender, disability, tenure, hours of work) and the employment requirements of diverse individuals/groups• ensures that employment and personnel practices are fair and free of any bias <p>School Docs Policies:</p> <ul style="list-style-type: none">• Employment Policy

How do you practise impartial selection of suitably qualified persons for appointment?

Christchurch Girls' High School | Te Kura o Hine Waiora complies with requirements of the STCA 2025-2027 and SPCA 2025-2028 and NZEI SSIS 2022-2024 (NZEI negotiations in 2025), follows the Policies and Procedures relevant to recruitment and have standardised interview forms for each role recruited for. Candidates are evaluated according to their strengths, their relevant experience and referee reports, the job description, and the needs of the students and school.

School Docs Policies:

- **Employment Policy**
- **Appointment Policy**
- **School Community Engagement Policy**

How are you recognising,

- **The aims and aspirations of Māori**
- **The employment requirements of Māori, and**
- **Greater involvement of Māori in the Education service?**

As one of Aotearoa New Zealand's founding documents, Te Tiriti o Waitangi represents the binding contract between Māori and the Crown. Christchurch Girls' High School | Te Kura o Hine Waiora recognises our role and responsibility to honour and give effect to Te Tiriti o Waitangi. Under the Education and Training Act 2020, a primary objective of the board is to give effect to Te Tiriti o Waitangi. Christchurch Girls' High School | Te Kura o Hine Waiora works from the principles of partnership, protection, and participation to meet our obligations under Te Tiriti o Waitangi. The following is reflective of this commitment.

- working to ensure our plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori
- taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori
- achieving equitable outcomes for Māori students
- providing opportunities for learners to appreciate the importance of Te Tiriti o Waitangi and te reo Māori.
- Whānau engagement supported by termly whānau hui
- Māori representation on the Board
- Strategic Plan reflects aspirations of Māori

School Docs Policies:

- **School Community Engagement Policy**
- **Curriculum and Student Achievement Policy**
- **Government and Management Policy**

How have you enhanced the abilities of individual employees?

Christchurch Girls' High School | Te Kura o Hine Waiora performance management system consists of a cycle of appraisal or professional growth to support staff with the expectations of their role, their performance, and their development. This aligns with professional learning and development opportunities for staff to grow and enhance their skills, knowledge and capabilities. The Principal liaises with the Senior Leadership Team and middle leaders to ascertain professional development requirements for staff. All staff have an opportunity to apply for professional learning development, which supports their professional goals and aligns with the strategic direction of school. A professional learning and development budget supports this proactive approach to professional growth.

As a result, the board can have confidence that all staff are supported with their professional growth, as they enact the Strategic Plan and work to improve student outcomes.

How are you recognising the employment requirements of women?

This is reflected in the recruitment process and in the Equal Employment Opportunities Policy.

School Docs Policies:

- **Employment Policy**

The following actions support employment:

- Paternity leave provisions
- Sick leave provision for dependents
- Part-time positions which provide paid non-contact time as per STCA requirements.
- A family friendly approach to considering discretionary leave provision for family and medical reasons
- As a girls' school, a very strong approach to and support for the professional development and needs of women
- Compliance with Domestic Violence leave provisions

How are you recognising the employment requirements of persons with disabilities?

The following actions support employment:

- Christchurch Girls' High School | Te Kura o Hine Waiora has no preconceptions about hiring anyone with disabilities and are confident if they are the right person for the position they will be appointed.
- The provision of lifts and ramps so all blocks and multi-story buildings are accessible
- The school is currently in school rebuild design with disability requirements part of design focus

School Docs Policies:

- **Employment Policy**
- **School Community Engagement Policy**
- **Health, Safety and Welfare Policy**

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?	Y	
Has this policy or programme been made available to staff?	Y	
Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?	Y	
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	Y	
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?	Y	
Does your EEO programme/policy set priorities and objectives?	Y	