



# ANNUAL FINANCIAL STATEMENTS

## FOR THE YEAR ENDED 31 DECEMBER 2025

**School Directory**

**Ministry Number:** 2839

**Principal:** Debbie Stanger

**School Address:** 384 New Renwick Road, Fairhall, Blenheim, 7272

**School Phone:** 03 577 8939

**School Email:** [office@fairhall.school.nz](mailto:office@fairhall.school.nz)

**Accountant / Service Provider:**

**Solutions & Services**  
Collaborative School Administration

# FAIRHALL SCHOOL

Annual Financial Statements - For the year ended 31 December 2025

## Index

<b>Page</b>	<b>Statement</b>
<a href="#">1</a>	Statement of Responsibility
<a href="#">2</a>	Members of the Board
<a href="#">3</a>	Statement of Comprehensive Revenue and Expense
<a href="#">4</a>	Statement of Changes in Net Assets/Equity
<a href="#">5</a>	Statement of Financial Position
<a href="#">6</a>	Statement of Cash Flows
<a href="#">7 - 17</a>	Notes to the Financial Statements
<a href="#">18- 20</a>	Independent Auditor's Report

# Fairhall School

## Statement of Responsibility

For the year ended 31 December 2025

The Board accepts responsibility for the preparation of the annual financial statements and the judgements used in these financial statements.

The management (including the Principal and others, as directed by the Board) accepts responsibility for establishing and maintaining a system of internal controls designed to provide reasonable assurance as to the integrity and reliability of the School's financial reporting.

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

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

Sara Bishell

Full Name of Presiding Member

Signed by:



DAC84A5707B400EF

Signature of Presiding Member

26/05/2026

Date:

Debbie Stanger

Full Name of Principal

Signed by:



5AE05CA10B81C60E

Signature of Principal

26/05/2026

Date:

# Fairhall School

## Members of the Board

For the year ended 31 December 2025

<b>Name</b>	<b>Position</b>	<b>How Position Gained</b>	<b>Term Expired/ Expires</b>
Clive Dougall	Presiding Member	Elected	Sept 2025
Sara Bishell	Presiding Member	Elected	Mar 2027
Debbie Stanger	Principal	ex Officio	
Rachel Roundhill	Parent Representative	Re-Elected	Sept 2028
Anna O' Hagan	Parent Representative	Elected	Mar 2027
Sara Bishell	Parent Representative	Elected	Sept 2025
John Murphy	Parent Representative	Co-opted	Sept 2025
Fiona McCullagh	Parent Representative	Elected	Sept 2028
Tanya Pouwhare	Parent Representative	Elected	Sept 2028
Carly Barnes	Staff Representative	Elected	Sept 2025
Nicole Jones	Staff Representative	Elected	Sept 2028
In attendance:			
Sandra Van Hensbergen	Board Secretary		

# Fairhall School

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2025

		2025	2025	2024
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
		\$	\$	\$
<b>Revenue</b>				
Government Grants	2	2,259,261	1,533,435	1,817,692
Locally Raised Funds	3	156,515	143,900	141,671
Interest		4,262	8,000	11,177
Gain on Sale of Property, Plant and Equipment		-	-	1,217
<b>Total Revenue</b>		<b>2,420,038</b>	<b>1,685,335</b>	<b>1,971,757</b>
<b>Expense</b>				
Locally Raised Funds	3	75,000	30,250	29,181
Learning Resources	4	1,645,770	1,112,849	1,326,045
Administration	5	139,769	130,523	157,784
Interest		4,522	-	4,377
Property	6	509,570	413,913	459,349
Loss on Disposal of Property, Plant and Equipment		647	-	-
<b>Total Expense</b>		<b>2,375,278</b>	<b>1,687,535</b>	<b>1,976,736</b>
<b>Net Surplus / (Deficit) for the year</b>		<b>44,760</b>	<b>(2,200)</b>	<b>(4,979)</b>
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<b>44,760</b>	<b>(2,200)</b>	<b>(4,979)</b>

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

# Fairhall School

## Statement of Changes in Net Assets/Equity

For the year ended 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
<b>Equity at 1 January</b>		185,082	185,082	190,061
Total comprehensive revenue and expense for the year		44,760	(2,200)	(4,979)
Contribution - Furniture and Equipment Grant		7,991	-	-
<b>Equity at 31 December</b>		237,833	182,882	185,082
Accumulated comprehensive revenue and expense		237,833	182,882	185,082
<b>Equity at 31 December</b>		237,833	182,882	185,082

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

# Fairhall School

## Statement of Financial Position

As at 31 December 2025

		2025	2025	2024
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Current Assets</b>				
Cash and Cash Equivalents	7	38,675	35,169	3,928
Accounts Receivable	8	138,789	109,026	109,026
GST Receivable		8,237	6,719	6,719
Prepayments		17,754	16,033	16,033
Investments	9	80,342	132,374	132,374
Funds Receivable for Capital Works Projects	15	7,358	26,788	26,788
		291,155	326,109	294,868
<b>Current Liabilities</b>				
Accounts Payable	11	173,071	220,153	220,153
Revenue Received in Advance	12	11,638	18,553	18,553
Provision for Cyclical Maintenance	13	31,803	14,795	21,859
Finance Lease Liability	14	13,958	16,137	16,137
		230,470	269,638	276,702
<b>Working Capital Surplus</b>		60,685	56,471	18,166
<b>Non-current Assets</b>				
Property, Plant and Equipment	10	215,308	204,944	222,944
		215,308	204,944	222,944
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	13	13,176	54,386	31,881
Finance Lease Liability	14	24,984	24,147	24,147
		38,160	78,533	56,028
<b>Net Assets</b>		237,833	182,882	185,082
<b>Equity</b>		237,833	182,882	185,082

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

# Fairhall School

## Statement of Cash Flows

For the year ended 31 December 2025

		2025	2025	2024
	Note	Actual \$	Budget (Unaudited) \$	Actual \$
<b>Cash flows from Operating Activities</b>				
Government Grants		412,803	394,549	346,428
Locally Raised Funds		155,277	143,900	122,663
Goods and Services Tax (net)		(1,518)	-	5,202
Payments to Employees		(192,251)	(172,490)	(245,711)
Payments to Suppliers		(308,622)	(316,718)	(265,778)
Interest Paid		(4,522)	-	(4,377)
Interest Received		5,072	8,000	11,180
Net cash from/(to) Operating Activities		66,239	57,241	(30,393)
<b>Cash flows from Investing Activities</b>				
Proceeds from Sale of Property Plant & Equipment		-	-	1,217
Purchase of Property Plant & Equipment		(26,509)	(26,000)	(8,669)
Purchase of Investments		-	-	(7,366)
Proceeds from Sale of Investments		52,032	-	-
Net cash from/(to) Investing Activities		25,523	(26,000)	(14,818)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		7,991	-	-
Finance Lease Payments		(13,612)	-	(13,941)
Funds Administered on Behalf of Other Parties		(51,394)	-	6,814
Net cash (to) Financing Activities		(57,015)	-	(7,127)
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>34,747</b>	<b>31,241</b>	<b>(52,338)</b>
Cash and cash equivalents at the beginning of the year	7	3,928	3,928	56,266
<b>Cash and cash equivalents at the end of the year</b>	<b>7</b>	<b>38,675</b>	<b>35,169</b>	<b>3,928</b>

The Statement of Cash Flows records only those cash flows directly within the control of the School. This means centrally funded teachers' salaries, use of land and buildings grant and expense, and other notional items have been excluded.

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

# Fairhall School

## Notes to the Financial Statements

### For the year ended 31 December 2025

#### 1. Statement of Accounting Policies

##### 1.1. Reporting Entity

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

##### 1.2. Basis of Preparation

###### **Reporting Period**

The financial statements have been prepared for the period 1 January 2025 to 31 December 2025 and in accordance with the requirements of the Education and Training Act 2020.

###### **Basis of Preparation**

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

###### **Financial Reporting Standards Applied**

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

###### **PBE Accounting Standards Reduced Disclosure Regime**

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

###### **Measurement Base**

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

###### **Presentation Currency**

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

###### **Specific Accounting Policies**

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

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

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

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

###### **Cyclical Maintenance**

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

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

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

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

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

#### *Classification of leases*

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

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 14. Future operating lease commitments are disclosed in note 20b.

#### *Recognition of grants*

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

## **1.3. Revenue Recognition**

### **Government Grants**

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

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

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

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

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

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

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

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

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

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

## **Interest Revenue**

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

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

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

### **1.5. Finance Lease Payments**

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

### **1.6. Cash and Cash Equivalents**

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

### **1.7. Accounts Receivable**

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

### **1.8. Investments**

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

### **1.9. Property, Plant and Equipment**

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

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

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

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

## **Finance Leases**

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

## **Depreciation**

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

The estimated useful lives of the assets are:

Building Improvements	20-40 years
Furniture and Equipment	5-10 years
Information and Communication Technology	4-5 years
Leased Assets held under a Finance Lease	Term of Lease
Library Resources	12.5% Diminishing value

### **1.10. Impairment of property, plant and equipment**

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

#### *Non cash generating assets*

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

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

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

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

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

### **1.11. Accounts Payable**

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

### **1.12. Employee Entitlements**

#### *Short-term employee entitlements*

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

#### *Long-term employee entitlements*

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

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

### **1.13. Revenue Received in Advance**

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

The School holds sufficient funds to enable the refund of unearned fees in relation to international students, should the School be unable to provide the services to which they relate.

### **1.14. Funds held for Capital Works**

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

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

### **1.15. Provision for Cyclical Maintenance**

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

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

The School carries out painting maintenance of the whole school over a variety of periods in accordance with the conditional assessment of each area of the school. The economic outflow of this is dependent on the plan established by the School to meet this obligation and is detailed in the notes and disclosures of these accounts.

### **1.16. Financial Instruments**

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

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

### **1.17. Goods and Services Tax (GST)**

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

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

Commitments and contingencies are disclosed exclusive of GST.

### **1.18. Budget Figures**

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

### **1.19. Services received in-kind**

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

## 2. Government Grants

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Government Grants - Ministry of Education	422,379	392,549	374,683
Teachers' Salaries Grants	1,461,014	888,886	1,058,856
Use of Land and Buildings Grants	371,990	250,000	384,153
Other Government Grants	3,878	2,000	-
	<u>2,259,261</u>	<u>1,533,435</u>	<u>1,817,692</u>

## 3. Locally Raised Funds

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

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
<b>Revenue</b>			
Donations and Bequests	33,374	77,900	93,673
Fees for Extra Curricular Activities	70,755	18,500	20,002
Trading	985	11,000	355
Fundraising and Community Grants	40,027	23,500	19,384
Other Revenue	11,374	13,000	8,257
	<u>156,515</u>	<u>143,900</u>	<u>141,671</u>
<b>Expense</b>			
Extra Curricular Activities Costs	66,509	18,500	22,241
Trading	6,491	11,750	2,792
Fundraising and Community Grant Costs	2,000	-	4,148
	<u>75,000</u>	<u>30,250</u>	<u>29,181</u>
<i>Surplus for the year Locally Raised Funds</i>	<u>81,515</u>	<u>113,650</u>	<u>112,490</u>

## 4. Learning Resources

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Curricular	21,839	65,941	60,570
Information and Communication Technology	2,933	14,500	9,410
Employee Benefits - Salaries	1,563,826	977,486	1,191,357
Staff Development	6,993	9,822	14,452
Depreciation	49,594	44,000	49,264
Other Learning Resources	585	1,100	992
	<u>1,645,770</u>	<u>1,112,849</u>	<u>1,326,045</u>

## 5. Administration

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Audit Fees	11,650	6,233	9,365
Board Fees and Expenses	7,225	7,750	8,372
Other Administration Expenses	36,528	35,500	30,002
Employee Benefits - Salaries	67,877	63,890	91,188
Insurance	9,187	10,503	8,765
Service Providers, Contractors and Consultancy	7,302	6,647	10,092
	<u>139,769</u>	<u>130,523</u>	<u>157,784</u>

## 6. Property

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Consultancy and Contract Services	36,432	37,303	36,453
Cyclical Maintenance	29,493	59,487	(38,833)
Heat, Light and Water	22,162	16,523	26,867
Rates	751	800	688
Repairs and Maintenance	17,460	23,000	23,441
Use of Land and Buildings	371,990	250,000	384,153
Employee Benefits - Salaries	23,152	20,000	18,285
Other Property Expenses	8,130	6,800	8,295
	<u>509,570</u>	<u>413,913</u>	<u>459,349</u>

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

## 7. Cash and Cash Equivalents

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Bank Accounts	38,675	35,169	3,928
Cash and cash equivalents for Statement of Cash Flows	<u>38,675</u>	<u>35,169</u>	<u>3,928</u>

Of the \$38,675 Cash and Cash Equivalents and \$80,342 Investments, \$11,638 is subject to restrictions for the following reasons:

- \$8,907 of unspent grant funding is subject to conditions which specify how the grant is required to be spent. If these conditions are not met, the funds will need to be returned. This is included in Revenue in Advance in note 12.
- \$2,731 of Other Revenue in Advance is held by the School. This is included in Revenue in Advance note 12.

## 8. Accounts Receivable

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Receivables	441	-	-
Receivables from the Ministry of Education	6,271	5,588	5,588
Interest Receivable	640	1,450	1,450
Teacher Salaries Grant Receivable	131,437	101,988	101,988
	<u>138,789</u>	<u>109,026</u>	<u>109,026</u>
Receivables from Exchange Transactions	1,081	1,450	1,450
Receivables from Non-Exchange Transactions	137,708	107,576	107,576
	<u>138,789</u>	<u>109,026</u>	<u>109,026</u>

## 9. Investments

The School's investment activities are classified as follows:

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Current Asset			
Short-term Bank Deposits	80,342	132,374	132,374
Total Investments	<u>80,342</u>	<u>132,374</u>	<u>132,374</u>

## 10. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2025	\$	\$	\$	\$	\$	\$
Building Improvements	28,322	-	-	-	(1,256)	27,066
Furniture and Equipment	125,839	26,113	-	-	(21,100)	130,852
Information and Communication Technology	25,145	150	-	-	(9,051)	16,244
Leased Assets	38,804	16,044	-	-	(17,626)	37,222
Library Resources	4,834	298	(647)	-	(561)	3,924
	222,944	42,605	(647)	-	(49,594)	215,308

The net carrying value of furniture and equipment held under a finance lease is \$37,222 (2024: \$38,804)

### Restrictions

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

	2025 Cost or Valuation	2025 Accumulated Depreciation	2025 Net Book Value	2024 Cost or Valuation	2024 Accumulated Depreciation	2024 Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	108,674	(81,608)	27,066	108,674	(80,352)	28,322
Furniture and Equipment	545,427	(414,575)	130,852	519,313	(393,474)	125,839
Information and Communication Technology	120,459	(104,215)	16,244	120,309	(95,164)	25,145
Leased Assets	71,698	(34,476)	37,222	63,714	(24,910)	38,804
Library Resources	19,977	(16,053)	3,924	22,721	(17,887)	4,834
	866,235	(650,927)	215,308	834,731	(611,787)	222,944

## 11. Accounts Payable

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Creditors	21,950	101,144	101,144
Accruals	9,650	7,365	7,365
Employee Entitlements - Salaries	135,570	106,269	106,269
Employee Entitlements - Leave Accrual	5,901	5,375	5,375
	173,071	220,153	220,153
Payables for Exchange Transactions	173,071	220,153	220,153
	173,071	220,153	220,153

The carrying value of payables approximates their fair value.

## 12. Revenue Received in Advance

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Grants in Advance - Ministry of Education	8,907	16,692	16,692
Other Revenue in Advance	2,731	1,861	1,861
	11,638	18,553	18,553

### 13. Provision for Cyclical Maintenance

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Provision at the Start of the Year	53,740	53,740	92,573
Increase/(decrease) to the Provision During the Year	29,493	59,487	(38,833)
Use of the Provision During the Year	(38,254)	(44,046)	-
Provision at the End of the Year	<u>44,979</u>	<u>69,181</u>	<u>53,740</u>
Cyclical Maintenance - Current	31,803	14,795	21,859
Cyclical Maintenance - Non current	13,176	54,386	31,881
	<u>44,979</u>	<u>69,181</u>	<u>53,740</u>

The School's cyclical maintenance schedule details annual painting & other significant cyclical maintenance work to be undertaken. The costs associated with this annual work will vary depending on the requirements during the year. This plan is based on the School's 10 Year Property plan is prepared by a Ministry of Education appointed property consultant.

### 14. Finance Lease Liability

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

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
No Later than One Year	16,884	19,146	19,146
Later than One Year	27,698	27,220	27,220
Future Finance Charges	(5,640)	(6,082)	(6,082)
	<u>38,942</u>	<u>40,284</u>	<u>40,284</u>
<b>Represented by:</b>			
Finance lease liability - Current	13,958	16,137	16,137
Finance lease liability - Non current	24,984	24,147	24,147
	<u>38,942</u>	<u>40,284</u>	<u>40,284</u>

### 15. Funds Held for Capital Works Projects

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

	2025	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions / Transfers \$	Closing Balances \$
AMS Comb: B;C;L: Roofing replacement - 237618		(26,788)	97,512	(78,082)	-	(7,358)
LSPM Funding -249582		-	43,935	(43,935)	-	-
Totals		<u>(26,788)</u>	<u>141,447</u>	<u>(122,017)</u>	<u>-</u>	<u>(7,358)</u>

#### Represented by:

Funds Receivable from the Ministry of Education (7,358)

	2024	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions / Transfers \$	Closing Balances \$
UNC: Site: Pump Upgrade - 235781		900	-	(900)	-	-
AMS Comb: B;C;L: Roofing replacement - 237618		36,322	250,000	(313,110)	-	(26,788)
Totals		<u>37,222</u>	<u>250,000</u>	<u>(314,010)</u>	<u>-</u>	<u>(26,788)</u>

#### Represented by:

Funds Receivable from the Ministry of Education (26,788)

## 16. Related Party Transactions

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

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

## 17. Remuneration

### Key management personnel compensation

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

	2025 Actual \$	2024 Actual \$
<i>Board Members</i>		
Remuneration	2,920	3,515
<i>Leadership Team</i>		
Remuneration	398,275	379,856
Full-time equivalent members	3.00	3.00
Total key management personnel remuneration	401,195	383,371

There are six members of the Board excluding the Principal. The Board had held nine full meetings of the Board in the year. The Board also has Finance and Property 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 Actual \$000	2024 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	160-170	150-160
Benefits and Other Emoluments	0-10	4-5
Termination Benefits	0-0	0-0

### Other Employees

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

Remuneration \$000	2025 FTE Number	2024 FTE Number
100 -110	4.00	2.00
120 - 130	1.00	1.00
130 - 140	1.00	-
	6.00	3.00

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

## 18. Compensation and Other Benefits Upon Leaving

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

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

## 19. Contingencies

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

### Holidays Act Compliance – Schools Payroll

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

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

## 20. Commitments

### (a) Capital Commitments

At 31 December 2025, the Board had no capital commitments (2024:\$70,730).

### (b) Operating Commitments

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

(Operating commitments at 31 December 2024: nil)

## 21. Financial Instruments

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

### Financial assets measured at amortised cost

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Cash and Cash Equivalents	38,675	35,169	3,928
Receivables	138,789	109,026	109,026
Investments - Term Deposits	80,342	132,374	132,374
Total financial assets measured at amortised cost	<u>257,806</u>	<u>276,569</u>	<u>245,328</u>

### Financial liabilities measured at amortised cost

Payables	173,071	220,153	220,153
Finance Leases	38,942	40,284	40,284
Total financial liabilities measured at amortised cost	<u>212,013</u>	<u>260,437</u>	<u>260,437</u>

## 22. Events After Balance Date

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

## 23. Comparatives

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

## INDEPENDENT AUDITOR'S REPORT

### TO THE READERS OF FAIRHALL SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2025

The Auditor-General is the auditor of Fairhall School (the School). The Auditor-General has appointed me, Warren Johnstone, using the staff and resources of BDO Christchurch Audit Limited, to carry out the audit of the financial statements of the School on pages 3 to 17, 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 School's financial position as at 31 December 2025; and
  - the financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector - Public Benefit Entity Standards, Reduced Disclosure Regime.

Our audit was completed on 26 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 School for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand.

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

In preparing the financial statements, the Board is responsible 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 included in the Board's annual report

The Board is required to prepare an annual report which includes the annual financial statements and the audit report, as well as the Members of the Board listing, a Statement of Variance, 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 Strategic Plan, Members of the Board listing, Evaluation and Analysis, Statement of Compliance with Employment Policy, and Statement of KiwiSport funding.

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 School.



Warren Johnstone  
BDO Christchurch Audit Limited  
On behalf of the Auditor-General  
Christchurch, New Zealand



# Fairhall School

Whāia te iti kahurangi

## Strategic Plan 2024-2025

Values: Fairhall PRIDE – **P**erseverance | Manawanui, **R**espect | Whakaute, **I**ntegrity | Ngākau pono, **D**iversity | Kanorau, **E**mpathy | Atawhai

Goals	Strategies/Initiatives	What we expect to see
<p><b>1. <u>Teaching &amp; Learning</u></b>  <i>Our teaching &amp; curriculum provides flexible, rich, relevant &amp; unique learning pathways for all</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Engage, review &amp; refresh our local Curriculum &amp; Te Mātaiaho</li> <li><input type="checkbox"/> Enhance staff capabilities through targeted assessment &amp; curriculum professional development</li> </ul>	<p><i>Well-rounded, positive individuals have a sense of place and skills to move confidently into the future</i></p>
<p><b>2. <u>Hauora</u></b>  <i>Enhance resilience &amp; well-being practices through our environment</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Implement Positive Behaviour for Learning – School-wide</li> <li><input type="checkbox"/> Develop &amp; implement a School Property Plan</li> </ul>	<p><i>An environment that supports us being connected, resilient, proud of &amp; confident in who we are</i></p>
<p><b>3. <u>Cultural connections</u></b>  <i>Diversity, inclusion &amp; community connections are reinvigorated &amp; valued</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Expand &amp; evidence culturally responsive practices across the school</li> <li><input type="checkbox"/> Develop and implement a community engagement plan</li> </ul>	<p><i>Connections &amp; practices engage &amp; support learning pathways for all</i></p>

Year		2024				2025				Success Outcomes	
Term	Initiative	1	2	3	4	1	2	3	4		
<b>Teaching &amp; Learning</b> Our teaching & curriculum provides flexible, rich, relevant & unique learning pathways for all	Engage, review & refresh our local Curriculum & Te Mātaiaho	Local Curriculum draft	Implement Local Curriculum				Review Local Curriculum				Well-rounded, positive individuals have a sense of place and skills to move confidently into the future
	Enhance staff capabilities through targeted assessment & curriculum professional development	PCG goals set	Observations / Feedback Moderation	Final meetings	PCG goals set	Observations / Feedback Moderation	Final meetings				
<b>Hauora</b> <i>Enhance resilience &amp; well-being practices through our environment</i>	Implement Positive Behaviour for Learning – School-wide	Tier 1 training						Review		An environment that supports us being connected, resilient, proud of & confident in who we are	
	Develop & implement a School Property Plan			Property Plan Draft		Implement property plan					
<b>Cultural connections</b> <i>Diversity, inclusion &amp; community connections are reinvigorated &amp; valued</i>	Expand & evidence culturally responsive practices across the school	Cultural Team & leaders established	Whānau Hui				Whānau Hui			Connections & practices engage & support learning pathways for all	
	Develop and implement a community engagement plan		Community engagement plan development	Implement plan			Health Consultation				

Initiative	Measures	Success Outcomes
Engage, review & refresh our local Curriculum & Te Mātaiaho	<p>Staff training rates, Observations, Survey results (children, staff, whānau)</p> <p>Te Mātaiaho implementation plan ie. English, Maths and Statistics implemented in schools from the beginning of 2025</p> <p>Use of relevant and consistent schoolwide assessment systems</p>	<p>Local curriculum evident in planning and teaching programmes</p> <p>A project-based inquiry approach is used confidently</p> <p>Teachers will develop in depth knowledge of Te Mātaiaho as a basis for quality teaching, learning and relevant assessment systems</p> <p>Common Practice Model being used across the school to drive high-quality teaching and learning</p>
Enhance staff capabilities through targeted assessment & curriculum professional development	<p>Professional Growth Cycle</p> <p>Participation in within and across school moderation</p>	<p>PGC goals reflect schoolwide focus</p> <p>Confidence with OTJs</p>
Implement Positive Behaviour for Learning - School-wide	<p>Behaviour data, staff training rates, observations, embedding frequency - surveys (children, staff) daily, weekly</p>	<p>We are confident &amp; consistent with PB4L-SW practices and systems</p>
Develop & implement a School Property Plan	<p>Survey results (children, staff, board, whānau &amp; wider community)</p>	<p>Physical spaces reflect &amp; support learning</p>
Expand & evidence culturally responsive practices across the school	<p>Evidence of Te Reo being used in class (eg. through such things as observations, self self-reflection).</p>	<p>Students / whānau have a sense of belonging and are active in the school community</p> <p>Te Reo used more confidently by kaiako</p> <p>We have a developing relationship with mana whenua to ensure we can reflect their aspirations for our school and give effect to Te Tiriti o Waitangi and its principles in our local school curriculum</p> <p>Representation of different cultures visible and celebrated in the school</p>
Develop and implement a community engagement plan	<p>Survey results (children, staff, board, whānau &amp; wider community)</p>	<p>The community is regularly and effectively consulted</p>

## Annual Implementation Plans

Goal: **Teaching & Learning** Our teaching & curriculum provides flexible, rich, relevant & unique learning pathways for all

Initiative	Actions	Who	Review	Timeline	Resources
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	<p><b>Literacy</b>          Ensure learning is authentic and relevant to our local curriculum.          Use of professional observations to identify areas of needs within staff and offer professional learning opportunities for those staff to upskill (PGC)          Identify target students in writing to support school wide goal and monitor student's progress throughout the year.</p>	<p>ASL, WSL, AO'S</p> <p>ASL, WSL, AO'S</p>	<p>Year 7%</p>		
	<p><b>Te Mātaiaho</b>  <b>Mathematics</b>          Engage in School wide professional learning and development that focuses on the refreshed Mathematics and Statistics curriculum- Jacqui Clayton/MOE</p> <p>Engage in Mathematics PLD opportunities for 'No problem Maths' programme and support staff to implement in classes</p> <p>Review and strengthen moderation processes to ensure OTJs are consistent across gold/blue team.</p> <p>Communicate with whānau in different ways in regards to the new curriculum and the changes with the phases.</p> <p><b>Literacy</b>          Engage in School-wide professional learning and development that focuses on the refreshed English curriculum and BSLA</p>	<p>All staff</p> <p>All staff BB, SLT, ASL</p> <p>All staff</p> <p>BB, SLT, ASL</p> <p>AO'S , SLT</p>			

	<p>Review and strengthen moderation processes to ensure OTJs are consistent across gold/blue team.</p> <p>Communicate with whānau in different ways in regards to the new curriculum and the changes, and the phases.</p>	<p>All staff</p> <p>AO'S, SLT, ASL</p>			
<p><b>Summary &amp; Next steps 2026:</b></p>	<p><b>Curriculum Overview and Updates for 2026</b></p> <ul style="list-style-type: none"> <li>● Refine the Curriculum Overview that SLT are putting together with the Curriculum Team at the beginning of the year.</li> <li>● Model, refine, and use planning templates that align with the refreshed curriculum.</li> <li>● Gain staff feedback on areas where staff need support in new curriculum approaches to identify specific next steps in Professional Learning.</li> <li>● Utilising community feedback, along with community events in the calendar, to support decisions about our Inquiry curriculum focuses throughout the year.</li> </ul> <p><b>English Next Steps for 2026</b></p> <ul style="list-style-type: none"> <li>● Continue to implement BSLA in Years 4–6, ensuring staff are supported through observations and collaborative planning.</li> <li>● Finalise and embed the Literacy Essence Statement across all year levels.</li> <li>● Review, edit, and update new curriculum statements as needed.</li> <li>● Refine the writing process collaboratively with staff and display it in classrooms, ensuring consistent language and alignment with curriculum statements.</li> <li>● Continue to monitor and track the progress of target students in writing, using data to inform instructional decisions and interventions.</li> <li>● Strengthen moderation practices further, building on PLD from 2025 to ensure consistency and accuracy across teams with the new curriculum changes</li> <li>● Continue proactive communication with whānau to maintain understanding and engagement in the literacy programme.</li> </ul> <p><b>Mathematics Next Steps for 2026</b></p> <ul style="list-style-type: none"> <li>● Continue implementing the Maths No Problem programme across Years 0–8, ensuring staff are supported through observations and collaborative planning.</li> <li>● Hold a parent information evening to help whānau understand the programme and how they can support learning at home.</li> <li>● Strengthen moderation practices further, building on PLD from 2025 to ensure consistency and accuracy in assessments and Informed Decisions (IDs) across teams.</li> <li>● Continue auditing and updating mathematical resources to ensure classrooms are fully equipped to deliver the curriculum and the Maths No Problem programme effectively.</li> <li>● Create and review school-wide systems for planning and assessment, including unit and year plans, ensuring consistency across the school.</li> <li>● Maintain proactive communication with whānau to keep them informed about curriculum changes, assessment phases, and learning opportunities.</li> </ul>				

<p>Enhance staff capabilities through targeted assessment &amp; curriculum professional development</p>	<p><b>Positive staff culture &amp; collaboration focus</b></p> <p>Review and strengthen moderation processes in both Maths and Literacy to ensure OTJs are consistent across gold/blue team.</p> <p><b>Professional Growth Cycle</b></p> <ul style="list-style-type: none"> <li>- Develop and push out with staff. Documentation the same throughout the school</li> <li>- Collaborative inquiry shared to staff and unpacked. WSL working within the role to support teams in guiding them through the process</li> <li>- Observations actively happening within the school without prompting and a tuakana teina system with staff looking for ways to improve and change practice</li> </ul>	<p>BB, AO'S, SLT, ASL</p>			
<p><b>Summary &amp; Next steps 2026:</b></p>	<ul style="list-style-type: none"> <li>• Develop an overview that identifies times in the year where Peer/Team Leader/Principal Observations take place (add to Assessment Map)</li> <li>• Review documentation to ensure that it is fit for purpose and will meet the needs of our targeted learners.</li> <li>• Ensure that time is given to PGCs in both team and staff meetings to solidify the value of collaborative, reflective practice.</li> </ul>				

Monitoring Blue complete, green working on, pink needs attention

Goal: <b>Hauora</b> Enhance resilience & well-being practices through our environment					
Initiative	Actions	Who	Review	Timeline	Resources
<p>Implement Positive Behaviour for Learning - School-wide</p>	<p><b>Fairhall Fair4all - School-Wide (PB4L-SW)</b></p> <p><span style="background-color: #90EE90;">Implementation of PB4L - SW Tier One</span></p> <p>Regular staff meeting times allocated</p> <p>Classroom behaviour &amp; support</p> <p>Information Management Systems</p> <p>Launch new values and vision</p> <p>Launch and introduce matrix</p>	<p>T3+4 PLD 2025 PB4L team</p>		<p>T1</p>	<p>PB4L-SW MoE funding</p>

	<p>Matrix focus posters displayed throughout school</p> <p>Behaviour response continuum (minors and majors)</p> <p>Acknowledgement systems</p> <p>Develop a plan around focus goals and lessons to go with</p> <p>Tier two and three responses (school wide)</p> <p>Use PB4L budget to promote</p>				
Develop & implement a School Property Plan	<p>FS Property Plan development shared with the community</p> <p>5 Year Property Plan - explore links</p>	Unit holders FS Board		T1-4	Explore funding options
<b>Summary &amp; Next Steps 2026:</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Continue to refine Tier One practices to ensure consistency and sustainability across all classrooms.</li> <li><input type="checkbox"/> Develop and implement Tier Two and Tier Three supports to meet targeted student needs.</li> <li><input type="checkbox"/> Strengthen student voice in PB4L development, reflection, and review processes.</li> <li><input type="checkbox"/> Continue to use data-informed decision-making to guide improvement and celebrate success.</li> <li><input type="checkbox"/> Develop consistency around teaching of goals and what this looks like.</li> <li><input type="checkbox"/> Understand our current property state and future needs through audits and community/staff input.</li> <li><input type="checkbox"/> Set clear priorities for what needs to be developed, improved, or maintained.</li> <li><input type="checkbox"/> Align priorities with funding opportunities (including the 5YPP) to determine what's realistic.</li> <li><input type="checkbox"/> Create and share a clear Property Plan that guides projects over time and is reviewed annually.</li> </ul>				

Monitoring Blue complete, green working on, pink needs attention

Goal: **Cultural connections** Diversity, inclusion & community connections are reinvigorated & valued

Initiative	Actions	Who	Review	Timeline	Resources
Expand & evidence culturally responsive practices across the school	<b>Establish Teams and Leaders</b> Staff/whānau cultural connections team (T1) Year 7/8 student leaders (T1)	Michael	Termly	Term 1	
	<b>Hui</b> Cultural connections team hui (T1, 2, 3, 4) Student leaders hui (T1, 2, 3, 4) Whānau Māori hui (annually T3)	Michael Debbie BOT	Termly	Ongoing	Vanessa (cultural guidance) Budget for kai at whānau hui
	<b>Te reo Māori</b> He kupu o te wiki - school wide Mihimihi used in KidZone - Year 3 up Promote new school vision and values kupu - school wide Promote correct pronunciation of class/colour team names Te reo Māori with Vanessa Celebrate te wiki or te reo Māori (W10, T3) Bilingual signage around school (ongoing) Whānau kura session with Vanessa	Michael Staff	Termly	Ongoing	Slides, audio Carly exploring funding opportunities Vanessa Budget to add/replace/update signage
	<b>Tikanga</b> Piritahi Marlborough Wide PD Day - Anton Mathews Explore PD opportunities Atua visible in school	Michael Staff	Termly	Ongoing	Rita - Resource Māori Whānau Māori
	<b>Local Stories</b> Use Rina, Peter, to support histories curriculum Use local produced ngā pukapuka Purchase ngā pukapuka for library Local curriculum and story telling; colour teams, class names, TWK	Michael Joy Staff	Termly	Ongoing	Peter Mahana Rina Pinker Budget to purchase ngā pukapuka

	<p><b>Whānau Māori engagement</b>  Whānau Māori hui (T3)  Matariki (W8, T2)  Kapa haka perform at Show Day (T4)  Taiopenga (T4)</p>	Michael Staff BOT	Termly	T2 T2 T3	Vanessa Whānau Māori
	<p><b>Communication</b>  Establish list of key cultural events throughout the year relevant to our school  Cultural events and celebrations shared through school wide newsletter (ongoing)  Support teachers to include basic te reo Māori in class newsletters, emails, communication. (ongoing)</p>	Michael Carly Debbie	Termly	T1 Ongoing	
	<p><b>Celebrate all cultures/backgrounds</b>  Vita Vaka – Fua Creative support PRIDE launch  Student Pasifica Group  Te Whare Kahikatea Artwork displayed (T1)  National flags/cultures of children purchased for flag pole  International Languages Week  Create a list of cultures at Fairhall</p>	Michael Jane Staff		T1 T2  T2	Vita – Fua Creative Patricia Whānau Kura Rina + Vanessa
	<p><b>Kapa Haka</b>  New school waiata learnt by whole school  Perform at marae  Sign up kapa haka -tuakana-teina (T1)  Establish staff/whānau supports (T1)  Start Kapa Haka (T2)  Ngā iwi e waru waiata learn school wide (T2-4)  Performance – Matariki (T2), Show Day (T4), Taiopenga(T4)  Staff/Whānau group for Taiopenga (T4)-2025? 2026?</p>	Michael Carly Nan Olivia Katie Vanessa Mana kura -MCG Staff	Termly	T1 T1 T2 T2, 3, 4 T4	Vanessa
Develop and implement a community	Implement the Community Engagement plan Regularly & emerging reviews	FS Board / Principal/ SLT & Unit	2x termly prior to Board & Strategic Leadership meetings	T1 T2	

engagement plan		Holder		T3-4	
Summary & Next Steps 2026:	<p>1. Leadership &amp; Direction</p> <ul style="list-style-type: none"> <li>• Develop a <b>Cultural Responsiveness Action Plan (2026)</b> with clear priorities and timelines</li> <li>• Strengthen the Cultural <b>Connections Team</b> and Y7/8 student leaders.</li> </ul> <p><b>2. Te Reo Māori Integration</b></p> <ul style="list-style-type: none"> <li>• Continue regular PLD with Vanessa + practical classroom resources.</li> <li>• Embed <b>te reo in daily practice</b>: KidZone, newsletters, signage, values, behaviour language.</li> </ul> <p>3. Tikanga &amp; Culturally Responsive Pedagogy</p> <ul style="list-style-type: none"> <li>• Strengthen daily tikanga routines: greetings, karakia, waiata, classroom and schoolwide protocols.</li> <li>• Provide whole-staff PLD in <b>cultural capability</b>, aligned to Te Tiriti and Te Mātaiaho.</li> </ul> <p>4. Local Curriculum &amp; Histories</p> <ul style="list-style-type: none"> <li>• Map local stories, places, and pūrākau into annual planning across Year 1–8.</li> <li>• Continue partnerships with local experts (e.g., Rina, Peter) to support NZ Histories and Te Mātaiaho.</li> <li>• Strengthen place-based learning: annual <b>local hikoi/site visits</b>.</li> </ul> <p><b>5. Whānau Māori Engagement</b></p> <ul style="list-style-type: none"> <li>• Co-design a <b>Whānau Māori Action Plan</b> at the annual T3 hui.</li> <li>• Establish a whānau resource/support group for kapa haka, reo, arts, and tikanga.</li> <li>• Increase regular communication: termly updates, invitations to learning celebrations.</li> <li>• Host <b>whānau-led workshops</b> (e.g. reo basics).</li> </ul> <p><b>6. Celebrating All Cultures</b></p> <ul style="list-style-type: none"> <li>• Host an annual <b>Fairhall Cultural Festival/Multicultural Event</b>.</li> <li>• Maintain and share a school-wide <b>cultural events calendar</b>.</li> <li>• Continue International Languages Week, flags, and classroom cultural storytelling.</li> </ul> <p><b>7. Kapa Haka Development</b></p>				

- Develop a **long-term vision** for kapa haka (e.g., performance-level end of 2026).
- Explore the possibility of an annual **marae** visit.
- Community Engagement  
Start with clarity around *why* we want to engage our community. (Whanaungatanga (relationships first), Manaakitanga (care and hospitality), Partnership (shared decision-making), Transparency (clear, consistent communication))
- Identify who our “community” actually is. This helps target engagement and forms our engagement network.
- Start with what already exists and make it more deliberate:
  - Termly whānau hui (general, not just Māori), Parent information evenings (curriculum, wellbeing, behaviour approaches), Class or team learning celebrations, Open classroom afternoons, Improved communication flow (newsletters, Hero, website)
- Build New Opportunities for Engagement. Start simple and scalable.
- Measure & Monitor Progress and engagement

Monitoring Blue complete, green working on, pink needs attention

## Appendix #1

### *How did we create this plan?*

We created this plan in consultation with the students, staff and whānau. The Board consulted the community: via a Community Survey in Term 4, 2023; a face-to-face survey at our 2024 NE whānau meeting Nov 2023; from staff visioning and discussion across Term 3-4. Key themes emerged that related to our Piritahi Kahui Ako workstreams. Achievement data, which is regularly analysed and presented to the Board throughout the year, was also considered. From our consultation, it was determined that our goals reflect the aspirations of our community. We prioritised our goals according to community feedback and identified the needs of the school through analysis of assessment data.

Goal	Links to Education Requirments
#1	NELP Priority 2,4,6, Te Mātaiaho and the Common Practice Model, Te Mātaiaho Implementation supports pack, The Literacy and Communication and Maths Strategy, Piritahi Kahui Ako Framework
#2	NELP Priorities 1,2,4, Attendance and Engagement Strategy, Wellbeing in Education Strategy, The New Zealand Child and Wellbeing Strategy, Ngā Kawatau, Piritahi Kahui Ako Framework
#3	NELP Priority 1,2,3,5, Ka Hikitia – Ka Hāpaitia Tau Mai te Reo , Niho Taniwha, Piritahi Kahui Ako Framework

## Appendix #2

### *Strategies for identifying and catering to students whose needs have not yet been well met*

A Fairhall School we use our Student Management System Edge SMS, to monitor progress over time. We identify children who are working below the expected level, using the Piritahi Kahui Ako Aspirational Levels. This identification is done using the whole school and team moderation of results. Trends are identified and cohorts are monitored and targeted as needed.

## Appendix #3

### *How are we giving effect to Te Tiriti o Waitangi?*

Using **Ngā Kawatau me ngā Tūmanakotanga o Te Taihū** – Our Iwi Aspirations as a taonga and referring to it and using it to help guide us during decision making and planning. **Strategic planning goals and resourcing (4 Management Units)** are based on Teaching & Learning, Hauora & Cultural Connections. **Data and reporting analysis** includes a breakdown of all learners based on ethnicity to ensure equitable outcomes for Māori learners vs the whole. We are an active part of the **Piritahi Kahui Ako** which has a framework based around **Ka Hikitia domains, equity, excellent, belonging, Hauora and Mauri Ora. Kapa Haka opportunities** for our whole kura along with **Te Reo** opportunities for students with our Kuia. We have a **representation of Māori on our Board**. We actively **engage our whānau** with Kanohi ki te Kanohi, Matariki, Hāngi, Whānau Hui. Board attendance at a **Regional Hui** with a focus on Ka Hikitia facilitated by our Kahui Ako through Poutama Pounamu.

# Evaluation & Analysis 2025

## (Data Summary End of Year 2025)

### EOY Data Summary & context 2025

A refreshed curriculum and reporting system have been explored and implemented in 2025. Our focus is on the progress children make and their overall achievement. Our assessments have been split this year, as we work between two curriculum.

Currently we have:

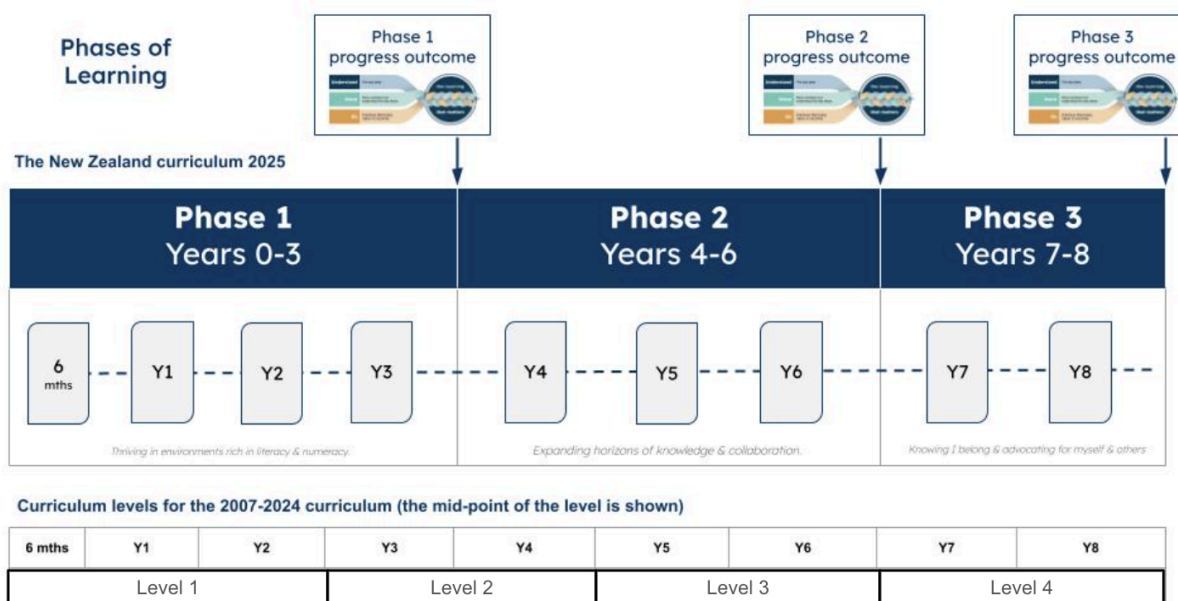
- Y1-8 *all* are working on the **Refreshed Mathematics and Statistics Curriculum**
- Y1-6 working on the **Refreshed English Curriculum**, covering Reading, Writing & Oral language
- Y7-8 working in the **Original English Curriculum** covering Reading & Writing.

This makes reporting **very** challenging in 2025.

Staff are getting to know the refreshed curricula where possible, or working with the original curriculum. The final document was confirmed at the end of October and will be used across the school from the start of 2026. It is important to note that the final documents have significant changes from the drafts we were working on, so further work is needed to understand the changes that have been made at the last minute.

Reporting will differ from previous years due to the significant curriculum changes in English and Mathematics & Statistics. We are currently awaiting clarification on the reporting and assessment requirements for 2026, due to be shared in November 2025.

Our current expectations in these areas are:



### Original Curriculum (Year 7-8 English)

End of Year Expected Curriculum Levels  
(aligned to Piritahi Kahu Ako levels)

Year 7	Year 8
Middle Level 4	End Level 4

## Refreshed Curriculum (Mathematics & Statistics (all) & English (Y1-6))

In the Refreshed NZ Curriculum, each Year Level is broken into 4 steps within the Phases to clearly show progress over time.

The current language for the 4 steps is:

- Early
- Developing
- Progressing
- End

Information has been shared with families around these changes multiple times across the year, and in one to one conferences.

[☰ Whānau Information on Curriculum change MidYear 2025](#)

For our data purposes, we are using the Informed Decisions from November 2025.

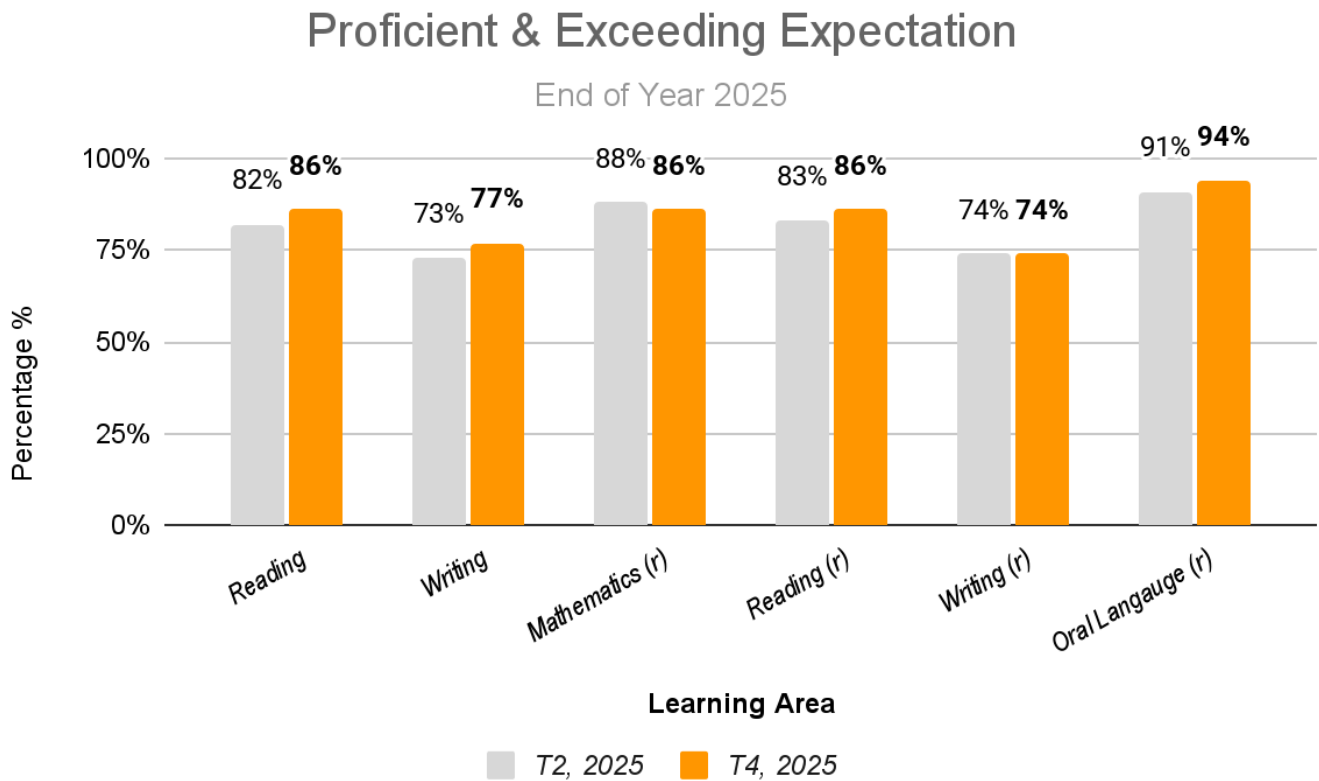
These are sorted into 4 categories:

- **Exceeding** (*Working beyond or above expectation*)
- **Proficient** (*Working within expectation*)
- **Progressing Towards** (*Below expectation*)
- **Needs support** (*ORS, IEPs Well below expectation*)

[☰ Whānau Information on Curriculum change 2025](#)

## Overall Progress 2025

Graph 1



This shows the progress this year from mid-year to the end of year. The data includes all students who have been at school longer than 6 months, and includes our special needs and ESOL students.

As the refreshed curriculum is compulsory from the start of 2026, we will focus on the refreshed data to inform the 2026 focus.

Writing (74%) is currently our lowest area, followed by Mathematics & Statistics and Reading (86%), and Oral Language (94%). Our target is 90%, although most are below this.

As per our Reporting Timeline, we held setting up for success meetings prior to the start of Term 1. We had Learning Conferences at the start of Term 2. We had further Learning Conferences at the start of term 3 to outline the new IDs reporting on HERO.

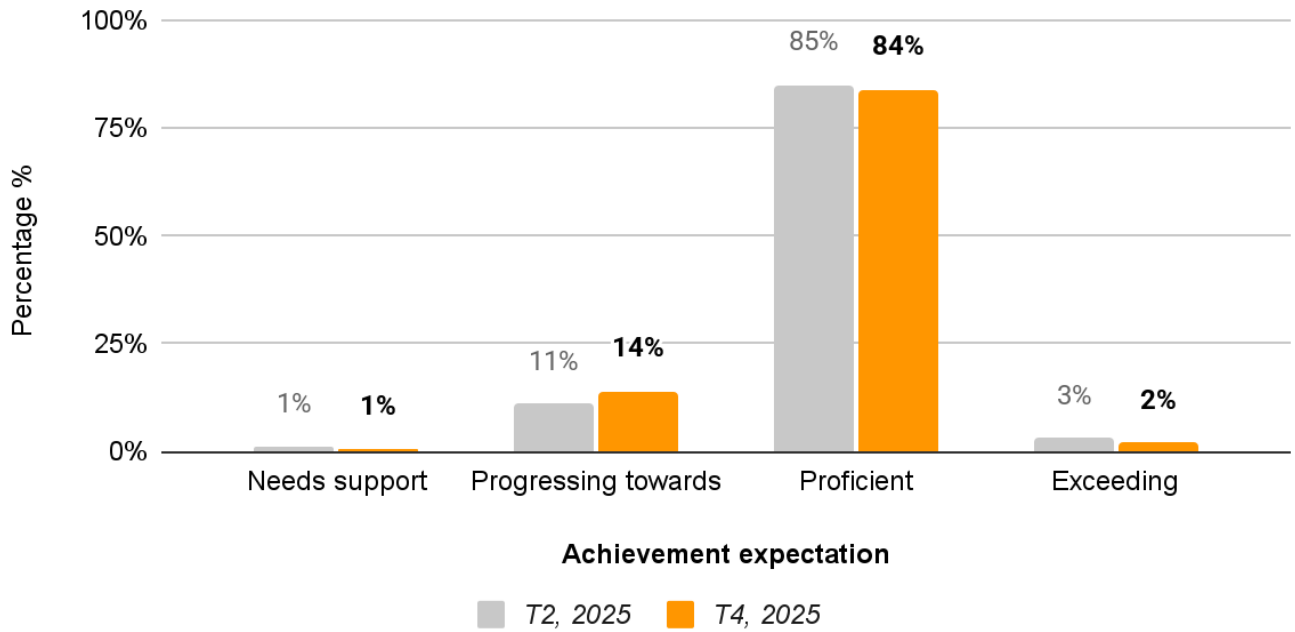
Our EOY reporting will be shared via HERO SMS system at the start of Week 11, Term 4. Comments will be written for each of the core areas (in this order): Mathematics & Statistics, Oral Language (Y1-6 only), Reading, Writing & a Strengths and Learning Comment | Kaiako - Teacher comment.

The following graphs and tables give more detail across each of the areas.

## Mathematics & Statistics (all refreshed curriculum & phases)

### Mathematics & Statistics (refreshed) Informed Decisions

End of Year 2025

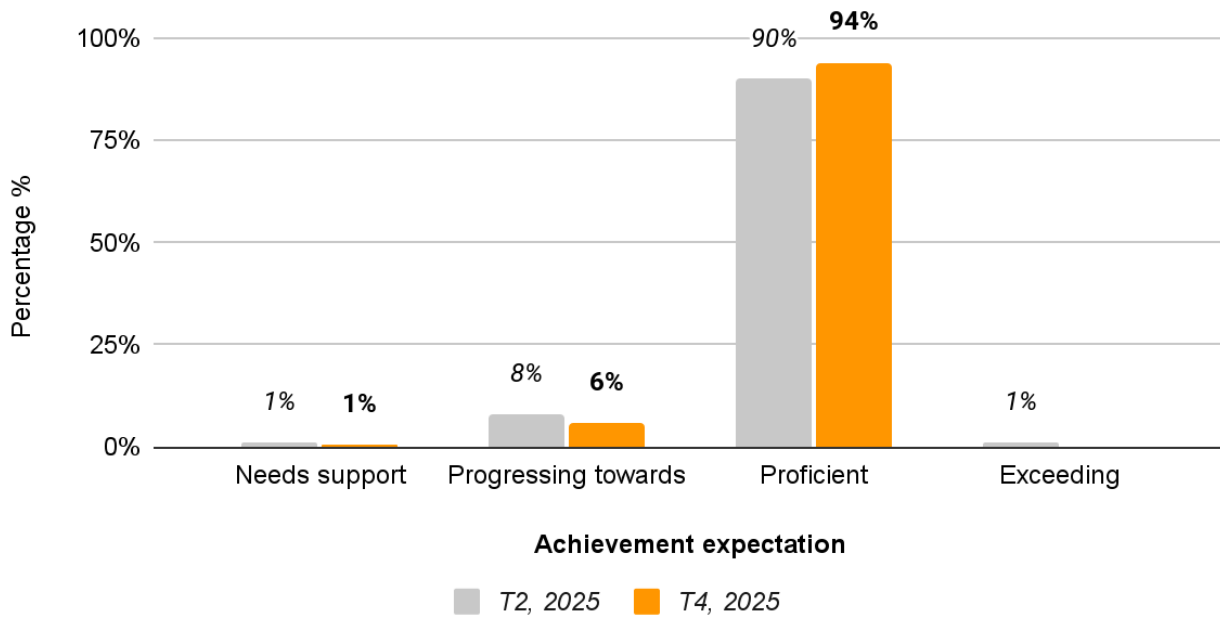


Currently, in [Mathematics & Statistics \(refreshed\)](#), **85.5%** (168/196) of children are achieving their expected curriculum phase (proficient & exceeding).

## Oral Language (refreshed)

### Oral Language (refreshed) Informed Decisions

End of Year 2025

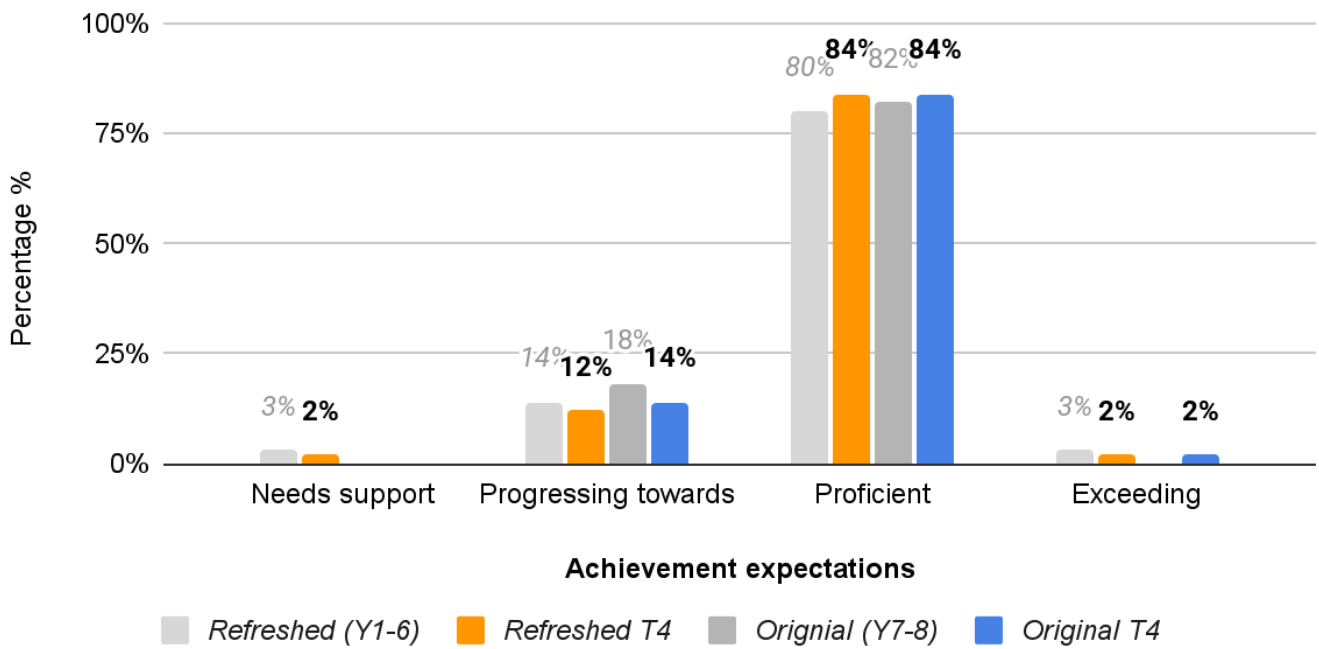


Currently, in [Oral Language \(refreshed\)](#), **93%** (141/152) of children are achieving their expected curriculum phase (proficient & exceeding).

## Reading

### Reading (refreshed & original) Informed Decisions

End of Year 2025

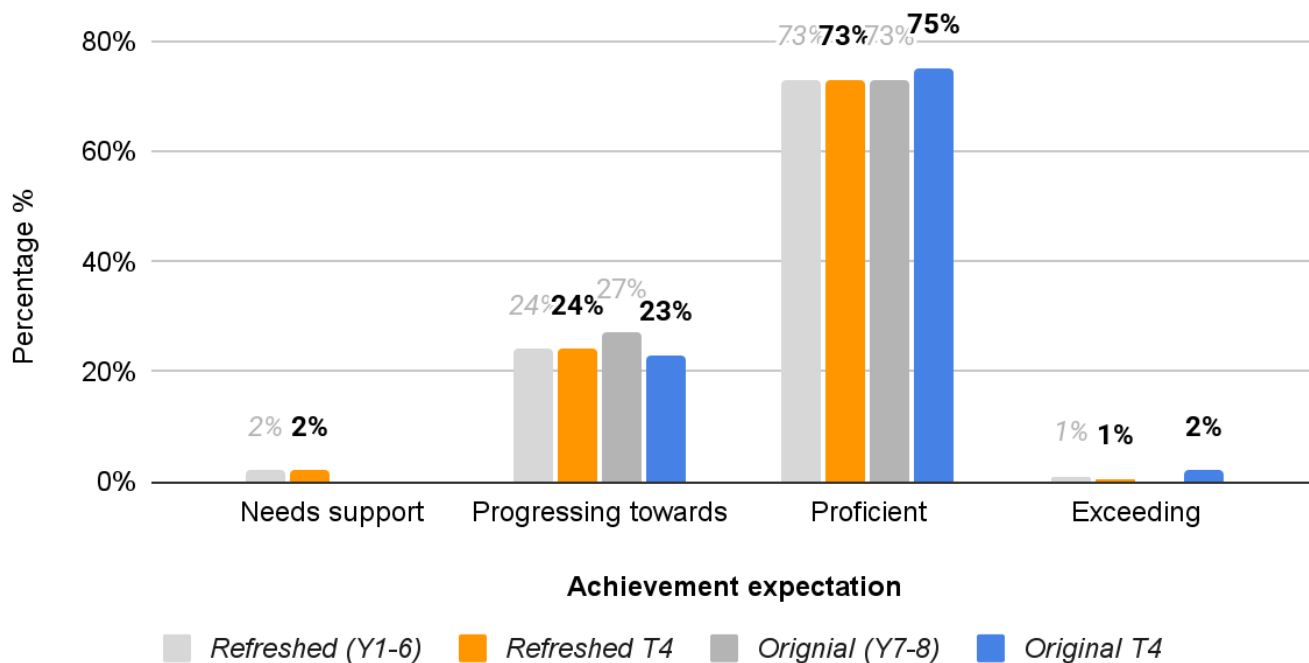


Currently in [Reading \(refreshed Y1-6 T4\)](#) **86%** (131/152) of children are achieving their expected curriculum phase. In [Reading \(original Y7-8 T4\)](#) **86%** (38/44) of children are achieving their expected curriculum level.

## Writing

### Writing (refreshed & original) Informed Decisions

End of Year 2025



Currently in [Writing \(refreshed Y1-6 T4\)](#) **74%** (113/152) of children are achieving their expected curriculum phase. In [Writing \(original Y7-8\)](#) **77%** (34/44) of children are achieving their expected curriculum level.

### Key findings from the data:

#### → Year levels

Year level	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	All Levels
<b>Mathematics &amp; Statistics</b>	98%	89%	74%	78%	75%	86%	92%	79%	<b>86%</b>
<b>Reading (r)</b>	95%	94%	79%	78%	80%	82%			<b>86%</b>
<b>Reading (o)</b>							88%	84%	<b>86%</b>
<b>Writing (r)</b>	87%	94%	47%	57%	57%	75%			<b>74%</b>
<b>Writing (o)</b>							80%	74%	<b>77%</b>
<b>Oral Language</b>	98%	100%	95%	87%	90%	93%			<b>94%</b>

- **Mathematics & Statistics** – Results range from 74% to 98%. Year 3, Year 4, Year 5 & Year 8 are below our 90% target.
- **Reading** – Results range from 78% to 95%. Most (Year 3–8) are below our 90% target. Year 3–Year 4 are low.
- **Writing** – Results range from 47% to 94%. Only Year 2 are reaching our 90% target. Year 3, Year 4 and Year 5 are very low.
- **Oral Language** – Results range from 87% to 100%. Only our Year 4 are sitting below our 90% target.

General comments

- Overall Achievement:** Achievement is strongest in **Oral Language** (94% overall) and lowest in **Writing** (74% overall). **Mathematics & Statistics** (86% overall) and **Reading** (86% overall) are below the 90% target, but significantly higher than Writing.
- Writing is the Key Target Area:** Writing has the lowest overall achievement (74%) and the widest range of results, from 47% to 94%. Year 2 is the only level reaching the 90% target, with **Years 3, 4, and 5** being noted as *very low* (47%–57%). Writing has been identified as the main target area for improvement in 2026.
- Variation by Year Level:** There are significant variations between achievement in the core areas across all year levels.
  - Years 1 and 2** generally show higher achievement in Reading and Writing than other year levels, which the document attributes to the Structured Literacy Approach (BSLA).
  - Year 4** is below the 90% target in all four subject areas and is the lowest-performing year level in Oral Language (87%).
  - Years 3, 4, 5, and 8** are noted as below the 90% target in Mathematics & Statistics.
  - Most year levels (Year 3–8)** are below the 90% target in Reading.

**Gender**

- This year we have even gender numbers; females (97) than males (99)
- Mathematics & Statistics – males are achieving higher 90% than females 81%.
- Reading – females are achieving higher than males, 94% to 86%
- Writing – females are achieving significantly higher than males, 89% to 65%
- Oral Language – females are achieving slightly higher than males, 96% to 93%

**Ethnicity**

	<b>Asian</b>	<b>Māori</b>	<b>MELAA</b>	<b>NZ Europeans</b>	<b>Other</b>
% At or Above Expectation	(7)	(17)	Middle Eastern/Latin American/African (11)	(140)	(21)

<b>Mathematics &amp; Statistics</b>	100%	76%	64%	89%	86%
<b>Reading</b>	86%	100%	82%	84%	90%
<b>Writing</b>	86%	82%	64%	74%	76%
	<b>Asian</b> (6)	<b>Māori</b> (12)	<b>MELAA</b> Middle Eastern/Latin American/African (8)	<b>NZ Europeans</b> (112)	<b>Other</b> (14)
% At or Above Expectation					
<b>Oral Language</b>	83%	92%	75%	96%	100%

- Mathematics & Statistics- Asian students are our top achievers. NZ Europeans are achieving higher 89% than our Māori students 76%
- Reading - Māori students are achieving significantly higher 100% than NZ European students 84%
- Writing - Māori students are achieving slightly higher 82% compared to NZ European students 74%
- [Oral Language](#) - NZ European students are achieving slightly higher 96% compared to our Māori students students 92%

## Writing Annual Achievement Targets 2025

Refer to the [FS Writing Report to the Board November 2025](#)

## Discussion for MOE Target Students 2026

Writing is an area of need for our students. We have BSLA operating in our Year 1-3 classes, and began BSLA for Y4-6 in 2025.

Analysis of school-wide Writing Data from November 2025 identified some needs across a range of cohorts (see the table below). The data showed that overall 65% of students were achieving At or Above their expected Writing level. These interpretations are based on the curriculum phase level for Y1-6, and curriculum levels for Year 7-8. These expectations will all move to the phases in 2026. We will report on expected progress.

End of Year 2025 Writing							
Below or Well Below Expectations	NE-Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Number	5	1	8	9	8	7	5
%	13%	6%	<b>53%</b>	<b>43%</b>	<b>43%</b>	25%	20%

The table above shows that areas of most need at the end of 2025 were Y3, Y4, Y5 (*the higher the percentage here, the more have not achieved the expected level*)

The proposed MOE Achievement Target for next year will be:

- Students achieving below their expected level for Writing in Years 4, 5 & 6 (2026 levels) will make accelerated progress by the end of 2026.***

### **Recommendations for 2026**

We will continue to focus on our proposed strategic goals, which relate to *Teaching & Learning* (student progress and achievement, strengthening teacher /leadership capability), *Hauora* (well-being), and *Cultural connections*.

As we are a Y1-8 school the core foundation areas of Reading, Writing, Mathematics & Statistics and Oral Language will always be central to our teaching and learning programmes, and will continually be areas for development.

Next year, we will focus on improving teacher capability and student progress and achievement using the new curriculum and phases. This is a significant shift and will require a clear and structured plan of implementation. We have aligned our Management Units to this and will have two *Teaching & Learning Leaders* to further support this mahi. These two key staff members, along with the team leader and myself as principal, will ensure that the implementation of the new curriculum, including reporting on the phases, will be a priority for Fairhall School.

As discussed above, **Writing** will be our MOE achievement target area.

We will also be focusing on ensuring the Structured Literacy Programme becomes embedded across the school. All teachers will hold their MicroCredential in the BSLA approach, as will the leadership staff. We will continue to access training in BSLA as a

preference. PB4L-SW Positive Behaviour for Learning – School-Wide – Fairhall Fair4all continues, as does developing our local Fairhall School curriculum.

*Compiled by Debbie Stanger*

*November 2025*

o

**Fairhall School Compliance with 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?	Yes
What is in your equal employment opportunities programme?  How have you been fulfilling this programme?	<p>The board:</p> <ul style="list-style-type: none"> <li>● appoints a member to be the EEO officer – this role may be taken by the principal</li> <li>● shows commitment to equal opportunities in all aspects of employment including recruitment, training, promotion, conditions of service, and career development</li> <li>● selects the person most suited to the position in terms of skills, experience, qualifications, and aptitude</li> <li>● recognises the value of diversity in staffing (for example, ethnicity, age, gender, disability, tenure, hours of work, etc.) and the employment requirements of diverse individuals/groups</li> <li>● ensures that employment and personnel practices are fair and free of any bias.</li> </ul> <p>By adhering to the practices outlined above. The Principal is the delegated EEO and is appointed annually at our Feb Board Meeting.</p> <p>Follows a fair employment process with key criteria determined before advertising the position.</p>
How do you practise an impartial selection of suitably qualified persons for an appointment?	<p>We look at the key criteria determined for the position and rate applicants accordingly. We always follow an appointment procedure and have an appointment committee to ensure procedures are correctly followed.</p>

How are you recognising, <ul style="list-style-type: none"> <li>- The aims and aspirations of Maori,</li> <li>- The employment requirements of Maori, and</li> <li>- Greater involvement of Maori in the Education service?</li> </ul>	We undertake PD related to Māori aspirations including NZSTA training eg Te Tiriti o Waitangi
How have you enhanced the abilities of individual employees?	Schoolwide and individual professional development opportunities.  Induction programme.
How are you recognising the employment requirements of women?	Following good practices such as hygiene products in toilets, holding positions open for maternity leave, flexible return to work options,
How are you recognising the employment requirements of persons with disabilities?	Following good practices such as being inclusive and meeting their needs as much as possible eg ramps and disability access to all rooms, included in emergency procedures, hearing and vision aides as required, disability parking, etc.

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

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



# Fairhall School

Whāia te iti kahurangi

## KiwiSport Funding 2025

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2025, the school received a total Kiwisport funding of \$3156.64 (excluding GST).

The funding was spent on developing ball and game skills, purchasing sports equipment and assisting teams to participate in tournaments, including transportation of sports teams to and from venues.

The number of students participating in organised sport was between 180 and 200.

Signed:

Debbie Stanger  
Tumuaki - Fairhall School