

ST MATTHEW'S COLLEGIATE SCHOOL

Annual Report 2025

Statement

Charter 2025-2026 including:

Statement of variance

Report on how the school has given effect to Te Tiriti o Waitangi

Evaluation of student progress and achievement

Statement of KiwiSport funding

Statement of compliance with employment policy

Annual financial statements

Charter 2025-2026

Section 1- Charter

Section 2- Two Year Strategic
Vision

Section 3- Strategic Goals

Section 4- Strategic Plan 2025
to 2026

Section 5- Strategic Plan
2025 with Links to BoT
Objectives and Education
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Section 6- Analysis of Variance 2025

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2025

Section 10- Results 2025



Acknowledgments: Kiri Gill, Sandie Sherwen, Alison Glass, Rev. Wendy Smyth

Section 1: Charter

Vision

Empowering and guiding learners to be the best they can be.

Mission

To provide, as part of the Trinity family of schools, an education which will encourage young women to engage, progress, and achieve in every aspect of their lives- academic, spiritual, cultural, social, and sporting.

Section 2: Two Year Strategic Vision

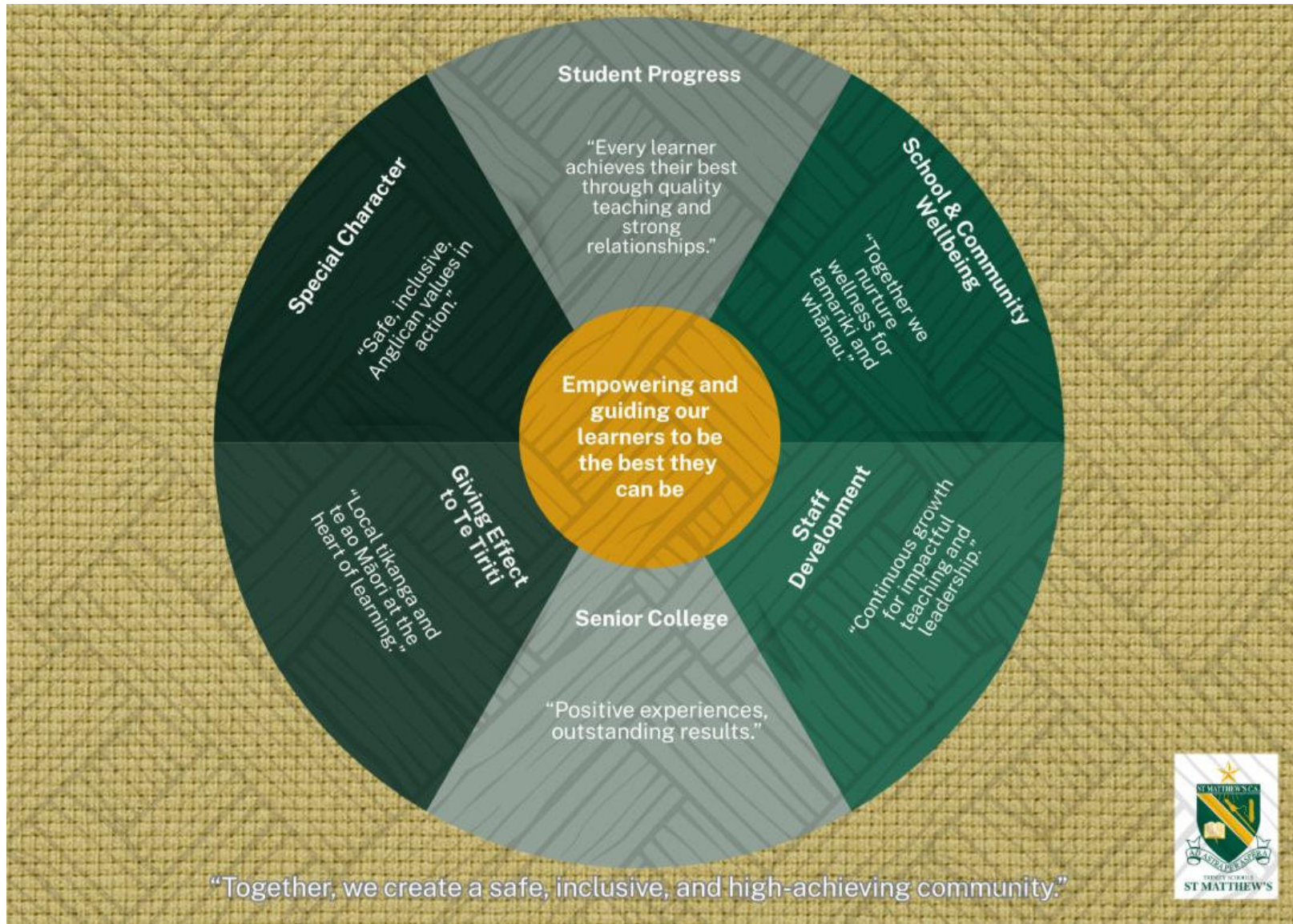
The Board believes our pupils need to be happy and to feel confident and to have self-belief, so they can achieve their personal best.

Our academic results are excellent but, in the Board's view, education is more than just high grades. Wellness is paramount. Being a good citizen is crucial and poor behaviour should not be tolerated.

We expect our teachers to be experts in their chosen fields, passionate about their subject areas, and be committed to contributing to life outside the classroom.

Tradition is valued but our pupils need a curriculum that is ready for tomorrow's learners. To maximise the resources available, the Board would like to investigate working ever more closely with the other Trinity Schools to provide greater opportunities across our schools.

<p>Section 3: Strategic Goals</p>	<p>Student Progress</p> <p>All our ākongā will progress and achieve to their highest possible educational potential through quality teaching and learning, safe environments, and positive relationships, while acknowledging Te Tiriti o Waitangi ensuring learners with their whānau are at the centre of education and great education and opportunities are within reach of every learner</p>	<p>School & Community Wellbeing</p> <p>Our board, staff, whānau, and community will be engaged in supporting the wellness of our tamariki, while acknowledging Te Tiriti o Waitangi to ensure learning that is relevant to the lives of New Zealanders today and throughout their lives</p>	<p>Staff Development</p> <p>All our staff will strive for continuous improvement so they can maximise the success of each student and engage in the special character of the school, while acknowledging Te Tiriti o Waitangi to achieve <i>Quality teaching and leadership to make a difference to learners and their whānau</i></p>	<p>Special Character</p> <p>All of our boarders and day ākongā feel physically and emotionally safe, free of discrimination <i>in all its forms</i>, in an environment that is safe and <i>inclusive</i> that lives its Anglican values and marks of mission, while acknowledging Te Tiriti o Waitangi so that <i>all identities, cultures and languages are sustained.</i></p>	<p>Senior College</p> <p>All of our senior ākongā engage in a positive experience gaining the best results possible to ensure ākongā have the skills, knowledge and pathways to succeed in life post-secondary school while acknowledging Te Tiriti o Waitangi</p>
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Section 5 -ST MATTHEW'S COLLEGIATE STRATEGIC PLAN 2026
With Links to Board Objectives and Education Requirements

Strategic Goals	Link to Board Primary Objective	Links to Education requirement	What do you expect to see? (O)	How will we achieve or make progress towards our strategic goals? (A)	How will you measure success?
<p>Student Progress</p> <p>All our ākongā will progress and achieve to their highest possible educational potential through quality teaching and learning, safe environments, and positive relationships, while acknowledging Te Tiriti o Waitangi <i>ensuring learners with their whānau are at the centre of education and great education and opportunities are within reach of every learner</i></p>	<p>All of section 127(1) applies</p>	<p>NELP Priorities: 1, 2, 3, 4, 5, 6</p> <p>Te Mātaiaho and the Common Practice Model</p> <p>The Te Mātaiaho Implementation supports pack</p> <p>The Literacy and Communication and Maths Strategy</p> <p>Attendance and Engagement Strategy</p> <p>Wellbeing in Education Strategy</p> <p>The New Zealand Child and Wellbeing Strategy</p> <p>Ka Hikitia - Ka Hāpaitia Tau Mai te Reo</p> <p>The Action Plan for Pacific Education 2020-2030</p> <p>NZSTA's guidance for giving effect to Te Tiriti o Waitangi</p>	<p>Staff demonstrate competence in tikanga, te reo Māori usage, and culturally responsive teaching practice.</p> <p>Improved Māori student engagement and achievement</p> <p>100% of year 11 students continue to achieve level 1</p> <p>Increased number of endorsements at Merit and Excellence</p> <p>Fewer students miss assessment dates, whānau engagement in daughters' educational journey. Students more committed to strive for excellence.</p> <p>Staff better able to support maths and English teachers in school wide teaching of literacy and numeracy.</p> <p>Increased collaboration.</p>	<p>Professional Learning Groups initiated to support PGC and lead staff PLD. Focus on culturally responsive practice</p> <p>Continue to monitor, support and report on at risk students.</p> <p>Identify High achievers through testing and anecdotal evidence and provide extension and/or accelerated programmes of study</p> <p>Engage with whānau and students to develop knowledge and understanding of how ncea and endorsement works</p> <p>English and maths depts yr 7-10 use new curriculum and report against it. And update other staff</p> <p>Department schemes to identify links to Graduate Profile.</p> <p>All students in yr7-11 set graduate profile goals and review them twice during the year. To be shared digitally with whānau</p> <p>Staff to undertake subject specific PLD for new curriculum and academic courses re-designed for</p>	<p>Professional Learning Groups initiated to support PGC and lead staff PLD (CRP focus)</p> <p><i>Measure:</i> Evidence of culturally responsive practices observed in termly classroom walkthroughs. Continue to monitor, support and report on at-risk students</p> <p><i>Measure:</i> Reduction in the number of students on the At-Risk Register by each term's review.</p> <p>Identify high achievers and provide extension/acceleration</p> <p><i>Measure:</i> Increase in Excellence-level outcomes for identified high-achieving students.</p> <p>Engage with whānau and students to develop NCEA/endorsement understanding</p> <p><i>Measure:</i> Whānau attendance/engagement rate at NCEA information sessions (or online views).</p> <p>English and maths (Y7–10) use new curriculum, report, and update staff</p> <p><i>Measure:</i> Updated curriculum-aligned schemes and reports visible in shared folders by mid-year.</p>

			<p>More personalised, focussed teaching and learning</p> <p>Increased ownership of individuals' journey. Students have better understanding of how to achieve their own success</p> <p>Staff confident and prepared for 2027</p> <p>Student progress can be tracked from yr 7-10 Staff understand how to read and interpret SMART testing results and use them to support student learning</p>	<p>2027 to take into account changes to curriculum</p> <p>Update schoolwide reporting system. All staff undertake PLD to understand SMART assessment tool</p>	<p>Department schemes identify links to the Graduate Profile <i>Measure: All department schemes show explicit GP linkages</i> in annual documentation checks.</p> <p>All Y7–11 students set Graduate Profile goals and review twice; shared with whānau <i>Measure: 100% digital goal-setting completion</i> with mid-year and end-year reflections logged.</p> <p>Staff undertake subject-specific PLD for new curriculum & 2027 course redesign <i>Measure: Revised 2027 course outlines submitted</i> by end of Term 3.</p> <p>Update schoolwide reporting system <i>Measure: New reporting format implemented school-wide</i> with no critical system issues.</p> <p>All staff PLD to understand SMART assessment tool <i>Measure: All staff complete SMART competency task/quiz</i> and demonstrate correct data use.</p>
<p>School & Community Wellbeing</p> <p>Our board, staff, whanau, and community will be engaged in supporting the wellness of our</p>	<p>All of section 127(1) applies</p>	<p>NELP Priorities: 1, 2, 3, 4, 5, 6 Te Mātaiaho and the Common Practice Model</p> <p>The Te Mātaiaho Implementation supports pack</p>	<p>Parents have a sense of belonging as they enter St Matthew's and know who to contact if issues arise.</p> <p>New students settle faster and know the expectations of the school and understand the of the role of</p>	<p><u>Engage in Manaakitanga to build and maintain strong relationships with our community:</u> New parent social function before school begins.</p> <p>Year group meetings for parents to meet Deans within the first four weeks of the school year.</p>	<p>Measure: % of new families attending the function; post-event pulse ("I know who to contact and feel welcomed").</p> <p>2. Measure: Attendance rate by year level; follow-up contacts completed for non-attendees; parent confidence item ("I know my</p>

<p>tamariki, while acknowledging Te Tiriti o Waitangi to ensure learning that is relevant to the lives of New Zealanders today and throughout their lives</p>		<p>The Literacy and Communication and Maths Strategy Attendance and Engagement Strategy Wellbeing in Education Strategy The New Zealand Child and Wellbeing Strategy</p> <p>Ka Hikitia - Ka Hāpaitia Tau Mai te Reo</p> <p>The Action Plan for Pacific Education 2020-2030 NZSTA's guidance for giving effect to Te Tiriti o Waitangi</p>	<p>our school values play in their daily lives.</p> <p>Positive staff/student relationships.</p> <p>With a greater understanding of Tikanga, staff can better support Māori students.</p> <p>School community enjoy and learn about other cultures within the student population.</p> <p>Future planning comes from data and pastoral observation. Year 11 students well equipped and familiar with the Senior College Environment.</p> <p>Parents informed of initiatives in the community to support their children and their parenting.</p> <p>Number of families engaged through regular communication about attendance expectations and strategies.</p>	<p>Parents meet twice a year to discuss student progress.</p> <p>Cultures Prefect to be involved in the possible arranging of events for this. Celebrate cultures within our school and engage in activities to foster inclusiveness e.g. Matariki, Diwali, Teulia Festival.</p> <p>Students to engage in service to the community when the opportunity arises e.g. collections, river restoration etc.</p> <p>Engage in Whanaungatanga to understand the need to look after each other: Time to be spent with incoming and existing students into Year 9 so they understand the school values of compassion, integrity, respect, inclusiveness, and commitment.</p> <p>Year 9 Camp reinstated in 2026. Values to be addressed at Dean Meeting</p> <p>New system of cohort Whanau Classes, especially to promote inclusiveness with Year 9 students.</p> <p>Year 11 Peer Support to connect with Year 9</p>	<p>Dean”).</p> <p>3. Measure: Interview participation rate; rescheduled catch-ups completed; parent satisfaction (“I understand progress and next steps”).</p> <p>4. Measure: # of cultural events delivered; student/whānau participation; inclusion sentiment (“My culture is valued at school”).</p> <p>5. Measure: # of service opportunities offered; total student service hours; partner feedback rating.</p> <p>6. Measure: Delivery of values sessions (coverage); student understanding (“I can explain our values and what they look like”); early-settling indicators (pastoral entries, attendance).</p> <p>7. Measure: Camp participation; pre-/post-camp belonging scale; values reflection completed at Dean Meeting; early engagement indicators (attendance, co-curricular sign-ups).</p> <p>8.</p>
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				<p>Interviews set for Week 8 of the Term. These are Curriculum interviews not Whanau Interviews.</p> <p>College beginning at the end of Term Two, acknowledging their journey so far and helping them with the next step to Year 12.</p> <p>Guidance network to meet each month to discuss pastoral matters and make informed decisions in the future.</p> <p>Kotahitanga programme to mirror what is needed in the school at certain times of the year. Speakers from outside the school to be invited in to impart their knowledge of the outside world to our community.</p> <p>Implement attendance action plan to lift and maintain student attendance</p> <p>Stepped Attendance Response (STAR) in place. Parents informed of changes. Alerts set up to advise Deans/AGL to contact families.</p>	
<p>Staff Development</p> <p>All our staff will strive for continuous improvement so they can maximise the success of each student and</p>	<p>All of section 127(1) applies</p>	<p>NELP Priorities: 1, 2, 3, 4, 5, 6</p> <p>Te Mātaiaho and the Common Practice Model</p> <p>The New Zealand Curriculum</p> <p>The Te Mātaiaho Implementation supports pack</p>	<p>Staff are confident and prepared for NCEA changes.</p> <p>Teaching practice reflects Te Tiriti o Waitangi principles and supports Māori success.</p> <p>Strong collaboration across schools ensures consistency and quality.</p>	<p>1. Professional Growth & NCEA Readiness</p> <p>Provide targeted PLD on NCEA changes, assessment design, and culturally responsive practice. Could be best use of Curriculum days x2 for 2026</p> <p>Develop shared resources and exemplars for new NCEA standards across faculties.</p> <p>2. Te Tiriti o Waitangi Integration</p>	<p>Professional Growth & NCEA Readiness</p> <p>Provide targeted PLD on NCEA changes, assessment design, and culturally responsive practice</p> <p>Measure:</p> <p>100% of teaching staff complete the NCEA PLD sessions held on the two 2026 Curriculum Days.</p>

<p>engage in the special character of the school, while acknowledging Te Tiriti o Waitangi to achieve <i>Quality teaching and leadership to make a difference to learners and their whanau</i></p>		<p>The Literacy and Communication and Maths Strategy Attendance and Engagement Strategy Wellbeing in Education Strategy The New Zealand Child and Wellbeing Strategy</p> <p>Ka Hikitia - Ka Hāpaitia Tau Mai te Reo</p> <p>The Action Plan for Pacific Education 2020-2030 NZSTA's guidance for giving effect to Te Tiriti o Waitangi</p>	<p>Leadership capacity is strengthened at all levels. Students experience high-quality teaching that maximises achievement and engagement.</p>	<p>Embed bicultural perspectives in teaching practice and leadership development. Deliver annual workshops on culturally sustaining pedagogy and Māori student success.</p> <p>3. Collaborative Practice Facilitate cross-school professional learning communities/groups (PLCs/PLGs) focused on curriculum alignment and assessment. Schedule termly joint faculty meetings to share best practice and moderate assessments.</p> <p>4. Leadership Development Implement coaching and mentoring programs for emerging leaders. Provide leadership training aligned with school's special character and strategic priorities.</p> <p>5. Student-Centered Focus Use student achievement and engagement data to inform teaching strategies. Incorporate student voice in curriculum and assessment planning.</p>	<p>Develop shared resources and exemplars for new NCEA standards across faculties Measure: Shared NCEA resource bank created with at least one exemplar per standard uploaded by all faculties by the end of Term 2.</p> <p>2. Te Tiriti o Waitangi Integration Embed bicultural perspectives in teaching practice and leadership development Measure: All departments show explicit Te Tiriti integration in at least one unit plan during Term 2 planning audits. Deliver annual workshops on culturally sustaining pedagogy and Māori student success Measure: 100% staff attendance recorded for the annual culturally sustaining pedagogy workshop.</p> <p>3. Collaborative Practice Facilitate cross-school PLCs/PLGs focused on curriculum alignment and assessment Measure: At least three cross-school PLC/PLG sessions are held and minuted each term. Schedule termly joint faculty meetings to share best practice and moderate assessments Measure: One joint moderation meeting per faculty is completed each term,</p>
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					<p>with minutes filed to the shared platform.</p> <p>4. Leadership Development Implement coaching and mentoring programmes for emerging leaders Measure: Minimum of 10 emerging leaders complete a full coaching cycle (3 sessions) within the year. Provide leadership training aligned with school's special character & strategic priorities Measure: All leadership programme participants complete a reflection showing how training aligns to Anglican special character and strategic goals.</p> <p>5. Student-Centred Focus Use student achievement and engagement data to inform teaching strategies Measure: Termly data reviews completed by all faculties, with at least one documented teaching adjustment based on student achievement or engagement data. Incorporate student voice in curriculum and assessment planning Measure: Student voice feedback gathered at least twice per year and referenced explicitly in curriculum planning updates.</p>
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<p>Special Character</p> <p>All of our boarders and day ākonga feel physically and emotionally safe, free of discrimination <i>in all its forms</i>, in an environment that is safe and <i>inclusive</i> that lives its Anglican values and marks of mission, while acknowledging Te Tiriti o Waitangi so <i>that all identities, cultures and languages are sustained</i>.</p>	<p>All of section 127(1) applies</p>	<p>NELP Priorities: 1, 2, 3, 4, 5, 6 Te Mātaiaho and the Common Practice Model</p> <p>The Te Mātaiaho Implementation supports pack. The Literacy and Communication and Maths Strategy Attendance and Engagement Strategy Wellbeing in Education Strategy The New Zealand Child and Wellbeing Strategy</p> <p>Ka Hikitia - Ka Hāpaitia Tau Mai te Reo</p> <p>The Action Plan for Pacific Education 2020-2030 NZSTA's guidance for giving effect to Te Tiriti o Waitangi</p>	<p>Greater adherence to Trinity Wide Special Character statement. Greater understanding and connection for school and community with special Christian Anglican Character values and Marks of Mission, resulting in these being exemplified in all areas of our school community. Ākonga who continue to feel safe, in an inclusive, compassionate and respectful environment. Ākonga whose identities, cultures and languages continue to be acknowledged and supported. Dept Docs and Services visibly uphold SC and Te Tiriti.</p>	<p>Maintain daily reminders that we are a Christian character school and seek to identify new opportunities to include over time. Review the STAND programme and respond to results in order to improve the likelihood of ākonga to reporting that they are: safe emotionally and physically; free of discrimination; have a sense of belonging. Record and maintain the opportunities for local, national and international acts of service realised to date and continue to develop opportunities for acts of service internationally going forward. Continue to offer ākonga retreats etc with a Christian flavour, led by Chapel Leaders, alongside the Chaplain. Embed Look up, in, out through Trinity Services, House Services and Chapel Services. All Departments have visible, authentic and genuine links to Christian Character in units and programmes. Continue to embed ākonga led Boarders' Chapel Services and Night Prayers.. Chapel services include Te Reo Māori and are as bilingual as possible. Junior and Senior Chapel teams maintained, Senior Chapel led by Special Character prefect and trial two Year 11 Junior Chapel leaders,</p>	<p>1. Maintain daily reminders that we are a Christian character school and seek to identify new opportunities to include over time. Measure: Weekly walk-through checklist shows daily Christian character elements visible in classrooms, notices, services, or routines (≥ 90% compliance).</p> <p>2. Review the STAND programme and respond to results in order to improve the likelihood of ākonga reporting safety, belonging, freedom from discrimination. Measure: STAND survey shows year-on-year improvement in ākonga reporting “I feel safe and that I belong at school” (target: +10%).</p> <p>3. Record and maintain opportunities for local, national, and international acts of service and continue to develop further opportunities. Measure: Service register updated each term with at least one new local, national, or international service opportunity added annually.</p> <p>4. Continue to offer ākonga retreats with a Christian flavour, led by Chapel Leaders and the Chaplain. Measure: At least two Christian-based retreats offered per year with ≥ 80% student participation.</p>
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				to spearhead SC initiatives throughout the school.	<p>5. Embed “Look Up, In, Out” through Trinity Services, House Services, and Chapel Services. Measure: All Trinity, House, and Chapel service plans explicitly reference Look Up, In, Out at least once per service (verified once per term).</p> <p>6. All Departments have visible, authentic, and genuine links to Christian Character in units and programmes. Measure: 100% of departments show at least one explicit Christian Character link in unit planning during annual curriculum audit.</p> <p>7. Continue to embed ākongā-led Boarders’ Chapel Services and Night Prayers. Measure: Student-led components recorded weekly, showing ≥ 90% of services and night prayers are student-led by end of the year.</p> <p>8. Chapel services include Te Reo Māori and are as bilingual as possible. Measure: All Chapel service plans include Te Reo Māori headings, greetings, and at least one himene or reading (verified monthly).</p> <p>9. Junior and Senior Chapel teams maintained, with Senior Chapel led by the Special Character Prefect and trial two Year 11 Junior Chapel leaders. Measure:</p>
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					Chapel Team attendance records show full teams active all year, with leadership roles (prefect + Yr 11 leaders) meeting ≥ 85% of commitments.
<p>Senior College</p> <p>All of our senior ākonga engage in a positive experience gaining the best results possible to ensure ākonga have the skills, knowledge and pathways to succeed in life post-secondary school while acknowledging Te Tiriti o Waitangi</p>	All of section 127(1) applies	<p>NELP Priorities: 1, 2, 3, 4, 5, 6</p> <p>Te Mātaiaho and the Common Practice Model</p> <p>The Te Mātaiaho Implementation supports pack</p> <p>The Literacy and Communication and Maths Strategy</p> <p>Attendance and Engagement Strategy</p> <p>Wellbeing in Education Strategy</p> <p>The New Zealand Child and Wellbeing Strategy</p> <p>Ka Hikitia - Ka Hāpaitia Tau Mai te Reo</p> <p>The Action Plan for Pacific Education 2020-2030</p> <p>NZSTA's guidance for giving effect to Te Tiriti o Waitangi</p>	<p>A visible and lived “Together as One” culture across both schools.</p> <p>Seamless curriculum experience for all senior students.</p> <p>Strong collaboration between staff and leadership teams.</p> <p>Students feel supported and informed about pathways.</p> <p>Policies and communication systems are unified and effective.</p> <p>Curriculum reflects Te Tiriti o Waitangi principles and supports Māori success.</p>	<p>Enhance the “Together as One” Vision</p> <p>Develop and communicate a joint statement of commitment across both schools.</p> <p>Embed the vision in shared communications, curriculum documents, and events.</p> <p>Curriculum Alignment</p> <p>Align subject planning and options across schools for seamless Senior College transition.</p> <p>Create a shared timetable planning process to maximize student choice.</p> <p>Vocational Opportunities</p> <p>Deliver joint vocational and tertiary information sessions for senior students.</p> <p>Provide shared access to careers advisors and resources.</p> <p>Collaboration & Presence</p> <p>Schedule regular Senior College Executive meetings with published minutes.</p> <p>Increase SMCS staff presence in Senior College through teaching, mentoring, and event participation.</p> <p>Faculty Engagement</p> <p>Hold termly cross-school faculty meetings to share best practice and curriculum updates.</p>	<p>Enhance the “Together as One” Vision</p> <p>Develop and communicate a joint statement of commitment across both schools</p> <p>Measure:</p> <p>Joint “Together as One” statement published and shared with students, staff, and whānau by Week 5, Term 1.</p> <p>Embed the vision in shared communications, curriculum documents, and events</p> <p>Measure:</p> <p>“Together as One” referenced in all major cross-school communications and at least three shared events each term.</p> <p>Curriculum Alignment</p> <p>Align subject planning and options across schools for seamless Senior College transition</p> <p>Measure:</p> <p>All senior subjects have a shared 7–13 curriculum plan completed and uploaded by Term 3.</p> <p>Create a shared timetable planning process to maximise student choice</p> <p>Measure:</p> <p>Senior College timetable built using a single shared planning process,</p>

				<p>Communication & Policy Develop shared policy and procedures for senior curriculum and pastoral care. Implement a joint communication plan (shared calendar, newsletters, digital platform).</p> <p>Te Tiriti o Waitangi Integration Ensure curriculum planning explicitly includes bicultural perspectives and Māori student success strategies. Provide professional learning for staff on culturally responsive pedagogy.</p>	<p>with ≥ 95% reduction in subject clashes by Term 3.</p> <p>Vocational Opportunities Deliver joint vocational and tertiary information sessions for senior students Measure: At least two combined SMCS–Rathkeale vocational/tertiary information events delivered and recorded annually.</p> <p>Provide shared access to careers advisors and resources Measure: 100% of Year 12–13 students receive careers guidance through shared careers advisor scheduling (tracked via attendance log).</p> <p>Collaboration & Presence Schedule regular Senior College Executive meetings with published minutes Measure: Senior College Executive meets monthly, with minutes published within five school days.</p> <p>Increase SMCS staff presence in Senior College Measure: SMCS staff participate in at least 80% of Senior College academic or co-curricular events each year.</p> <p>Faculty Engagement Hold termly cross-school faculty meetings to share best practice and curriculum updates Measure: Each faculty completes one documented cross-school meeting</p>
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					<p>per term with shared minutes and action points.</p> <p>Communication & Policy Develop shared policy and procedures for senior curriculum and pastoral care Measure: A unified Senior College policy set approved and implemented by Term 2.</p> <p>Implement a joint communication plan (shared calendar, newsletters, digital platform) Measure: A single Senior College shared calendar and communication platform is used consistently by 100% of staff by Term 2.</p> <p>Te Tiriti o Waitangi Integration Ensure curriculum planning explicitly includes bicultural perspectives and Māori student success strategies Measure: All Senior College departments include at least one explicit bicultural/Māori success strategy in 2026 planning reviews.</p> <p>Provide professional learning for staff on culturally responsive pedagogy Measure: 100% of senior school teaching staff attend annual culturally responsive pedagogy PLD.</p>
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Section 6
ANNUAL PLAN 2025- ANALYSIS OF VARIANCE

DID WE GET THE OUTCOMES WE WERE AFTER? & DID WE REACH OUR TARGETS?

GOAL 1: Student Progress (SSH)

All our ākonga will progress and achieve to their highest possible educational potential through quality teaching and learning, safe environments, and positive relationships, while acknowledging Te Tiriti o Waitangi *ensuring learners with their whanau are at the centre of education and great education and opportunities are within reach of every learner*

OUTCOMES & TARGETS	What Happened and Why (What Next in Annual Plan)
O-Te Tiriti and Mātauranga is evident in department planning.	This is in written department planning. ERO visit focussed attention to this.
O-Gifted and talented register set up and identified students have taken part in development programme/s	Lack of time and staff meant this did not happen
O-Students are engaged in lessons	Yes , in the majority of cases. KAMAR records do show some disengagement, from a few students. Could be due to personality clashes between a student and a teacher or due to student not seeing the purpose
O-Students succeed to be the best they can be.	NCEA results show the majority of students achieved at the expected level
O-The SMCS graduate profile is used by all students and understood by all stakeholders	Time delays meant that this was not operationalised this year but is ready to be used in 2026
O-Positive transitioning across year levels	Good transitioning programme for yr 11-12. Positive transitions for other year levels, helped by deans moving with year group.
O-Better Careers and other programmes	Careers provision was included in yr 10 PSE classes and in work experience. EOTC trips in many year groups in a variety of faculties focussed on careers in their area eg. Ag/hort expo, Girls in tech,

O-Greater involvement of Community provision	Students attended STAR courses at UCOL, speakers invited to speak in subject areas, EOTC also provided opportunity for students to be involved in community
O-Teachers actively incorporating the new curriculum changes into lesson plans and teaching practices.	Most evident in years 7-8 English and maths as these were only areas where new curriculum was in place for 2025.
T-Te Tiriti and Mātauranga Māori underpin all aspects.	Positive ERO feedback in this area
T-100% of students attain level 1,2, and 3 NCEA or equivalent.	100% at level 1 and level 2. 94% at level 3, likely to rise to 96% or 98% as 2 students submit late grades. Reasons for not achieving, poor attendance and absence for submitted external (no DGE grade available)
T-All students graduate yr 10 with literacy and numeracy co-requisite achieved. 20% increase in Merit & Excellence endorsements.	98% attained Literacy reading and literacy writing, 93% attained numeracy. 6.4% increase in Excellence, 18% drop in merit endorsed 22% of students in the cohort had SAC
T-All students use the Graduate profile to track their progress and transition through school.	No. Time constraints due to other priorities such as ERO visit, NCEA changes, curriculum changes etc delayed the process.
T-100% students have completed a profile on Careers or pathways at their level.	This only happened in yr 10, lack of curriculum time in other year levels
T-100% of teachers consistently using updated curricula and assessment methods by mid-2025..	Changes to Curriculum roll-out timeline has meant that updated curricula not available in any area except yr 7/8 English and Maths
GOAL 2: School and Community Wellbeing (AGL) Our board, staff, whanau, and community will be engaged in supporting the wellness of our tamariki, while acknowledging Te Tiriti o Waitangi to ensure learning that is relevant to the lives of New Zealanders today and throughout their lives	
OUTCOMES & TARGETS	What Happened (What Next in Annual Plan)

O- Parents have a sense of belonging as they enter St Matthew's and know who to contact if issues arise.	Parent meetings held before school (new) and Week 3 and 5 of the term. Parents encouraged to attend community events such as Swimming and Athletic Sports
O- New students settle faster and know the expectations of the school and understand the of the role of our school values play in their daily lives.	Year 9 camp to be reinstated as divisions predominant in Year group in 2025. Best to take them away for two nights. Values to be discussed at camp.
O- Positive staff/student relationships	This needs more attention as we are a busy place and our own selves tend to get lost. More opportunity for social events but those that don't take time out of weekends.
O- With a greater understanding of Tikanga, staff can better support Māori students.	Cultural competencies continue to be a weekly focus. Our understanding and implementation is growing by the year.
O- School community enjoy and learn about other cultures within the student population.	The appointment of a 'Cultures' Prefect in 2025 had mixed success. The appointee was bit disappointing. We need to brief the new prefect to give her some guidelines. Our calendar is very busy and things tend to get swamped.
O- Future planning comes from data and pastoral observation.	Deans and SLT continue to look the the pastoral data from KAMAR to inform programmes and areas of priority.
O- Year 11 students well equipped and familiar with the Senior College Environment	Transition continues to be central to Year 11 Deaning from the end of Term 2-4. Rathkeale have appointed a new Head of Senior College will foster positive relationships.
O- Parents informed of initiatives in the community to support their children and their parenting.	Regular communication to parents on what is happening across the school (sometimes too much!)
O- Number of families engaged through regular communication about attendance expectations and strategies.	STAR looked at the end of 2025 and then implemented in 2026
T-Positive community feeling towards our school culture at St Matthew's · Survey written to discover how students feel about being at St Matthew's (positive data) ·	Survey needs to be done in 2026
T-100% of girls have had a whanau interview, which is recorded on KAMAR.	Whanau interviews did not happen in 2025. Change to our system here and we need to discuss this at Dean level early 2026.

T-A reduction in pastoral entries for Year 9 students by 50% (based on 2023)	Our data is unreliable from KAMAR as it shows a considerable increase for Year 9. This is because more staff are entering and noticing behaviour patterns and recording them.
T-Our roll at its maximum of 310 students.	
GOAL 3: Staff Development (KGI) All our staff will strive for continuous improvement so they can maximise the success of each student and engage in the special character of the school, while acknowledging Te Tiriti o Waitangi to achieve <i>Quality teaching and leadership to make a difference to ākonga and their whanau.</i>	
OUTCOMES & TARGETS	What Happened (What Next in Annual Plan)
O- More access to PLD opportunities	<p>An abundance of PLD presents itself in the course of a year and this was the case in 2025 but PGCs are invariably set in the previous May. The ideal them is that providers make upcoming pld available:</p> <ul style="list-style-type: none"> - in the previous academic year - Ask schools for PGC themes in advance of budgets <p>A basic is that funds for professional growth can be tight and most schools are tightening budgets.</p>
O- Greater use of PLD Wednesdays	We started out on the right foot, but time went against us. With changes at govt system levels with refreshed curriculum it came down to 'what is the PLD we need to prioritise?'
O- More time given to social time for ALL staff.	<p>We have certainly got better with this.</p> <p>There is generally a good team culture, and the first four weeks of the year saw us giving greater time to this.</p>
O- Greater numbers of staff involved in extracurricular e.g. sport.	<p>We are time poor plus people want their time paid for- there are pluses and minuses.</p> <p>We continue to rely on parent volunteers</p>

	For big code sports we try to make a financial allowance. The days of giving time to extracurricular to get to know students are fast declining
O- Continued involvement of TSTB in school events	This has all but disappeared. Staff numbers have declined along with increasing work demands on those who remain.
O- Te Tiriti and Mātauranga Māori underpins all aspects.	We had positive ERO feedback in this space. We still need to make it more visible in documentation.
T-100% staff, including support staff, have professional development plan.	This remains a requirement. However, it will undergo change in 2026
T-10% of plan is focused on development of student and staff wellness.	See above
T-60% of staff contribute to life outside the classroom e.g.: Coaching, managing teams, drama productions, etc.	This is probably a tick.
T-50% leadership growth opportunities found for staff.	Opportunity is given but we have limited numbers and all opportunities affect staffing availability.

GOAL 4: Special Character (WSM)

All our borders and day ākonga feel physically and emotionally safe, free of discrimination *in all its forms*, in an environment that is safe and *inclusive* that lives its Anglican values and marks of mission, while acknowledging Te Tiriti o Waitangi so that *all identities, cultures and languages are sustained*.

OUTCOMES & TARGETS	What Happened (What Next in Annual Plan)
O- Greater adherence to Special Character Plan from review.O-	<p>An abundance of PLD presents itself in the course of a year and this was the case in 2025 but PGCs are invariably set in the previous May. The ideal them is that providers make upcoming pld available:</p> <ul style="list-style-type: none"> - in the previous academic year - Ask schools for PGC themes in advance of budgets <p>A basic is that funds for professional growth can be tight and most schools are tightening budgets.</p>
O- Greater understanding and connection for school and community with special Anglican Character.	<p>We started out on the right foot, but time went against us. With changes at govt system levels with refreshed curriculum it came down to ‘what is the PLD we need to prioritise?’</p>
O- Akonga who feel safe, in an inclusive, compassionate, and respectful environment.	<p>We have certainly got better with this. There is generally a good team culture, and the first four weeks of the year saw us giving greater time to this.</p>
O- Akonga whose identities, cultures and languages are acknowledged and supported.	<p>We are time poor plus people want their time paid for- there are pluses and minuses.</p> <p>We continue to rely on parent volunteers</p> <p>For big code sports we try to make a financial allowance. The days of giving time to extracurricular to get to know students are fast declining</p>
O- Dept Docs and Services visibly uphold SC and Te Tiriti.	<p>This has all but disappeared. Staff numbers have declined along with increasing work demands on those who remain.</p>
T-80% of ākongā reporting via survey they feel safe	<p>We had positive ERO feedback in this space.</p> <p>We still need to make it more visible in documentation.</p>

T-5 acts of Service to Communities	This remains a requirement. However, it will undergo change in 2026
T-2 Christian retreats in the year	See above
T-All houses complete o House Chapels, 1 Boarders chapel per term, 1 boarders' night service per week	This is probably a tick.
GOAL 5: Senior College (KGI) All of our senior students engage in a positive experience gaining the best results possible, while acknowledging Te Tiriti o Waitangi	
OUTCOMES & TARGETS	What Happened (What Next in Annual Plan)
O- Better student transitions	This has been a growth area especially at Year 11. Greater work needs to be done at other levels
O- Greater staff interactions across the schools	Declined over the last 6-7 years. This is a huge work on.
O- Removing barriers so as to create comfort for girls in new settings.	This remains a work on. The senior girls enjoy the 'freedom' of SC but we would argue what defines this freedom.
O- Improved opportunity for teaching across into senior curriculum	This remains poor. Shared teaching also remains poor.
O- Shared understandings that benefit our ākongā	Again a growth area ahead especially with the major exodu sog senior girls from SC
T-2-4 meetings of faculties through the year	Again a growth area
T-100% of SMCS and RC have ventured to each other's schools.	Usually at SMCS request- a growth area
T-Every year group has experienced a Transition activity.	Again a growth area. There were certainly more opportunities previously. Some loss has been due to faculty departure

Section 7: Annual Plan 2026

GOAL 1 (SSH)- Student Progress

All our students will progress and achieve to their highest possible educational potential through quality teaching and learning, safe environments, and positive relationships, while acknowledging Te Tiriti o Waitangi *ensuring learners with their whanau are at the centre of education and great education and opportunities are within reach of every learner*

ACTIONS	Professional Learning Groups initiated to support PGC and lead staff PLD. Focus on culturally responsive practice	<ul style="list-style-type: none"> ▪ Who is Responsible ▪ Resources Required/Evidence resources/Measures ▪ Timeframe/Checkpoints
	<p>Continue to monitor, support and report on at risk students.</p> <p>Identify High achievers through testing and anecdotal evidence and provide extension and/or accelerated programmes of study</p> <p>Engage with whanau and students to develop knowledge and understanding of how ncea and endorsement works</p> <p>English and maths depts yr 7-10 use new curriculum and report against it. And update other staff</p> <p>Department schemes to identify links to Graduate Profile.</p> <p>All students in yr7-11 set graduate profile goals and review them twice during the year. To be shared digitally with whanau</p> <p>Staff to undertake subject specific PLD for new curriculum and academic courses re-designed for 2027 to take into account changes to curriculum</p> <p>Update schoolwide reporting system.</p> <p>All staff undertake PLD to understand SMART assessment tool</p>	<p>Goal One – Student Progress (Very Brief Summary)</p> <p>1. Professional Learning Groups (PLGs) for PGC & PLD – CRP focus</p> <ul style="list-style-type: none"> • Who: DP Teaching & Learning, HoDs, PLG Leads • Measure: CRP strategies visible in termly walkthroughs • Timeframe: Each term; mid-year review T2 W9 <p>2. Monitor, support & report on at-risk students</p> <ul style="list-style-type: none"> • Who: SENCO, Deans, Kaiārahi • Measure: Reduction in students on At-Risk Register • Timeframe: Reviews every 2 weeks, summary each term <p>3. Identify high achievers + provide extension/acceleration</p> <ul style="list-style-type: none"> • Who: HoDs, GATE Coordinator • Measure: Increase in Excellence-level results for identified students • Timeframe: Identification T1, review T2 & T4 <p>4. Engage whānau & students about NCEA and endorsements</p> <ul style="list-style-type: none"> • Who: DP Curriculum, Deans, Communications Lead • Measure: Attendance/engagement in NCEA info sessions

<p>OUTCOMES</p>	<p>Staff demonstrate competence in tikanga, te reo Māori usage, and culturally responsive teaching practice.</p> <p>Improved Māori student engagement and achievement</p> <p>100% of year 11 students continue to achieve level 1</p> <p>Increased number of endorsements at Merit and Excellence</p> <p>Fewer students miss assessment dates, whanau engagement in daughters' educational journey. Students more committed to strive for excellence.</p> <p>Staff better able to support maths and English teachers in school wide teaching of literacy and numeracy. Increased collaboration.</p> <p>More personalised, focussed teaching and learning</p> <p>Increased ownership of individuals' journey. Students have better understanding of how to achieve their own success</p> <p>Staff confident and prepared for 2027</p> <p>Student progress can be tracked from yr 7-10</p> <ul style="list-style-type: none"> • Staff understand how to read and interpret SMART testing results and use them to support student learning 	<ul style="list-style-type: none"> • Timeframe: Sessions T1 W6 & T3 W2 <p>5. English & Maths (Y7–10) use new curriculum & update staff</p> <ul style="list-style-type: none"> • Who: HoD English, HoD Maths • Measure: Updated curriculum-aligned schemes and reporting templates • Timeframe: Mid-year check T2, final T4 <p>6. Department schemes link to Graduate Profile</p> <ul style="list-style-type: none"> • Who: All HoDs • Measure: GP links visible in every scheme during annual documentation check • Timeframe: Completed by T2 W6 <p>7. Y7–11 students set Graduate Profile goals (twice yearly)</p> <ul style="list-style-type: none"> • Who: Whānau/Ako Teachers, Deans • Measure: 100% students complete goals + mid-year and end-year reflections • Timeframe: Goal-setting T1 W4, reviews T2 W9 & T4 W5 <p>8. Subject-specific PLD for new curriculum & 2027 course redesign</p> <ul style="list-style-type: none"> • Who: DP Curriculum, HoDs • Measure: 2027 course plans submitted and aligned • Timeframe: Draft T3 W8, final T4 W4 <p>9. Update schoolwide reporting system</p> <ul style="list-style-type: none"> • Who: Assessment Lead, Data Manager • Measure: New reporting system implemented with no critical errors • Timeframe: Pilot T2, full rollout T3 <p>10. All staff complete SMART assessment tool PLD</p> <ul style="list-style-type: none"> • Who: Assessment Lead, PLD Facilitator • Measure: Staff complete SMART competency task/quiz • Timeframe: Whole staff PLD T1 W7, competency check T2 W9
<p>TARGETS</p>	<p>Curriculum documents explicitly reflect local tikanga Māori, mātauranga Māori, and Te Ao Māori by the end of 2026.</p>	

	<p>Māori students show year-on-year improvement in engagement and academic indicators (NCEA, attendance, wellbeing).</p> <p>100% pass rate at level 1 100%pass rate for Literacy and numeracy at end of year 10</p> <p>25% excellence, and 50% merit endorsement</p> <p>Reduction in missed assessment requests from 33 (2025) to 20 Increased endorsement rate (as above)</p> <p>Literacy and numeracy connections visible in schemes of work</p> <p>Differentiation apparent in schemes of work and in the classroom</p> <p>Completed Graduate profiles which show goal setting and thoughtful reflection with next steps.</p> <p>All department have updated assessment plans aligned with yr7-10 curriculum changes</p> <p>School-wide system for assessment and reporting with common language</p> <p>Planning reflects the needs of students based on testing results.</p>	
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GOAL 2- (AGL)- School & Community Wellbeing

Our board, staff, whanau, and community will be engaged in supporting the wellness of our tamariki, while acknowledging Te Tiriti o Waitangi to ensure learning that is relevant to the lives of New Zealanders today and throughout their lives

<p>ACTIONS</p>		<ul style="list-style-type: none"> • Who is Responsible • Resources Required/Evidence resources/Measures • Timeframe/Checkpoints
	<p><u>Engage in Manaakitanga to build and maintain strong relationships with our community:</u></p> <ul style="list-style-type: none"> • New parent social function before school begins. • Year group meetings for parents to meet Deans within the first four weeks of the school year. • Parents meet twice a year to discuss student progress. • Cultures Prefect to be involved in the possible arranging of events for this. Celebrate cultures within our school and engage in activities to foster inclusiveness e.g. Matariki, Diwali, Teulia Festival. • Students to engage in service to the community when the opportunity arises e.g. collections, river restoration etc. <p><u>Engage in Whanaungatanga to understand the need to look after each other:</u></p> <ul style="list-style-type: none"> • Time to be spent with incoming and existing students into Year 9 so they understand the school values of compassion, integrity, respect, inclusiveness, and commitment. 	<p><u>Manaakitanga</u></p> <p>1. Deans and SLT Communication to parents and catering expenses Weeks 1-5 of Term One Parent feedback – parents know who to contact</p> <p>2. All teachers Catering, subscription to School Interviews Week 8 of Term One Week 1 of Term Three Parent attendance at interviews Feedback to Deans Communication with teachers</p> <p>3. All staff Culture’s Prefect Community help with celebrations All year but in particular during July for Matariki Culture embraced by our students and community. Invitation to attend events is well supported by our school community</p> <p>4. All staff, service Prefect, Chapel Teams</p>

	<ul style="list-style-type: none"> • Year 9 Camp reinstated in 2026. Values to be addressed at Dean Meeting • New system of cohort Whanau Classes, especially to promote inclusiveness with Year 9 students. • Year 11 Peer Support to connect with Year 9 • Interviews set for Week 8 of the Term. These are Curriculum interviews not Whanau Interviews. • College beginning at the end of Term Two, acknowledging their journey so far and helping them with the next step to Year 12. • Guidance network to meet each month to discuss pastoral matters and make informed decisions in the future. • Kotahitanga programme to mirror what is needed in the school at certain times of the year. • Speakers from outside the school to be invited in to impart their knowledge of the outside world to our community. • Implement attendance action plan to lift and maintain student attendance • Stepped Attendance Response (STAR) in place. Parents informed of changes. Alerts set up to advise Deans/AGL to contact families. 	<p>Contact with community organisations All year Number of events we attend increases.</p> <p>Whanaungatanga</p> <p>1. AGL, KSA, JSA, NVE and other staff Outdoor Education contacts Staff values education activities Year 9 Camp reinstated Term One Year group is settled and less entries on KAMAR. Have a sense of belonging.</p> <p>2. GRE, JSA, Training for Year 11 girls Ongoing trainings at lunchtimes Term One Strong relationships between older and younger students. Survey Year 9 girls to gauge its worth and recommendations for the future.</p> <p>3. AGL and teachers Curriculum interviews set up for Week 8. Changes to the reporting system communicated to staff before school begins. Term One Three Strong connections to be made between whanau teacher and students. Information recorded on their school life and future aspirations. This information is on the student profile on KAMAR.</p>
OUTCOMES	<ul style="list-style-type: none"> • Parents have a sense of belonging as they enter St Matthew’s and know who to contact if issues arise. 	

	<ul style="list-style-type: none"> • New students settle faster and know the expectations of the school and understand the role of our school values play in their daily lives. • Positive staff/student relationships. • With a greater understanding of Tikanga, staff can better support Māori students. • School community enjoy and learn about other cultures within the student population. • Future planning comes from data and pastoral observation. • Year 11 students well equipped and familiar with the Senior College Environment. • Parents informed of initiatives in the community to support their children and their parenting. • Number of families engaged through regular communication about attendance expectations and strategies. 	<p>4. AGL, Deans, Counsellor, Boarding, SENCO etc Time slot for everyone to be there. All Year Discussion to be had to focus on big picture, culture of the school. Decisions made based on data and issues arising for the following year.</p> <p>5. AGL, NVE Staff input and community resources All Year</p>
<p>TARGETS</p>	<ul style="list-style-type: none"> • Positive community feeling towards our school culture at St Matthew's · Survey written to discover how students feel about being at St Matthew's (positive data) · 100% of girls have had a whanau interview, which is recorded on KAMAR. · A reduction in pastoral entries for Year 9 students by 50% (based on 2023) · Our roll at its maximum of 310 students. • At least 75% of families with students showing chronic absenteeism to have attended at least one meeting or received direct outreach 	

GOAL 3

(KGI)

Staff Development

All our staff will strive for continuous improvement so they can maximise the success of each student and engage in the special character of the school, while acknowledging Te Tiriti o Waitangi tto achieve *Quality teaching and leadership to make a difference to learners and their whanau*

ACTIONS

1. Professional Growth & NCEA Readiness

- Provide targeted PLD on NCEA changes, assessment design, and culturally responsive practice. Could be best use of Curriculum days x2 for 2026
- Develop shared resources and exemplars for new NCEA standards across faculties.

2. Te Tiriti o Waitangi Integration

- Embed bicultural perspectives in teaching practice and leadership development.
- Deliver annual workshops on culturally sustaining pedagogy and Māori student success.

3. Collaborative Practice

- Facilitate cross-school professional learning communities/groups (PLCs/PLGs) focused on curriculum alignment and assessment.

- Who is Responsible
- Resources Required/Evidence resources/Measures
- Timeframe/Checkpoints

1. Professional Growth & NCEA Readiness

a. Targeted PLD on NCEA changes, assessment design & CRP

- **Who:** DP Curriculum, HoDs
- **Measure:** 100% staff complete NCEA PLD
- **Timeframe:** Curriculum Days T1 & T2

b. Develop shared resources & exemplars

- **Who:** HoDs, NCEA Lead
- **Measure:** Shared NCEA exemplar bank produced
- **Timeframe:** Completed by T3

2. Te Tiriti o Waitangi Integration

a. Embed bicultural perspectives in teaching & leadership

- **Who:** SLT, Kaiārahi, HoDs
- **Measure:** Bicultural elements visible in schemes and observations
- **Timeframe:** Evident T2, reviewed T4

b. Annual workshops on culturally sustaining pedagogy & Māori success

	<ul style="list-style-type: none"> ○ Schedule termly joint faculty meetings to share best practice and moderate assessments. <p>4. Leadership Development</p> <ul style="list-style-type: none"> ○ Implement coaching and mentoring programs for emerging leaders. ○ Provide leadership training aligned with school’s special character and strategic priorities. <p>5. Student-Centered Focus</p> <ul style="list-style-type: none"> ○ Use student achievement and engagement data to inform teaching strategies. ○ Incorporate student voice in curriculum and assessment planning. 	<ul style="list-style-type: none"> ● Who: DP Teaching & Learning, External PLD Providers ● Measure: 100% staff attendance at annual workshop ● Timeframe: Delivered Term 2 <p>3. Collaborative Practice</p> <p>a. Facilitate cross-school PLCs/PLGs</p> <ul style="list-style-type: none"> ● Who: SLT, PLG Leaders ● Measure: PLC minutes with actions recorded each term ● Timeframe: Every term <p>b. Termly joint faculty meetings for moderation and best practice</p> <ul style="list-style-type: none"> ● Who: HoDs, DP Curriculum ● Measure: Moderation summaries produced each term ● Timeframe: Once per term
OUTCOMES	<ul style="list-style-type: none"> ● Staff are confident and prepared for NCEA changes. ● Teaching practice reflects Te Tiriti o Waitangi principles and supports Māori success. ● Strong collaboration across schools ensures consistency and quality. ● Leadership capacity is strengthened at all levels. ● Students experience high-quality teaching that maximises achievement and engagement. 	<p>4. Leadership Development</p> <p>a. Coaching & mentoring for emerging leaders</p> <ul style="list-style-type: none"> ● Who: Principal, SLT ● Measure: Minimum 10 participants in coaching pathway ● Timeframe: Launch T1, review T4

<p>TARGETS</p>	<ul style="list-style-type: none"> • 100% of teaching staff complete NCEA change PLD by end of Term 2. • At least 3 cross-school PLC sessions per term documented with action points. • Annual staff survey shows 90% confidence in implementing new NCEA standards. • All faculties have updated assessment plans aligned with NCEA changes by Term 3. • 100% of staff participate in Te Tiriti and cultural responsiveness training annually. • Leadership coaching program launched with minimum 10 participants in Year 1. • Student achievement data shows year-on-year improvement in key NCEA indicators. 	<p>b. Leadership training aligned with special character & priorities</p> <ul style="list-style-type: none"> • Who: Principal, Chaplain, External Trainers • Measure: Attendance and feedback from leadership workshops • Timeframe: Delivered T2–T3 <p>5. Student-Centred Focus</p> <p>a. Use achievement & engagement data to inform teaching</p> <ul style="list-style-type: none"> • Who: HoDs, Teachers, Data Lead • Measure: Department plans show data-informed changes • Timeframe: Data review T1–T4 <p>b. Incorporate student voice in curriculum & assessment planning</p> <ul style="list-style-type: none"> • Who: HoDs, Teachers, Deans • Measure: Student voice summary used in planning each term • Timeframe: Gathered T1 & T3, used in planning T2 & T4
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GOAL 4**(WSM)****Special Character**

All our boarders and day ākongā feel physically and emotionally safe, free of discrimination *in all its forms*, in an environment that is safe and *inclusive* that lives its Anglican values and marks of mission, while acknowledging Te Tiriti o Waitangi *so that all identities, cultures and languages are sustained*.

ACTIONS

- Maintain daily reminders that we are a Christian character school and seek to identify new opportunities to include over time.
- Review the STAND programme and respond to results in order to improve the likelihood of ākongā to reporting that they are: safe emotionally and physically; free of discrimination; have a sense of belonging.
- Record and maintain the opportunities for local, national and international acts of service realised to date and continue to develop opportunities for acts of service internationally going forward.
- Continue to offer ākongā retreats etc with a Christian flavour, led by Chapel Leaders, alongside the Chaplain.
- Embed Look up, in, out through Trinity Services, House Services and Chapel Services.
- All Departments have visible, authentic and genuine links to Christian Character in units and programmes.
- Continue to embed ākongā led Boarders' Chapel Services and Night Prayers..
- Chapel services include Te Reo Māori and are as bilingual as possible.

- Who is Responsible
- Resources Required/Evidence resources/Measures
- Timeframe/Checkpoints

Special Character – Brief Implementation Summary (Who / Measure / Timeframe)

1. Maintain daily reminders of Christian character

- Who: Chaplain, Principal, Chapel Leaders
- Measure: Daily notices/chapel elements visibly reference Christian character
- Timeframe: Evident daily, checked each term

2. Review the STAND programme and act on results

- Who: Deputy Principal Pastoral, Chaplain, STAND Coordinator
- Measure: STAND survey shows improved feelings of safety/belonging
- Timeframe: Review Term 1, actions implemented Term 2, check Term 4

3. Record and grow acts of service (local, national, international)

- Who: Service Coordinator, Chaplain, House Leaders

	<ul style="list-style-type: none"> • Junior and Senior Chapel teams maintained, Senior Chapel led by Special Character prefect and trial two Year 11 Junior Chapel leaders, to spearhead SC initiatives throughout the school. 	<ul style="list-style-type: none"> • Measure: Annual log of completed acts of service published • Timeframe: Updated each term, annual summary Term 4
OUTCOMES	<ul style="list-style-type: none"> • Greater adherence to Trinity Wide Special Character statement. • Greater understanding and connection for school and community with special Christian Anglican Character values and Marks of Mission, resulting in these being exemplified in all areas of our school community. • Ākonga who continue to feel safe, in an inclusive, compassionate and respectful environment. • Ākonga whose identities, cultures and languages continue to be acknowledged and supported. • Dept Docs and Services visibly uphold SC and Te Tiriti. 	<p>4. Continue offering Christian-flavoured retreats</p> <ul style="list-style-type: none"> • Who: Chaplain, Chapel Leaders • Measure: Retreat attendance and feedback recorded • Timeframe: Minimum two retreats per year (T1 & T3) <p>5. Embed “Look Up, In, Out” across services</p> <ul style="list-style-type: none"> • Who: Chaplain, Chapel Leaders • Measure: Framework visible in service programmes and spoken messages • Timeframe: Evident in all services by Term 2 <p>6. All departments show visible links to Christian Character</p> <ul style="list-style-type: none"> • Who: HoDs, DP Curriculum • Measure: Department documentation includes clear SC linkages • Timeframe: Annual documentation check Term 3
TARGETS	<ul style="list-style-type: none"> • 80% of ākonga reporting via survey they feel safe • A minimum of 5 local acts of service, 2 national acts of service across the year and 1 international act of service across 3 years. • 2 Christian retreats in the year • All houses complete 1 House Chapel, 1 Boarders chapel per term, 1 boarders’ night service/prayers per week. • Undertake a Trinity Wide Special Character Review. • Undertake a School Values review, including community consultation, resulting in values that exemplify more closely the community’s 	<p>7. Continue ākonga-led Boarders’ Chapel and Night Prayers</p> <ul style="list-style-type: none"> • Who: Boarding Manager, Student Chapel Team • Measure: Schedule completed with ākonga leading each week • Timeframe: Weekly; termly review with Boarding Lead <p>8. Chapel services bilingual where possible (Te Reo Māori included)</p> <ul style="list-style-type: none"> • Who: Chaplain, Kaiārahi, Chapel Leaders

	<p>understanding and connection with special Christian Anglican Character.</p> <ul style="list-style-type: none"> • Include a scripture at the beginning of each week on KAMAR notices in English and Te Reo Māori. • Undertake a review of the STAND programme. • Have the Look Up, In, Out emblem displayed at every chapel and assembly each week in some way and explicitly taught during chapels in Term 1 weekly. • All departments place their department docs and planning into a shared folder exemplifying ways that they have visible, authentic and genuine links to Christian Character in units and programmes. • Appoint two Year 11 members of the Senior Chapel Team as leaders of the Junior Chapel Team. • All Dept Docs and services of any kind, chapel – assembly etc. visibly uphold SC and Te Tiriti. 	<ul style="list-style-type: none"> • Measure: Te reo Māori used in karakia, readings, and hymns in all services • Timeframe: Fully embedded by Term 2 <p>9. Maintain Junior & Senior Chapel Teams; trial Y11 leaders</p> <ul style="list-style-type: none"> • Who: Chaplain, Special Character Prefect • Measure: Teams appointed; Y11 leaders active in leading SC initiatives • Timeframe: Appointments Term 1, review Term 3
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**GOAL 5
(KGI)
Senior College**

All of our senior students engage in a positive experience gaining the best results possible, while acknowledging Te Tiriti o Waitangi

ACTIONS		<ul style="list-style-type: none"> ▪ Who is Responsible ▪ Resources Required/Evidence resources/Measures ▪ Timeframe/Checkpoints
	<p>Enhance the “Together as One” Vision</p> <ul style="list-style-type: none"> ○ Develop and communicate a joint statement of commitment across both schools. ○ Embed the vision in shared communications, curriculum documents, and events. <p>Curriculum Alignment</p> <ul style="list-style-type: none"> ○ Align subject planning and options across schools for seamless Senior College transition. ○ Create a shared timetable planning process to maximize student choice. <p>Vocational Opportunities</p> <ul style="list-style-type: none"> ○ Deliver joint vocational and tertiary information sessions for senior students. ○ Provide shared access to careers advisors and resources. <p>Collaboration & Presence</p>	<p>1 WHO: Principals, SLT (both schools), Trinity Executive RR: Communications team; branding materials; community consultation TF: T1 (Publish by Week 5)//WHO: SLT, HoDs/HoFs, Marketing/Comms, Chaplain (SC & SMCS) RR: Shared templates; newsletters; pastoral & curriculum documents, TF: T1–T4 (Ongoing)</p> <p>2. WHO: Principals, SLT, HoDs/HoFs, Curriculum Committee, RR: Shared planning documents; common assessment schedules; PLD time, TF: T1–T3 with Term 3 finalisation//</p> <p>3. WHO: SLT, Careers Advisors (both schools), External providers, RR: UCOL, universities, industry links; careers expo resources, TF: T2–T3// WHO: Careers Advisors, SLT, RR: Shared booking systems; common careers materials; transport as needed, TF: T1–T4</p> <p>4.</p>

	<ul style="list-style-type: none"> ○ Schedule regular Senior College Executive meetings with published minutes. ○ Increase SMCS staff presence in Senior College through teaching, mentoring, and event participation. <p>Faculty Engagement</p> <ul style="list-style-type: none"> ○ Hold termly cross-school faculty meetings to share best practice and curriculum updates. <p>Communication & Policy</p> <ul style="list-style-type: none"> ○ Develop shared policy and procedures for senior curriculum and pastoral care. ○ Implement a joint communication plan (shared calendar, newsletters, digital platform). <p>Te Tiriti o Waitangi Integration</p> <ul style="list-style-type: none"> ○ Ensure curriculum planning explicitly includes bicultural perspectives and Māori student success strategies. ○ Provide professional learning for staff on culturally responsive pedagogy. 	<p>WHO: Principals, SLT, Senior College Executive, RR: Meeting rooms, Teams, Admin support, TF Monthly whole year//WHO: SLT, HoDs/HoFs, Teachers, RR: Staffing allocation; transport; shared calendar, TF : T1-4</p> <p>5.</p> <p>WHO: HoDs/HoFs, SLT , RR: Meeting time; shared assessment tasks; moderation templates, TF: Once per term (Weeks 6–8)</p> <p>6.</p> <p>WHO: SLT, BoT/Proprietors, Guidance Network RR: Policy writers; SchoolDocs; pastoral frameworks TF: T1-2</p> <p>WHO: SLT, Comms Team, IT RR: KAMAR/ORAH; newsletter tools; shared Google/Microsoft platform TF: T1 start and then refinement</p> <p>7.</p> <p>WHO: HoDs/HoFs, SLT, WSLs, Iwi/whānau RR: PLD time; iwi partnerships; mātauranga Māori resources, Facilitators TF: all year</p>
OUTCOMES	<p>A visible and lived “Together as One” culture across both schools.</p> <p>Seamless curriculum experience for all senior students.</p> <p>Strong collaboration between staff and leadership teams.</p> <p>Students feel supported and informed about pathways.</p>	

	<p>Policies and communication systems are unified and effective.</p> <p>Curriculum reflects Te Tiriti o Waitangi principles and supports Māori success.</p>	
<p>TARGETS</p>	<ul style="list-style-type: none"> • “Together as One” statement published and communicated by Term 1. • 100% of senior subjects have aligned planning documents by end of year. • At least 3 joint faculty meetings per term. • Monthly Senior College Executive meetings documented and actioned. • SMCS staff attend 80% of Senior College events annually. • Shared policy framework implemented by Term 2. • 90% of senior students report a positive experience in annual survey. • All Year 12–13 students receive vocational pathway guidance sessions (tracked via attendance). • Professional learning on Te Tiriti and cultural responsiveness delivered to 100% of staff by end of ye 	

Goal 6 (KGI) GIVING EFFECT TO TE TIRITI		
Local Tikanga and Te Ao Māori at the Heart of Learning		
ACTIONS	<p>Possible from 2026</p> <p>A. Strengthen Local Partnerships</p> <ul style="list-style-type: none"> Establish and maintain formal relationships with mana whenua to ensure school plans, policies, and curriculum reflect local tikanga, mātauranga and histories. Co-design local curriculum elements (marau ā-kura) using tools such as Rapua Te Ara Tika in partnership with Māori communities. <p>B. Embed Te Ao Māori Across Teaching & Learning</p> <ul style="list-style-type: none"> Integrate te reo Māori and tikanga Māori across learning programmes, ensuring culturally sustaining practices (karakia, waiata, pōwhiri processes, kai rituals, honouring taonga). Provide regular PLD for teachers to meaningfully incorporate local tikanga, mātauranga Māori and Māori worldviews into planning and teaching. <p>C. Grow Māori Student Success & Equity</p>	<ul style="list-style-type: none"> Who is Responsible Resources Required/Evidence resources/Measures Timeframe/Checkpoints
		<p>Giving Effect to Te Tiriti – 2026</p> <p>A. Strengthen Local Partnerships</p> <ul style="list-style-type: none"> Who: Principal, Board Presiding Member, Kaiārahi/Māori Lead Evidence/Measure: Formal engagement plan agreed with mana whenua Timeframe: By Term 2, reviewed Term 4 <p>B. Embed Te Ao Māori Across Teaching & Learning</p> <ul style="list-style-type: none"> Who: DP Curriculum, HoDs, All Teachers Evidence/Measure: Te Ao Māori elements visible in planning and classroom walkthroughs Timeframe: Ongoing each term; mid-year check T2 W9 <p>C. Grow Māori Student Success & Equity</p> <ul style="list-style-type: none"> Who: Deans, SENCO, Kaiārahi, SLT Evidence/Measure: Improved Māori student engagement/achievement data Timeframe: Data reviews T1–T4, annual evaluation T4 <p>D. Increase Te Reo Māori Availability</p> <ul style="list-style-type: none"> Who: HoD Māori, Timetabler, SLT

	<ul style="list-style-type: none"> • Use Māori student voice and whānau voice to shape teaching approaches, remove systemic barriers, and pursue equitable outcomes for Māori learners. • Review pastoral systems using a Te Tiriti lens to eliminate racism, stigma and discrimination, aligning with board responsibilities. <p>D. Increase Te Reo Māori Availability</p> <ul style="list-style-type: none"> • Expand pathways for te reo Māori learning (e.g., Year 7–13 progression, extension programmes, cross-school options). • Promote staff participation in Te Ahu o te Reo Māori to strengthen schoolwide capability. 	<ul style="list-style-type: none"> • Evidence/Measure: Expanded te reo pathways operating Y7–13; staff participation tracked • Timeframe: Pathways confirmed T2, implementation T3–T4
<p>OUTCOMES</p>	<p>A. Cultural Visibility & Authenticity</p> <ul style="list-style-type: none"> • The school environment reflects local iwi narratives, tikanga, and mātauranga Māori in visible, lived, and authentic ways. • Curriculum documents and teaching practices demonstrate clear bicultural alignment, including Te Ao Māori perspectives across subjects. <p>B. Strong Partnerships with Māori</p> <ul style="list-style-type: none"> • Mana whenua feel respected, involved, and influential in curriculum, school culture, policies, and decision-making. • Māori whānau report increased trust, belonging, and confidence in school processes. <p>C. Improved Māori Student Outcomes</p>	

	<ul style="list-style-type: none"> Māori students experience culturally sustaining environments, increased engagement, and improved achievement and wellbeing. <p>D. Confident, Culturally Capable Staff</p> <ul style="list-style-type: none"> Staff demonstrate competence in tikanga, te reo Māori usage, and culturally responsive teaching practice. 	
<p>TARGETS</p>	<p>A. Curriculum & Policy Implementation</p> <ul style="list-style-type: none"> 100% of school plans, policies, and curriculum documents explicitly reflect local tikanga Māori, mātauranga Māori, and Te Ao Māori by the end of 2026. Local curriculum co-designed with mana whenua published by Term 4, 2026. <p>B. Te Reo Māori & Tikanga Uptake</p> <ul style="list-style-type: none"> All students Years 7–10 receive regular instruction in te reo Māori and tikanga Māori, with opt-in pathways for Years 11–13. 80% of staff complete Te Ahu o te Reo Māori or equivalent PLD by end of 2026. <p>C. Māori Student Success</p> <ul style="list-style-type: none"> Māori students show year-on-year improvement in engagement and academic indicators (NCEA, attendance, wellbeing). Whānau Māori engagement increases by 30% through hui, surveys, and collaborative curriculum design. <p>D. Culturally Safe Environment</p>	

	<ul style="list-style-type: none">• The school meets board responsibilities to eliminate racism, stigma, and discrimination, with annual review of policies using a Te Tiriti lens.• At least 85% of Māori students report feeling culturally safe, valued, and able to express their identity at school.	
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Section 8-ST MATTHEW'S COLLEGIATE PRINCIPAL'S SPEECH 2025

Tēnā koutou katoa, e te whānau whānui o tō tātou kura.

He honore, he korōria ki te Atua, he maungārongo ki te whenua, he whakaaro pai ki ngā tāngata katoa.

Greetings to you all, the wider family of our school.

All honour and glory to God, peace upon the land, and goodwill to all people.

E te whānau, ngā mihi mahana ki a koutou katoa.

To our Board of Trustees, our dedicated staff, our parents and caregivers, our students — from our bright-eyed Year 7s to our bold Year 13s — and all our supporters gathered here tonight: thank you.

What a year it has been — one that has tested us, shaped us, and, I hope, strengthened us.

Tonight's reflections draw on two powerful themes: the journey through Oz — with its lessons of courage, heart, and wisdom — and Robert Frost's "The Road Not Taken," reminding us that the paths we choose will have a bearing who we become.

The Year of Strikes and Resilience

Let's start with the obvious — 2025 was not a quiet year for education.

Between the industrial action, disrupted timetables, and the delicate dance of catching up afterwards, there were moments where it felt like we were all somewhere between Kansas and Oz — swept up in something far bigger than we expected!

But like Dorothy, when everything shifted around us, we discovered something powerful: that courage, heart, and wisdom are not given — they are grown.

To our students... we would not have jobs if it was not for you — thank you for your resilience

To our property and catering teams- thank you for your resilience

To our Boarding and Support staff- thank you for your resilience

To our teachers — thank you for your resilience

To Sandie, Alison and Haley- thank you for your resilience

To our Chair Ian, Board of Trustees, Proprietors, Alistair Plimmer... thank you for your resilience

To Lindsay- living with me **needs** resilience- thank you for yours when mine has all but run out

And to our whānau —

Through it all, we learned again that education is not just about subjects and grades — it's about people. I will borrow your words Sal because you said it girl in your Senior College Prizegiving speech

What is the most important thing in the world? It is the people.

People we are losing

One of the things about life is that people will come into it, and people will leave it. They will always have an accompanying story that explains their departure but what remains is that while they are in your midst they are part of your story.

So people starting new chapters in completely different books are :

Nell and Awande who have been supporting characters in our story. They created mystery because of their daily character swaps as our sports and boarding tutors. Both have been vital to our book's plot and made the read of the 2025 year all the better for being in it. Ka Kite and Kia Kaha

Bruce Tooley character's persona has been Science Technician. He has been in seven seasons of our book series solidifying his presence in the science labs and horticultural gardens. In his new book his St Matthew's story will take its place on his bookshelf to be exchanged for retirement to tend home gardens and take long overdue walks and treks with his lovely wife. Thank you, Bruce.

Vicky Harper has an entire chapter of our book with the subtitle

L.O.Y.A.L.T.Y. – A Tribute

Today, we celebrate a woman whose very essence is captured in one word — **LOYALTY**.

Not just a word, but a way of life.

L – is for Leader and Listener.

A guiding light in our school, a calm voice in the storm, a woman who taught with both wisdom and heart.

O – is for Outstanding Organiser.

From vaccinations and first aid parcels to making sure no student went without — she ran her space with grace, precision, and care.

Y – is for Youthful Spirit.

Fashionable, full of energy, and forever young at heart — she brought warmth and style into every corner of the school.

A – is for Anchor.

The one we could always rely on — steady, strong, and unwavering. A true ‘mum to many’, grounding us all with her kindness.

L – is for Loving Mentor.

She nurtured generations — students, staff, and even old girls and an old boy or two. Her care shaped lives far beyond the classroom.

T – is for Trusted and True.

Her loyalty has been the heartbeat of our team — dependable, compassionate, and always ready to help anyone in need.

Y – is for Your Legacy.

Because though you may be leaving the day-to-day, your spirit will remain woven into the fabric of this place —
in every student you’ve cared for,
every colleague you’ve supported,
and every heart you’ve touched.

So today, we don’t just say farewell —
we say thank you.

School Please stand- Vicky For your service, your strength, your laughter, your love —
and above all, for your **LOYALTY**.

Homai te pakipaki

Attendance and the STAR 2026 Mandate

Looking ahead to 2026, attendance will remain a national priority under the **STAR Attendance Response** — a model that places relationships and community at the heart of improving engagement.

But attendance is not just about being on a roll sheet. It's about showing up — for yourself, for your classmates, for your whānau, and for your future.

Every day you're here, you take another step down your own Yellow Brick Road. Some days it's straight and sunny; other days, it's full of poppies and flying monkeys.

But... if you keep showing up, you keep moving forward.

Because education isn't about perfection — it's about persistence.

Our Partnership with Our Brother School

I also want to take a moment to reflect on something that defines our senior years — our partnership with our brother school.

Together, we share a unique educational model that gives our year 12 and 13 students access to a wider curriculum. It's a collaboration that opens doors — to specialist subjects, new ideas, and shared experiences that prepare our young women for life beyond school.

We are cognisant of what this partnership makes possible, and we value the spirit of cooperation that sustains it.

At the same time, we recognise that partnerships like this require ongoing care and balance. The structure of our shared model means that much of the senior curriculum delivery happens down the road, while many of the responsibilities for pastoral care, and coordination remain with our staff here.

Our kaiako and support teams carry that work with grace, creativity, and aroha. They do it because they believe in our girls and the kaupapa of this kura. But it does come at a cost — in time, in workload, and sometimes in opportunity.

As principal, I want to say clearly: that is something we must, and will, continue to address.

Ensuring that this partnership remains equitable and sustainable for our staff is one of our leadership goals for the coming years — not to diminish what we share with our brother school, but to strengthen it, so that both our communities thrive.

To our seniors — when you cross to our brother school's campus, you carry our wairua with you. You are ambassadors of this place — of its mana, its values, and the generations of strong wāhine who paved the way before you.

And to our younger girls — know that this partnership exists for your future too. You are part of a continuum of learning and leadership that stretches well beyond one campus.

Legacies are built not through competition, but through connection — and through the daily choices we all make to uphold who we are, together.

The Power of a Girls' Education

In this kura, we believe deeply in the power of a girls' education.

This is a space where we aim to have young women who learn to think critically, lead courageously, and act with empathy.

A girls' education teaches you that strength and softness can coexist; that intelligence and kindness belong in the same sentence; that your voice matters.

Robert Frost wrote 'In the Road Not Taken':

"Two roads diverged in a wood, and I — I took the one less travelled by, and that has made all the difference."

Our hope is that each of you will have the courage to take your own "road less travelled" — to choose paths that are brave, authentic, and true to who you are.

And like Dorothy's journey, you will learn that courage, heart, and wisdom are already within you — waiting for you to use them.

Our Volunteers and Community

Every great school rests on the shoulders of volunteers — and we are blessed with some of the best... on our Board, Friends, Old Girls, Foundation, Sports, Culture...so many.

To our parents, grandparents, and community members who coach, fundraise, sew, bake, drive, and cheer — *ngā mihi nui ki a koutou*. You embody manaakitanga — generosity in action. You remind us that education is a collective effort, built on aroha and service.

Your mahi is sometimes unseen but **never** is it **un**appreciated.

The Wizard of Oz – Our School Production

Speaking of service and creativity — what a year it was for the Arts!

Our production of *The Wizard of Oz* was a triumph. From the smallest Munchkin to the boldest Wicked Witch, it showcased the courage, collaboration, and sheer talent of our students.

The story of Dorothy's journey mirrors our own in many ways. Sometimes the world spins around us; sometimes we feel lost; but with courage, friendship, and a sense of home, we always find our way.

To Our Sideline Superstars

To the parents and whānau on the sidelines — our loyal legends!

Rain, shine, or sideways wind, you're there. Cheering, clapping, pacing the fence line like seasoned coaches. You bring snacks, you bring spirit — and yes, sometimes you bring referees to tears! (We say that with love.)

But here's the thing — sport isn't just about the score at the end of the day. It's about turning up, trying hard, and learning along the way. It's about celebrating participation — every pass, every tackle, every brave attempt at goal. Because that's where the real magic happens.

So, as we shout encouragement from the sidelines, let's remember — our kids are listening. They're watching how we win, how we lose, and how we treat others. Let's keep showing them that real champions cheer for **everyone** on the field.

Let's continue to keep our sidelines positive, supportive, and full of aroha. Let's continue to be the kind of crowd that lifts players up — not one that brings referees down.

Because in the end, it's not just about raising good athletes. It's about raising good people — who play fair, stay humble, and give their best, no matter the weather.

So thank you, our sideline saints and snack-pack superheroes. You are the heartbeat of our teams, the warmth in the rain, and the reason sport feels like whānau.

ERO Visit and Continuous Improvement

This year's **ERO visit** gave us much to be proud of — and much to keep building on.

They recognised our caring culture, our commitment to safety, and our focus on growing student voice. They also reminded us that reflection is a strength — that a great school doesn't stand still, it keeps growing.

We took their feedback to heart, and it will continue to guide our work as we head into the new year — especially in deepening student agency, whānau partnership, and our living commitment to **Te Tiriti o Waitangi**.

Our Parents and Caregivers — Our Children’s First Teachers

Parents and caregivers — you are, and always will be, your child’s first teachers.

You teach resilience, compassion, and the art of showing up — sometimes even before the morning coffee kicks in.

By the time your children arrive here at 11 or 13, they’ve had more than a decade of your guidance — for better or for “learning opportunities.” Teachers get them for a handful of hours each day; you’ve had them for thousands upon thousands of hours before that. So, if every now and then we gently remind them what good behaviour looks like, or how respect sounds in a conversation, please don’t take offence — we’re simply reinforcing the lessons that began at home.

As the great *Mufasa* once said in *The Lion King*, “Remember who you are.”

We’d add — *and remember who taught you to say please and thank you in the first place!*

Our role as teachers isn’t to replace you, but to walk beside you — helping your daughters discover who they are, and how they can use their talents to make the world a kinder, fairer place.

So let’s keep partnering, laughing, and lifting these young people together — through every triumph, every teachable moment, and every sideline snack emergency.

Because when schools and families work as one, that’s when the real magic happens — and that’s when good kids become great people.

On A.I. — and the Kind of Intelligence We Want to Grow

We often talk about **A.I.** — Artificial Intelligence — as though it’s the great disruptor of our time. But perhaps, in our schools, we should also be talking about another kind of A.I.: **Authentic Intelligence** — the kind that grows from curiosity, courage, and connection.

Laptops, tablets, and devices have opened doors we could once only dream of. They’ve made knowledge instant, lessons interactive, and the world just a click away. And we know that the world our young people are heading into — with NCEA moving more online, and universities following suit — demands that they can navigate this digital landscape with skill and confidence.

But here's the challenge: in harnessing all this incredible technology, we must ensure we are *using* it — not *being used by* it. It's about balance. It's about remembering that while Artificial Intelligence can process data, only **Authentic Intelligence** can process meaning.

So the question isn't whether technology is good or bad — it's how we teach our young people to use it *wisely*. To code with conscience. To scroll with discernment. To lead with empathy in a world where the loudest voice is not always the wisest one.

Let's raise a generation who can harness the power of the digital world — but who never lose sight of the human heart at the centre of it. Because while Artificial Intelligence may help us think faster, **Authentic Intelligence** helps us think deeper. And that, in the end, is what will truly move us forward.

And if you're wondering how I managed to put all of that so eloquently... well, yes — I *did* have a little help from Artificial Intelligence. Which, I suppose, proves the point: technology can be a wonderful servant, but let's make sure it never becomes the master.

Closing Reflections

To our Year 13s — our leavers — this is your moment.

You've reached the end of one journey and the start of another. Take with you the lessons learned here — the friendships, the courage, the resilience — and keep walking your own road, wherever it leads.

To our returning students — rest well, recharge, and come back ready to shine.

To our staff and whānau — thank you. You make this place more than a school; you make it a community.

And to everyone here today, remember this: whether you're following the yellow brick road or carving your own path through the forest — keep walking. Keep believing. Keep reaching for the stars.

Because every one of you, in your own way, has shown what it means to rise —

Ad Astra per Aspera — To the stars through endeavour.

Nō reira, e te whānau — kia kaha, kia māia, kia manawanui.

Tēnā koutou, tēnā koutou, tēnā tātou katoa.

Section 9-ST MATTHEW'S COLLEGIATE PRESIDING MEMBER SPEECH 2025

Tēnā koutou katoa, warm greetings to you all.

It is an honour to be here today as the Presiding Member of this remarkable Anglican school for girls — a place where faith, learning, and community come together to shape the leaders of tomorrow.

Good morning students, parents, whānau, staff, special guests, and members of our St Matthew's community. It is wonderful to have you here as we celebrate the achievements, character, and growth of our young women at the end of another amazing year.

The Work of the Board

As a Board, we carry a profound responsibility under New Zealand's education framework: to govern with wisdom, integrity, and foresight. Every decision we make must safeguard the success and safety of our students, support the wellbeing of our staff, and ensure the flourishing of our wider community.

We do this while honouring **Te Tiriti o Waitangi**, ensuring its principles guide and shape every part of school life.

Strategic Plan 2025–2026

Our Strategic Plan sets a clear and inspiring path forward:

- **Student Progress** — Every girl in our care will be supported to achieve her highest potential through quality teaching, safe environments, and positive relationships. Education is not just about academic success — it is about nurturing confidence, resilience, and a sense of purpose.
- **School & Community Wellbeing** — Thriving students come from thriving communities. Together — the Board, staff, whānau, and wider community — we will foster wellness for our tamariki, creating spaces where they feel valued and supported.
- **Staff Development** — Our teachers are the heart of this school. We will invest in their growth, ensuring they have the tools and inspiration to engage deeply with our special character and to maximise every student’s success.
- **Special Character** — Our Anglican identity calls us to live by values that guide our community: faith, inclusivity, respect, care, and integrity. Every student — boarder or day girl — must feel physically and emotionally safe, free from discrimination, and embraced by a culture of respect and care.
- **Senior College** — We commit to a Senior College experience that is positive, enriching, and prepares our students for life beyond these gates, with the best possible academic outcomes and personal growth.

Girls’ Education

We are a girls’ school, and girls’ education matters. It matters because when we educate girls, we empower families, communities, and nations. We open doors to opportunity, leadership, and change.

We are not just teaching subjects — we are shaping futures. That is why you choose St Matthew’s for your daughters: because you know this is a place where they will be valued, supported, and prepared to flourish in life.

The Board

This year brought the significant process of a Board election.

We welcome **Rachel Holden** and **Shane Boderick** as newly elected members, and **Nicola Richardson**, who has joined the Board as a Trinity Schools Trust Board Proprietor Representative. They join existing board members, Andrew Lincoln, Amy Williams, Matt Weston, and Staff representative Sandie Sherwen. Their experience, energy, and insight will be valuable as we continue shaping the future of St Matthew’s.

We warmly welcome **Ava Wilson** as our new Student Representative. Already, Ava has contributed thoughtful and constructive student voice to our discussions.

We also acknowledge and thank **Tess MacKenzie**, who served with distinction before Ava. Tess brought maturity, insight, and a strong student perspective to the Board, and her leadership has been greatly appreciated.

We further acknowledge **Alistair Plimmer**, who stepped down after six years of service, three of those as Presiding Member. His steady leadership and wise counsel have served St Matthew’s exceptionally well.

To my fellow Board members — thank you. Your hard work, thoughtful insight, and steadfast commitment have made a real difference this year. It is a privilege to serve alongside you.

Acknowledging Our Students

Of course, the work of the Board only has meaning because of the students we serve, you are the reason we gather today.

I have sat in Mrs Gill's office and witnessed the scurrying of our younger students, backpacks on, darting this way and that with purpose and energy.

And then, at the other end of the spectrum, our senior girls who casually make their way to and from Senior College — by bus or by car — each with a calm confidence that only comes from experience.

The contrast is striking, and the growth it represents is remarkable.

Every award today recognises commitment, effort, and excellence — in academics, sport, culture, service, and leadership. Whether you are on stage or supporting from your seat, each of you shapes the life of St Matthew's. We are proud not only of what you achieve, but of who you are becoming — resilient, curious, compassionate, and grounded.

Among all our students, a special group stands before us today — our **Year 13 leavers**.

Year 13 Leavers

You take with you the legacy of St Matthew's — a legacy of service, courage, faith, and character. May the values you've learned here guide you into the opportunities ahead.

You join a network of alumnae who continue to shape New Zealand and beyond, carrying forward the spirit of St Matthew's into every community you touch.

Acknowledging Staff

To our Principal, Mrs Gill, the senior leadership team, teachers, and support staff: thank you.

Your professionalism, care, and commitment underpin everything we celebrate today. Much of your work is unseen, but it is deeply appreciated.

Just as our staff give tirelessly within the school, our families give tirelessly beyond it.

Parents, Whānau, and Community

To our families: thank you for your trust and partnership. Your support and encouragement remain central to your daughters' success and to the strength of our school community.

Closing Remarks

Congratulations to all our prize winners, and to every student who has worked hard this year. Your progress, your effort, and your spirit are worth celebrating.

Thank you to everyone who contributes to the life of St Matthew's — our staff, families, volunteers, Friends of St Matthew's, SMOGA, coaches, managers, supporters, and most importantly, our students.

As we look back with gratitude and forward with hope, let us remember that St Matthew's is more than a school — it is a community of faith, courage, and service. May we continue to walk together into 2026 with hope and purpose.

Together, we will continue to build a place where every girl can look up with faith, look in with confidence, and look out with hope – a place where she knows she belongs, and where her future is bright.

Ngā mihi nui, thank you.

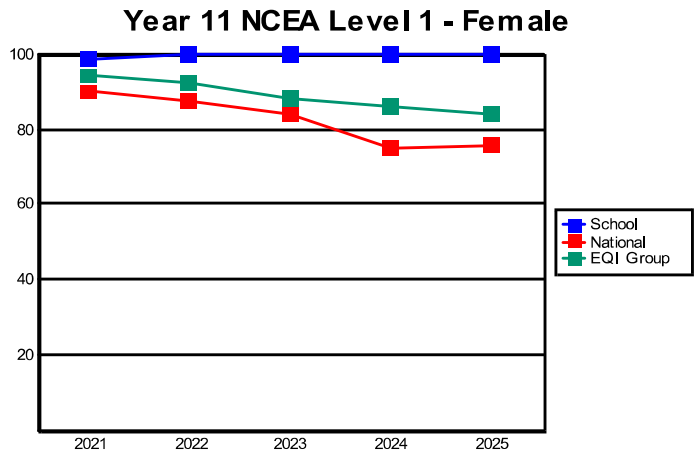
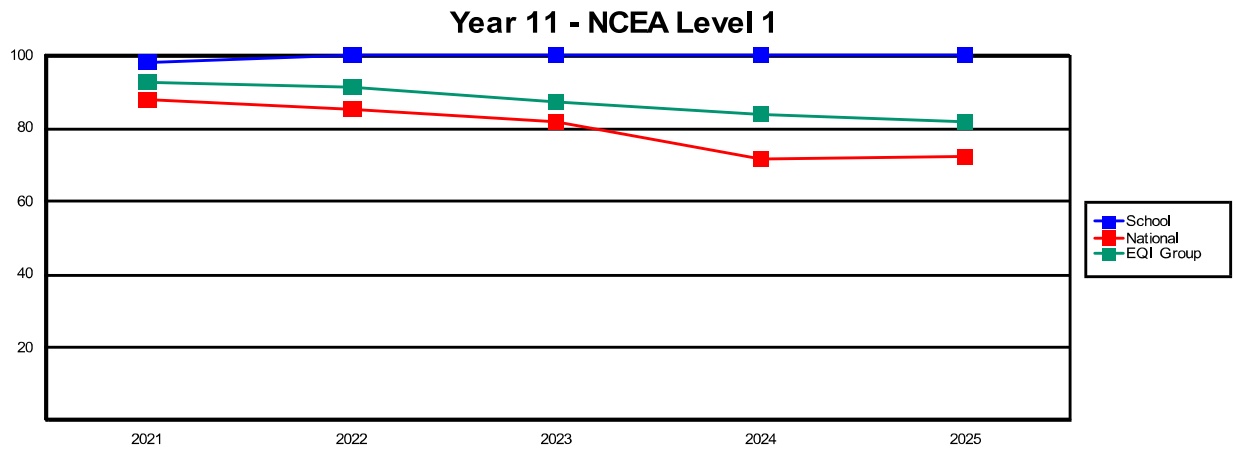
Section 10: 2025 Results

Achievement in NCEA and UE: St Matthew's Collegiate (Masterton)

Generated 13-Jan-2026

PR1 - **Participation** Based Cumulative Overall Results

Academic Year	St Matthew's Collegiate (Masterton)			Year 11 NCE AL1	National		Few Socioeconomic Barriers (School Equity Index Band)		
	Year 11 NCEA L1	Year 11 NCEA L1	Year 11 Participate		Year 11 NCEA L1	Year 11 Participate	Year 11 NCE AL1	Year 11 NCEA L1	Year 11 Participated
2021	98.1	52	53	87.9	43,071	49,003	92.5	7,379	7,976
2022	100.0	59	59	85.3	42,337	49,609	91.1	7,326	8,039
2023	100.0	48	48	81.9	42,371	51,733	87.1	6,890	7,909
2024	100.0	39	39	71.5	32,218	45,069	84.2	4,078	4,846
2025	100.0	54	54	72.1	33,021	45,814	82.1	4,225	5,147



		Entries			
		Total	No Result	Absent	Void
<u>All Subjects</u>					
Level 1					
Achievement Standard					
Externally Assessed					
	2021	648		27	96
	2022	707		20	114
	2023	538		13	90
	2024	354			26
	2025	482		8	24

Subjects which experienced exam papers not being sat despite student being in exam room (void) are:

Maths 13 void exams

Science 2 void exams

Music 6 void exams

English 3 void exams

Some (4) students were absent from exams due to health or unexpected circumstance

Similar number of void papers compared to last year

LEVEL 1 NCEA 2025 RESULTS ANALYSIS

Analysis of Level 1

Overall pass rate static at 100%

Four students were absent for an exam, their derived grades were approved

EQI band pass rates have fallen again, slight increase in national achievement rate

St Matthew's pass rate continues to be consistently higher than national and EQI band rates.

Students who were at risk of not achieving had been identified earlier in the year and were closely monitored with extra tuition/revision sessions being offered and extra support given. Families were involved in the process and supported the school.

Principal's nominee emphasized with students and gave information to parents about the expectation of sitting and attempting all papers for which entries had been made.

Going forward ensure same message is given by all staff and ensure that all students and teachers realise importance of due date for withdrawing students from entering externals.

Achievement NCEA level 2 and 3

Enrolment based data

Academic Year	St Matthew's Collegiate (Masterton)						National			Few Socioeconomic Barriers (School Equity Index Band)		
	Year 12 NCEA L2	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 NCEA L3	Year 13 UE	Year 13 UE	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
2021	46 / 47	97.9	52 / 52	100.0	45 / 52	86.5	77.9	70.5	51.9	90.6	85.2	69.7
2022	55 / 56	98.2	45 / 47	95.7	41 / 47	87.2	74.9	68.2	50.3	88.9	83.3	68.9
2023	58 / 59	98.3	53 / 54	98.1	50 / 54	92.6	73.2	67.7	49.7	86.5	81.3	67.8
2024	49 / 49	100.0	50 / 53	94.3	47 / 53	88.7	73.6	69.4	50.6	86.3	83.0	68.9
2025	42 / 42	100.0	45 / 49	91.8	39 / 49	79.6	72.7	70.4	49.9	85.8	84.5	68.7

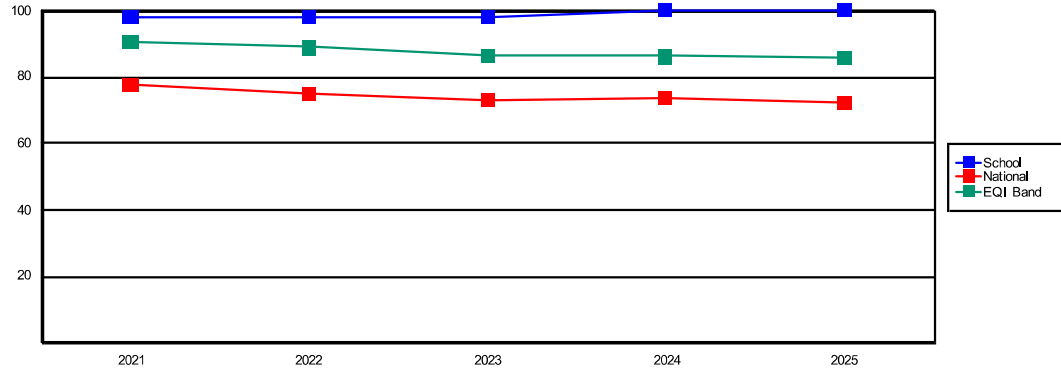
Note the figures from the charts taken from the NZQA Principals Report are incorrect. We had 50 students in year 13 at level 3 and 47 achieved level 3 which is 94%

Participation based data

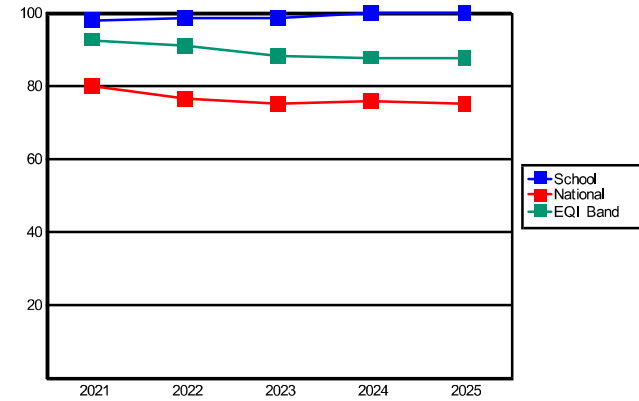
level 2= 100%

level 3 = 94% (3 students did not achieve level 3) This is likely to increase to 96% as one student has late results to process.

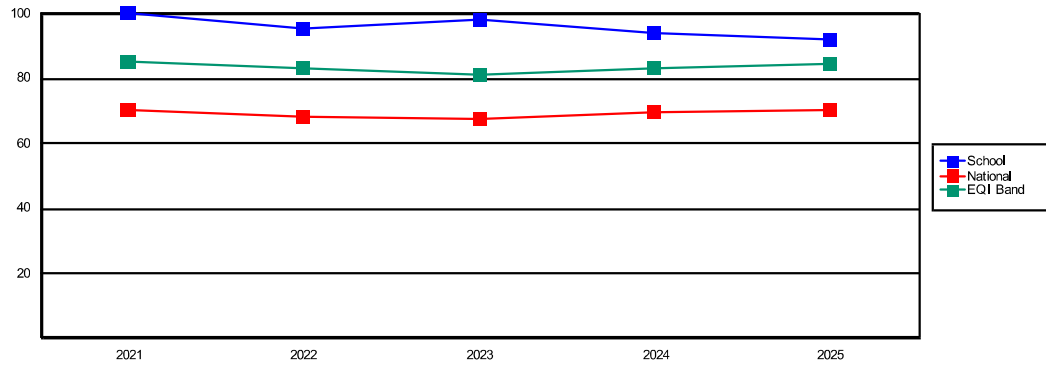
Year 12 - NCEA Level 2



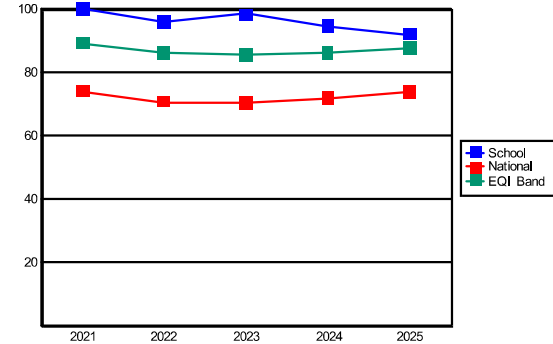
Year 12 NCEA Level 2 - Female



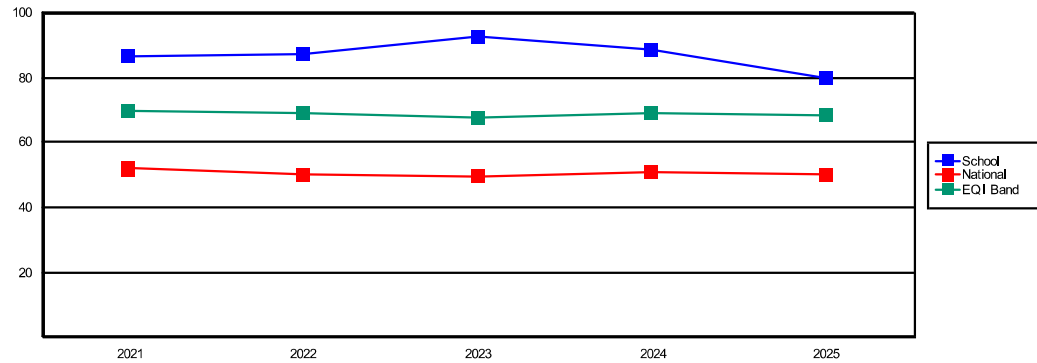
Year 13 - NCEA Level 3



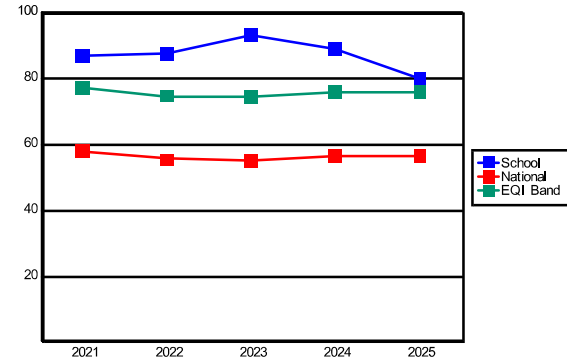
Year 13 NCEA Level 3 - Female



Year 13 - University Entrance



Year 13 University Entrance - Female



Girls' level 3 pass rate, excellence/merit endorsements and UE rates continue to exceed their male counterparts at Senior College

Scholarships

18 scholarships entered by 13 students

8 papers Absent from exam or not submitted

7 papers submitted but not achieved

3 scholarships achieved

Williams	Sophie	SCHL - Agriculture and Horticulture
Bartlett	India	SCHL - Photography
Dudley	Morgan	SCHL - Health and Physical Education

Year 13 Equity in STEM Level 3 Subject Achievement for St Matthew's Collegiate (Masterton)

STEM: Science, Technology, Engineering, and Mathematics

Who is included?

Consistent with the enrolment-based NCEA statistics measure, all Year 13 students in the New Zealand Domestic Student population with an enrolment of more than 70 calendar days. A student who identifies as both Māori and Pacific will be included in both ethnic groups. "Other Students" only includes students who identify as neither Māori nor Pacific.

Who counts as successful?

Students who achieve 14 or more credits in any of the following UE approved subjects:

Biology, Chemistry, Physics, Earth and Space Science, Calculus, Statistics and Technology (Hangarau, and Digital Technologies).

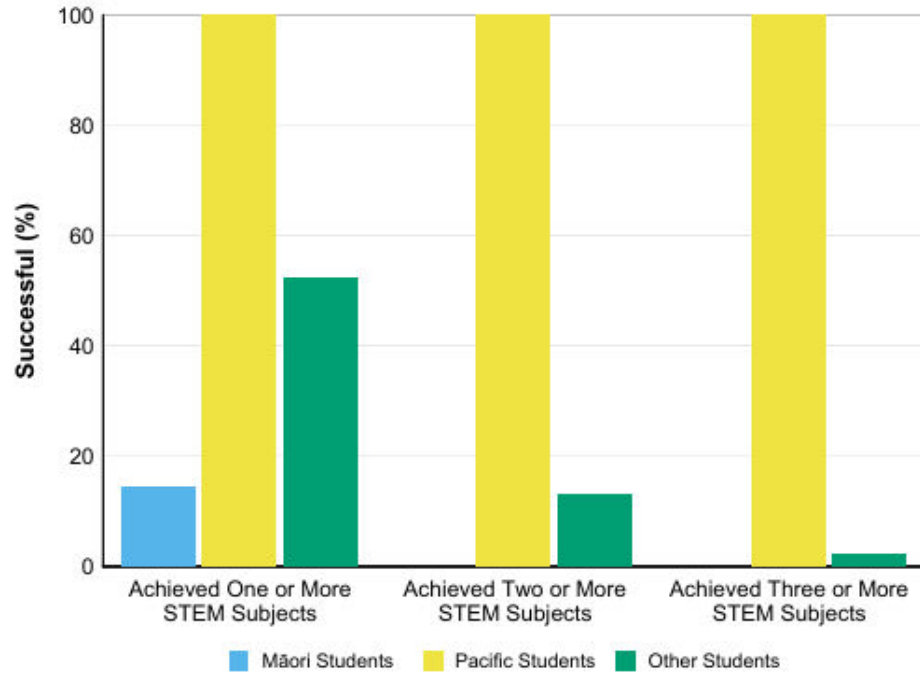
Composite subjects (Science/Pūtaiao, Mathematics/Pāngarau, and Technology) built from the UE Approved list of subjects, are also included.

Credits achieved in, or prior to, the academic year specified are included.

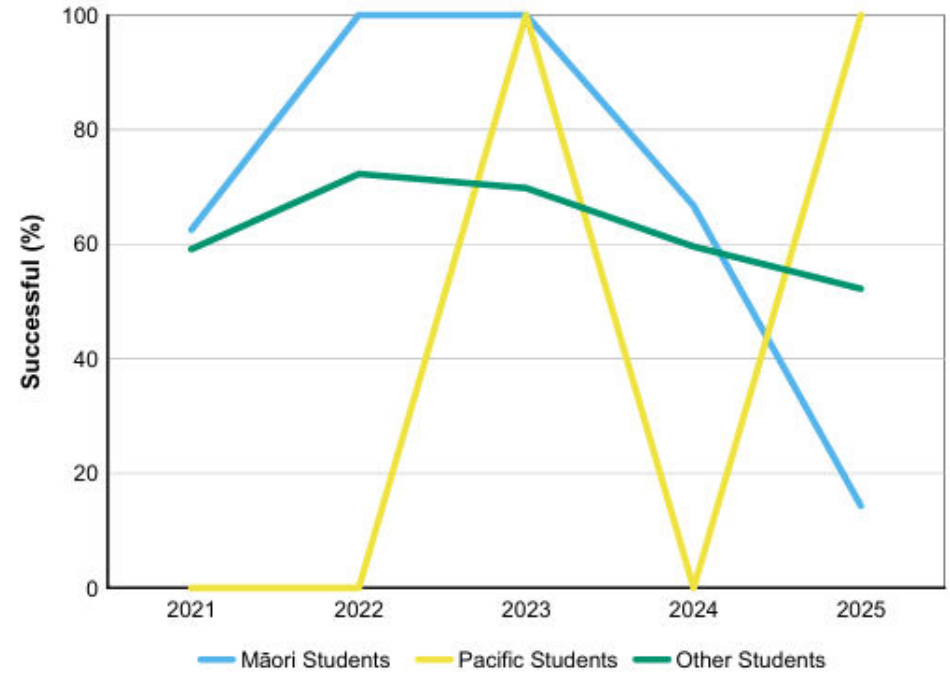
Year 13 Students		Māori Students			Pacific Students			Other Students		
		Total #	Successful #	Successful %	Total #	Successful #	Successful %	Total #	Successful #	Successful %
Achieved One or More STEM Subjects	2021	8	5	62.5%	0			44	26	59.1%
	2022	1	1	100.0%	0			47	34	72.3%
	2023	2	2	100.0%	2	2	100.0%	53	37	69.8%
	2024	6	4	66.7%	1	0	0.0%	52	31	59.6%
	2025	7	1	14.3%	1	1	100.0%	46	24	52.2%

		Māori Students			Pacific Students			Other Students		
		Total #	Successful #	Successful %	Total #	Successful #	Successful %	Total #	Successful #	Successful %
Achieved Two or More STEM Subjects	2021	8	3	37.5%	0			44	12	27.3%
	2022	1	0	0.0%	0			47	18	38.3%
	2023	2	2	100.0%	2	1	50.0%	53	17	32.1%
	2024	6	1	16.7%	1	0	0.0%	52	13	25.0%
	2025	7	0	0.0%	1	1	100.0%	46	6	13.0%
Achieved Three or More STEM Subjects	2021	8	2	25.0%	0			44	10	22.7%
	2022	1	0	0.0%	0			47	12	25.5%
	2023	2	0	0.0%	2	0	0.0%	53	10	18.9%
	2024	6	0	0.0%	1	0	0.0%	52	6	11.5%
	2025	7	0	0.0%	1	1	100.0%	46	1	2.2%

Year 13 Equity in STEM Level 3 Subject Achievement for St Matthew's Collegiate (Masterton) (2025)



Year 13 Equity in STEM Level 3 Subject Achievement for St Matthew's Collegiate (Masterton) (Achieved One or More STEM Subjects)



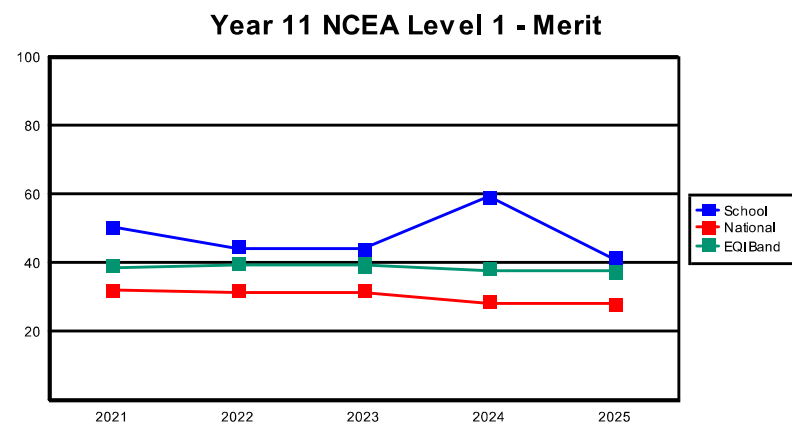
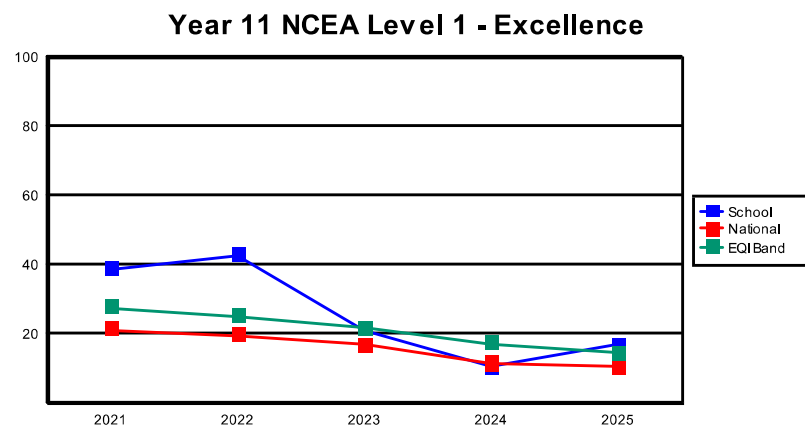
NCEA Certificate Endorsement: St Matthew's Collegiate (Masterton)

Generated 13-Jan-2026

PR4 - Cumulative Results by Percentage

Academic Year	St Matthew's Collegiate (Masterton)			National			Few Socioeconomic Barriers (School Equity Index Band)		
	Year 11 NCEA Level 1	Year 12 NCEA Level 2	Year 13 NCEA Level 3	Year 11 NCEA Level 1	Year 12 NCEA Level 2	Year 13 NCEA Level 3	Year 11 NCEA Level 1	Year 12 NCEA Level 2	Year 13 NCEA Level 3
<u>Achieved with Excellence</u>									
2021	38.5	52.2	32.7	21.1	17.9	17.9	27.4	24.0	20.4
2022	42.4	45.5	44.4	19.4	16.5	15.3	24.9	21.6	17.7
2023	20.8	29.3	17.0	16.7	15.0	13.6	21.3	19.6	15.0
2024	10.3	22.4	20.0	11.2	15.5	14.1	17.1	19.7	15.6
2025	16.7	14.3	24.4	10.1	15.0	14.7	14.1	19.4	16.3
<u>Achieved with Merit</u>									
2021	50.0	23.9	26.9	31.9	23.8	25.3	38.5	29.5	29.1
2022	44.1	36.4	22.2	31.4	24.0	25.5	39.4	30.5	29.3
2023	43.8	39.7	47.2	31.4	23.5	25.6	39.1	29.9	31.7
2024	59.0	32.7	44.0	28.2	24.5	25.7	37.8	31.3	30.3
2025	40.7	45.2	22.2	27.6	25.8	26.9	37.2	32.1	33.6

LEVEL 1 ENDORSEMENT



Analysis

Merit endorsement appears to have fallen significantly, in actual numbers one more student gained merit endorsement than last year but there were more students in the year group. in national figures, EQI band figures are fairly static

Excellence grades have risen in actual numbers from 5 students to 9 students, however with our small classes a greater number of excellences could have been expected

Note that approx. 22% of the students in this year group had Special Assessment Conditions

Next year we have similar numbers of SAC students

Next steps

Need to focus on gaining endorsement – but be mindful that not all students are capable of gaining endorsement and for some gaining NCEA is an achievement in itself.

Going forward we could use SMART/E-asttle/PAT data to identify girls who are working above expected curriculum level and monitor their progress as we monitor the progress of those girls who may struggle.

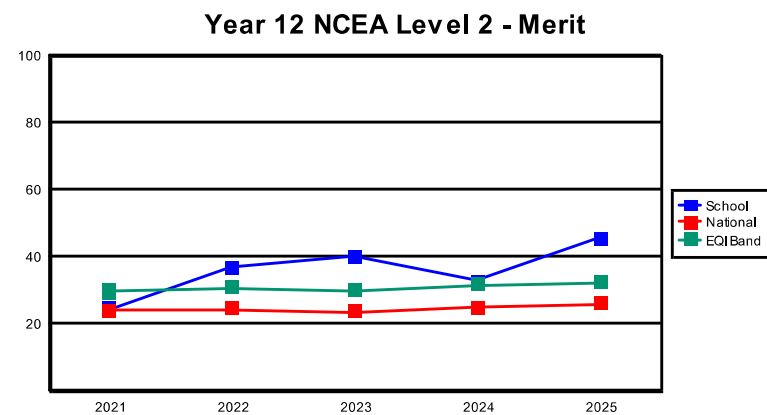
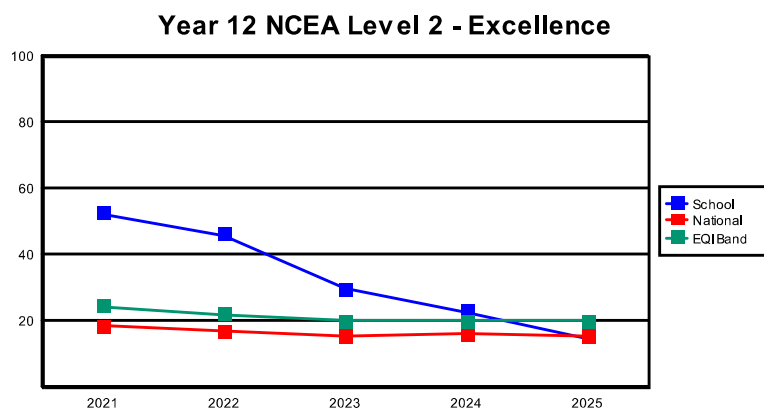
Department analysis needs to examine their results, look for reasons why few or declining endorsements and plan how to improve. Need to set targets.

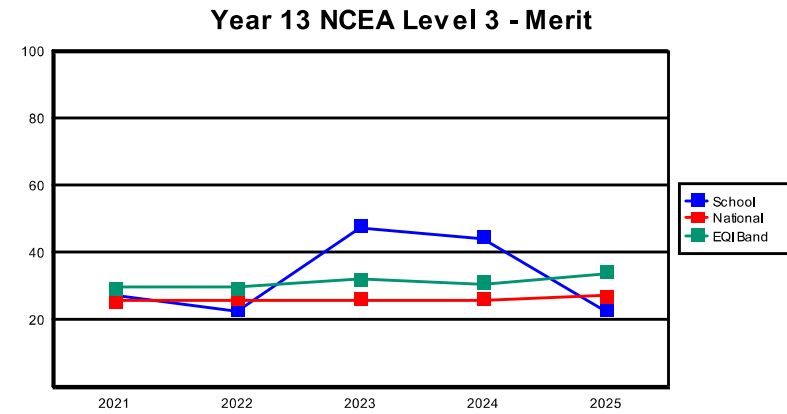
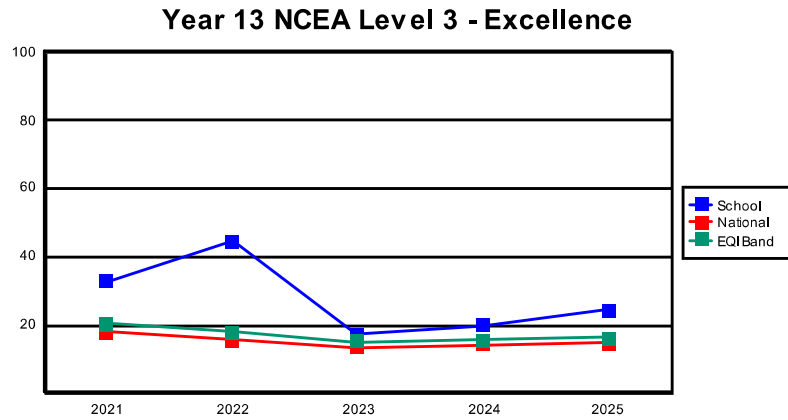
Depts consider target setting with students.

Continue credit checks at yr 11 each term to identify students who are underperforming.

Make better use of attendance data to identify students out of class due to sports, culture etc and potentially reduce number of absences which may have an effect on results.

LEVEL 2 and 3 ENDORSEMENTS



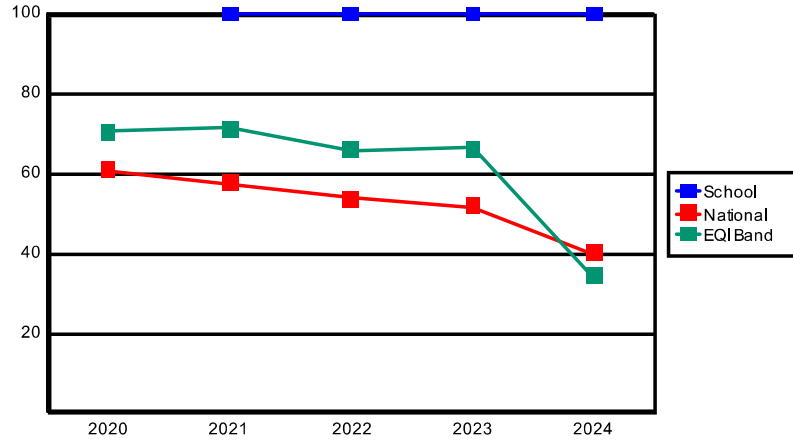


We need to see Senior college analysis as to why level 2 excellence results have fallen each year for the last 4 years and why level 3 excellence results for the last 3 years have been continuously below levels achieved in 2021 and 2022.

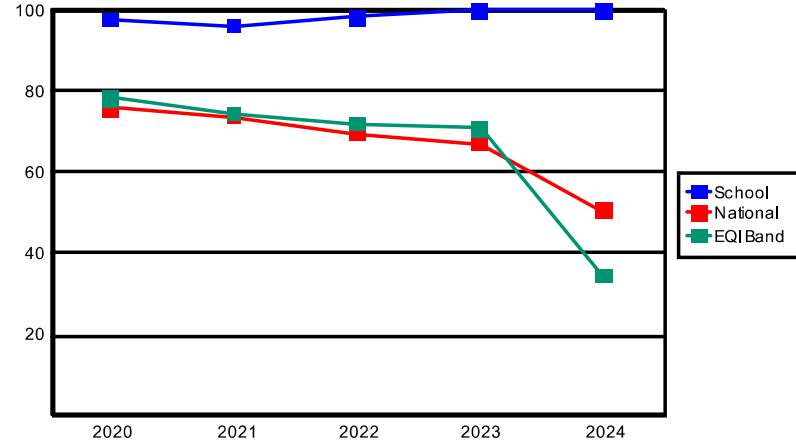
ETHNICITY BREAKDOWN 2025

Level 1

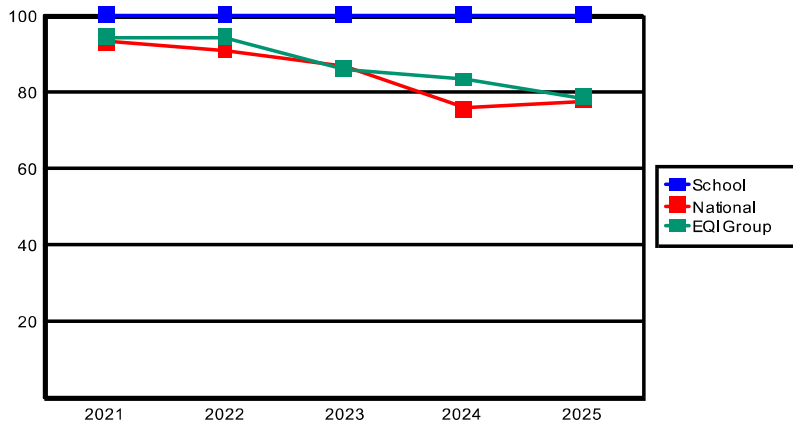
Year 11 NCEA Level 1 - Māori



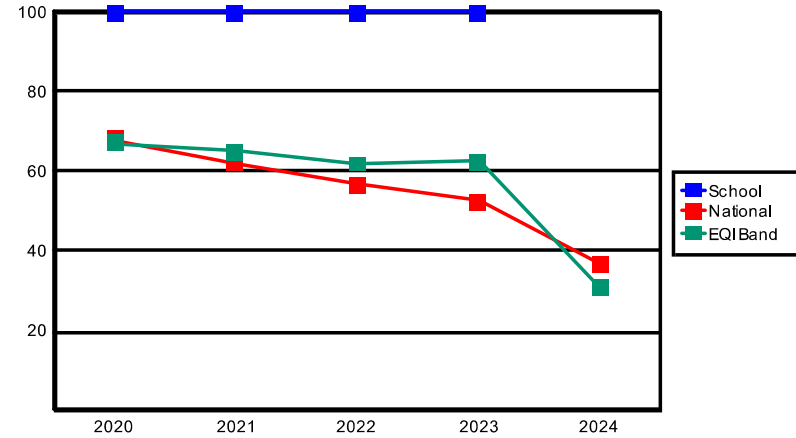
Year 11 NCEA Level 1 - European



Year 11 NCEA Level 1 - Asian



Year 11 NCEA Level 1 - Pacific Peoples



Analysis

5 Māori students in this cohort,

3 (60%) Achieved (for 2 students this is an expected result, the third student was expected to be endorsed however traumatic family circumstances and absence from exams have affected her grades

2 (40%) achieved with Merit, there were no excellences in this ethnicity grouping.

44 students identify as NZ European

19 (43%) Achieved

18 (41%) attained at Merit level

7 (16%) attained at Excellence level

4 students who identified their ethnicity as other

1 (25%) Achieved

2 (50%) attained at Merit level

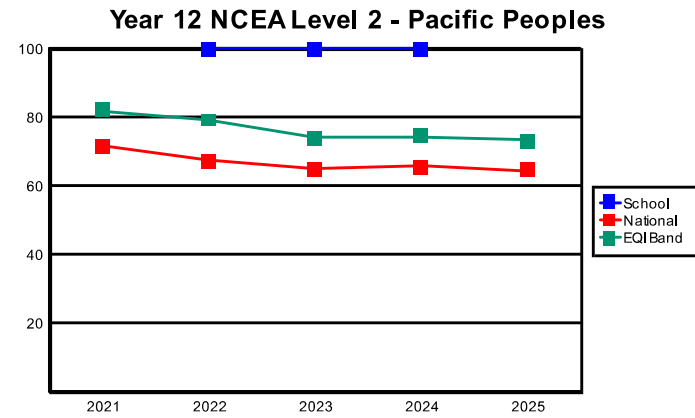
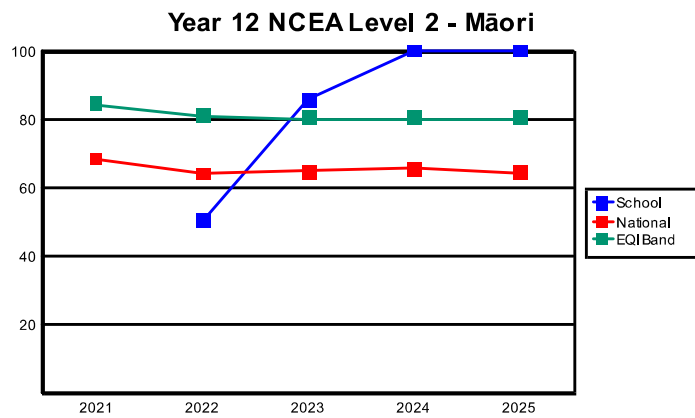
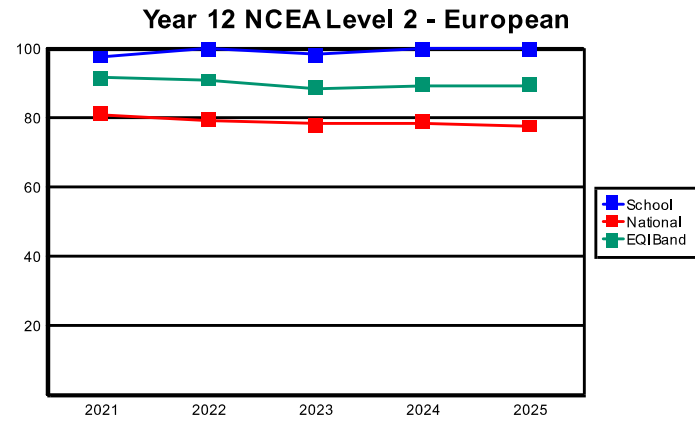
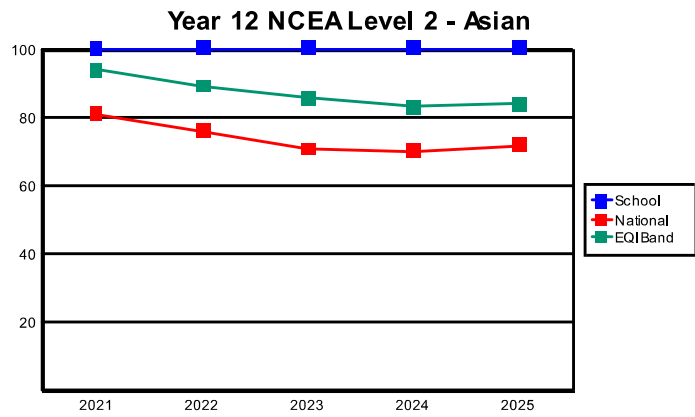
1 (25%) attained at Excellence level

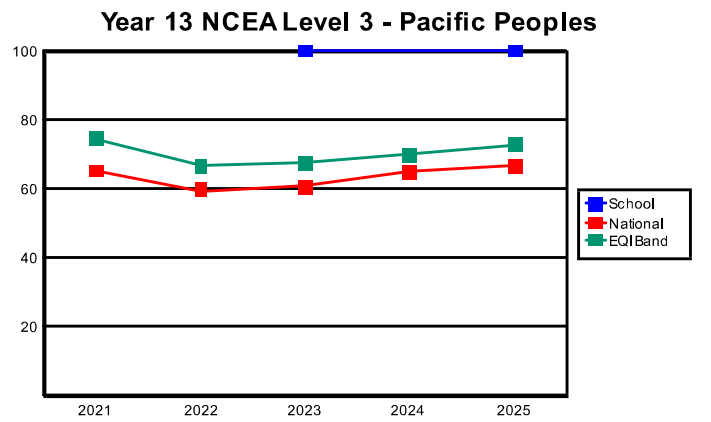
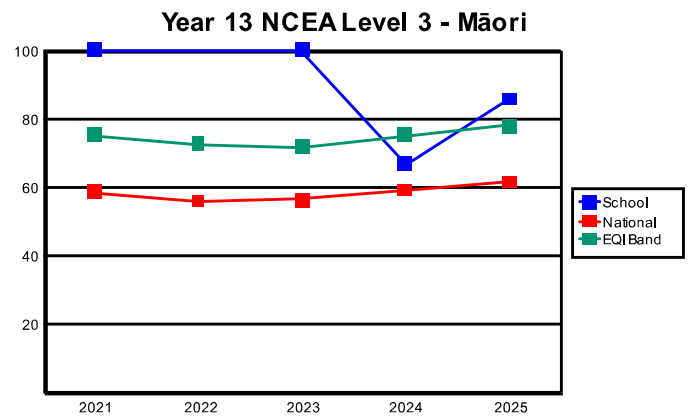
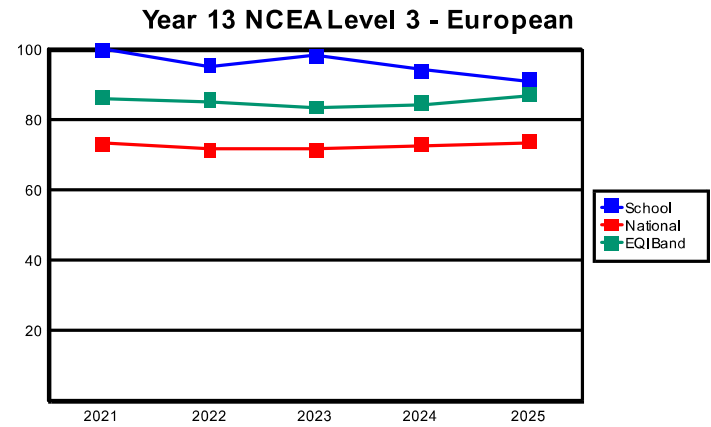
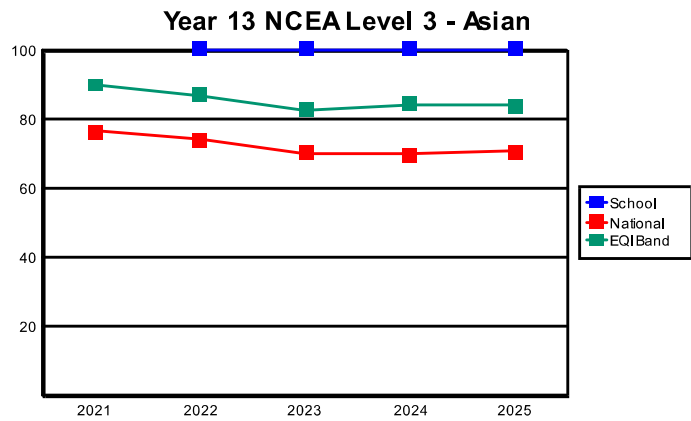
1 Asian student who achieved with Excellence

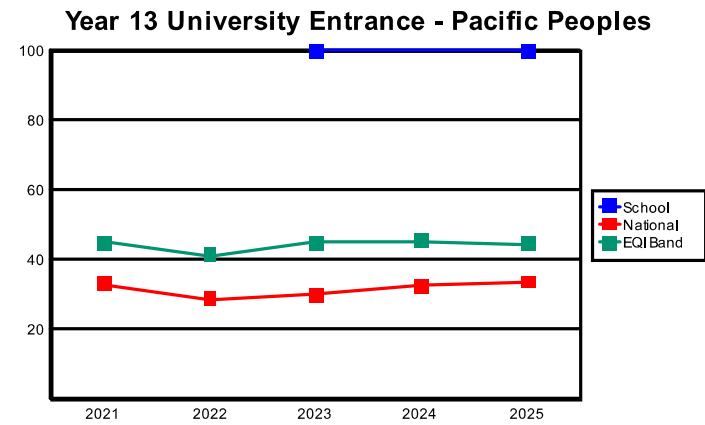
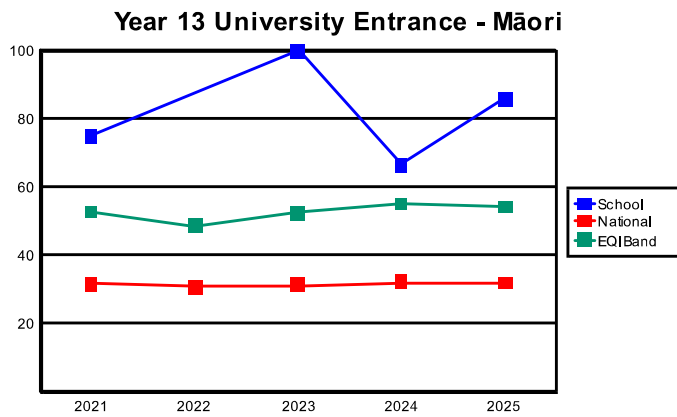
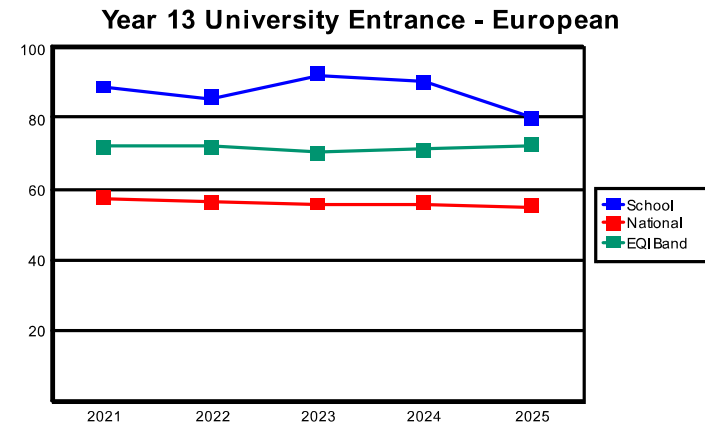
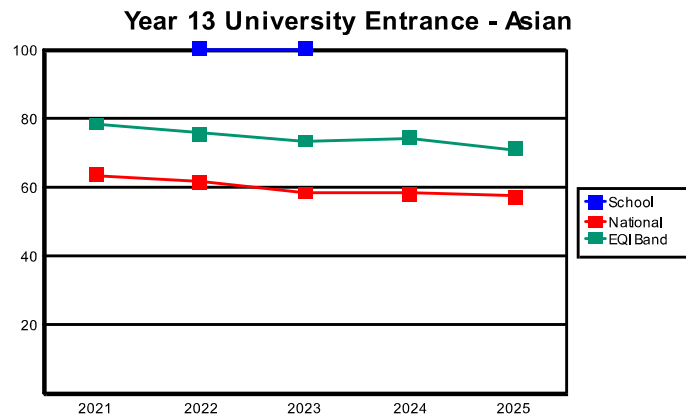
Next steps

Improve target setting with yr 10 and 11 students. This could be done as part of graduate profile

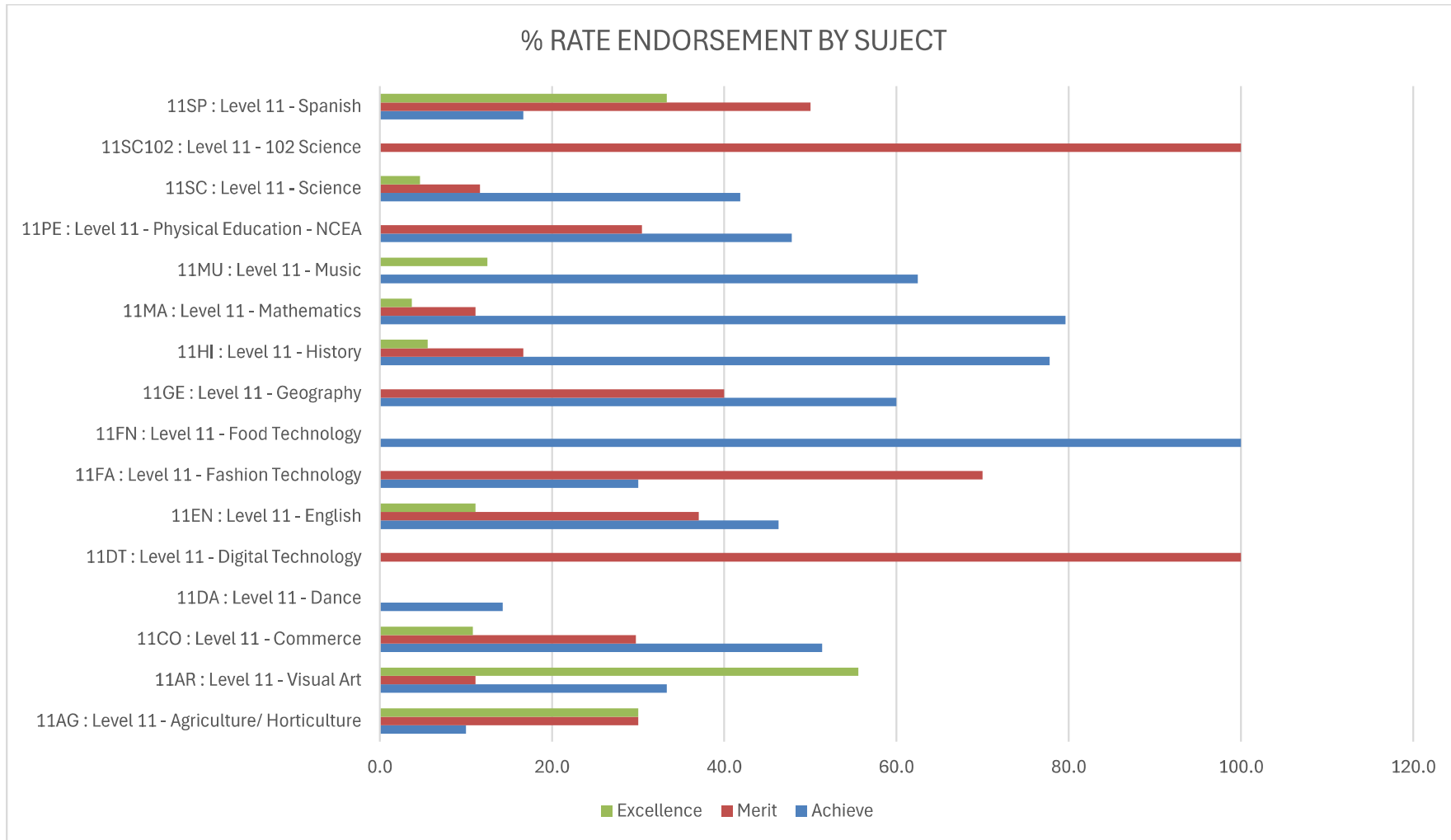
Continue supporting those students who are in the 'at risk' category



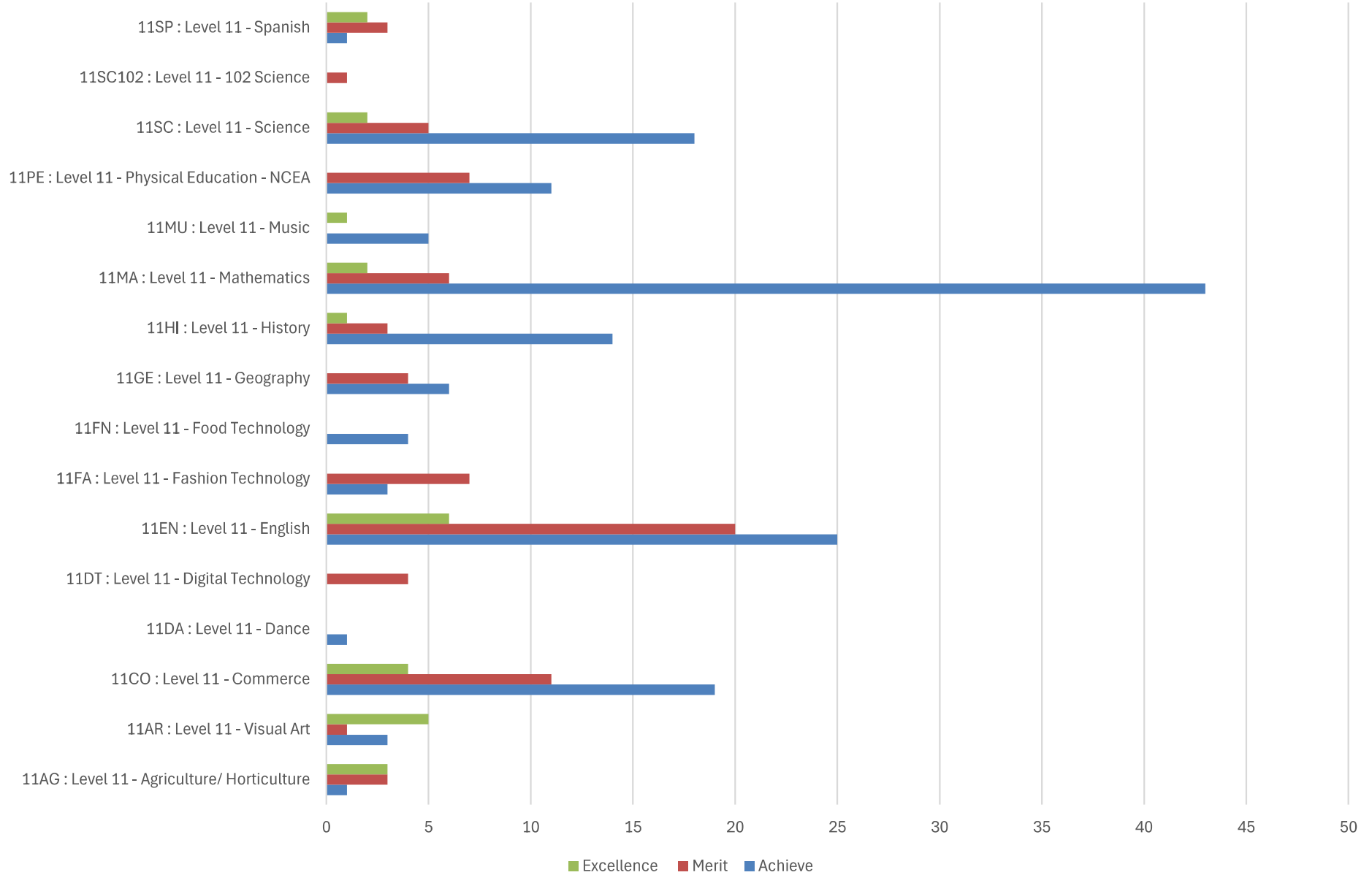


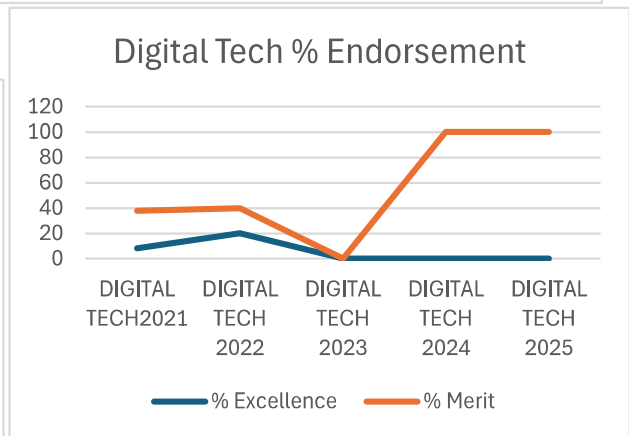
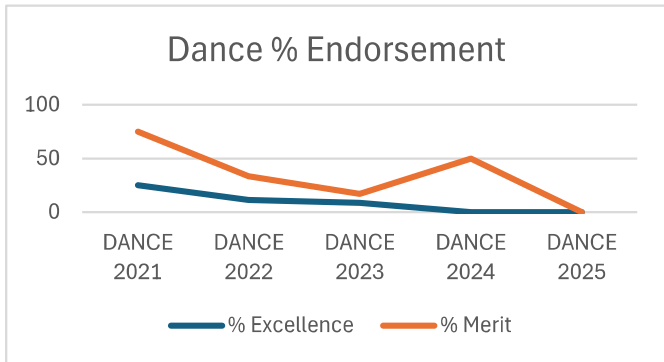
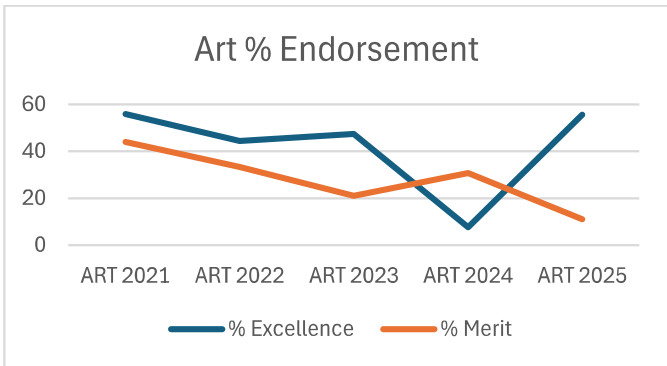
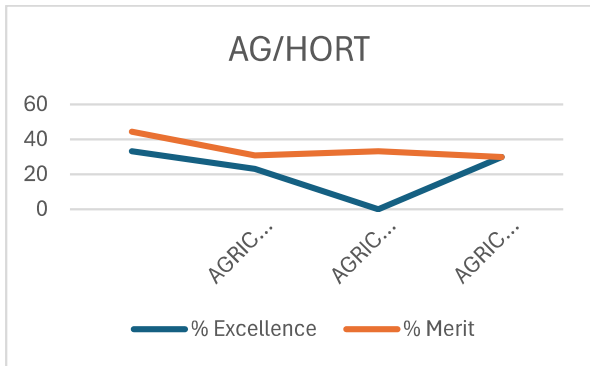


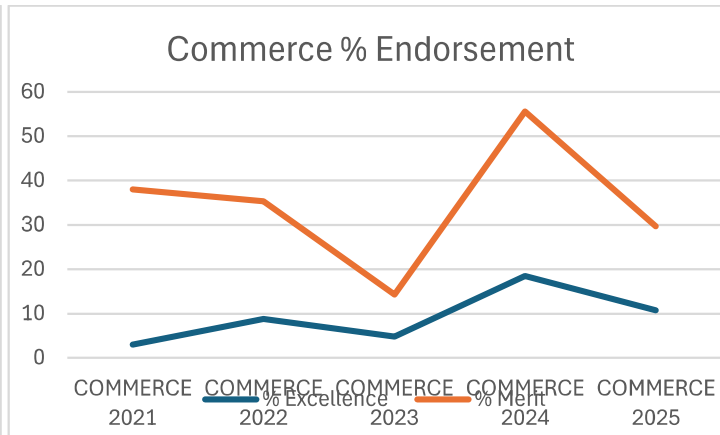
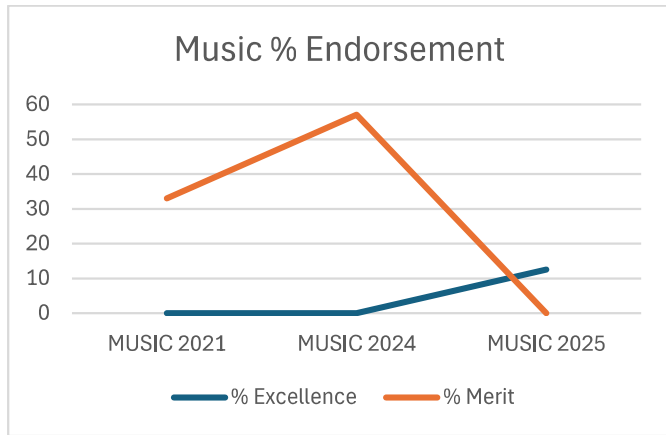
SUBJECT ENDORSEMENTS

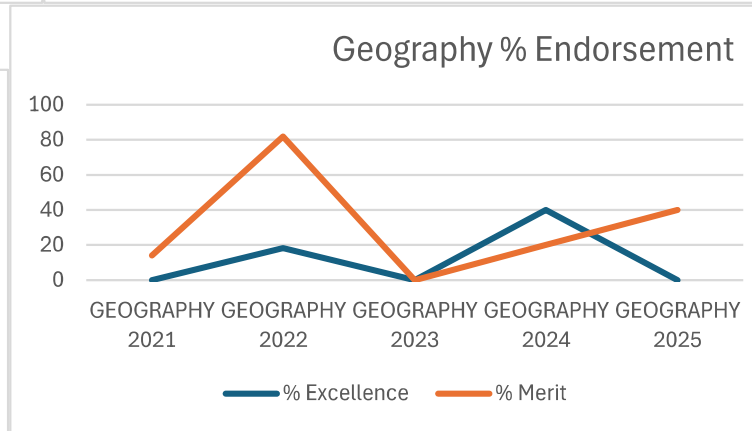
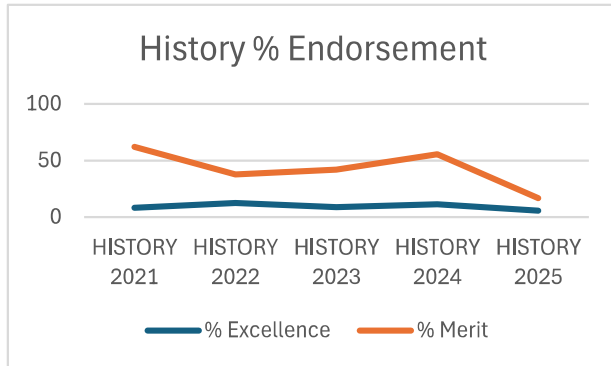
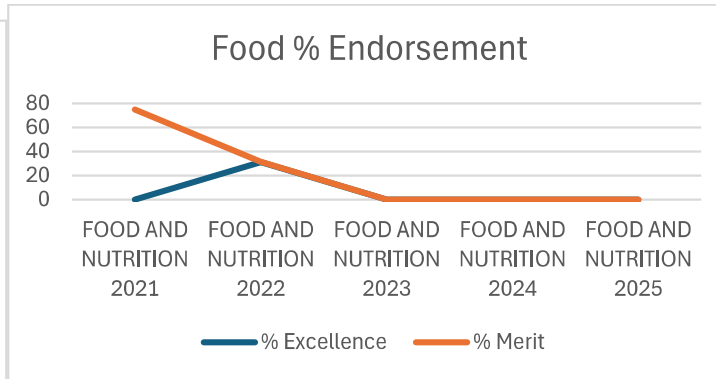
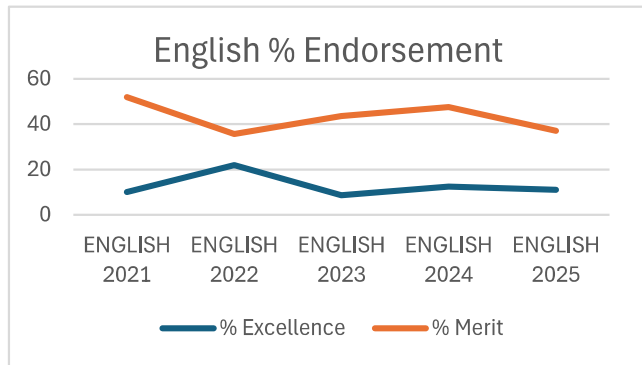


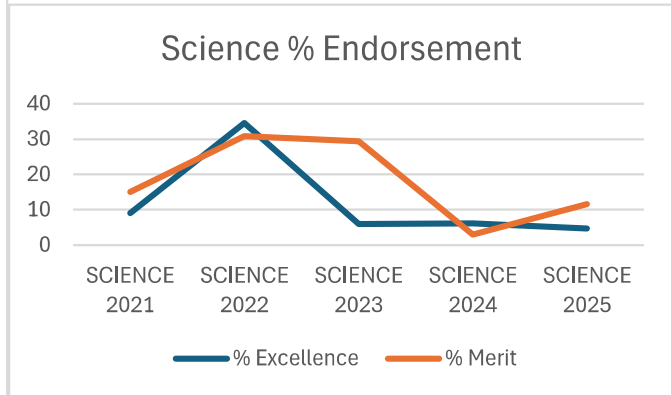
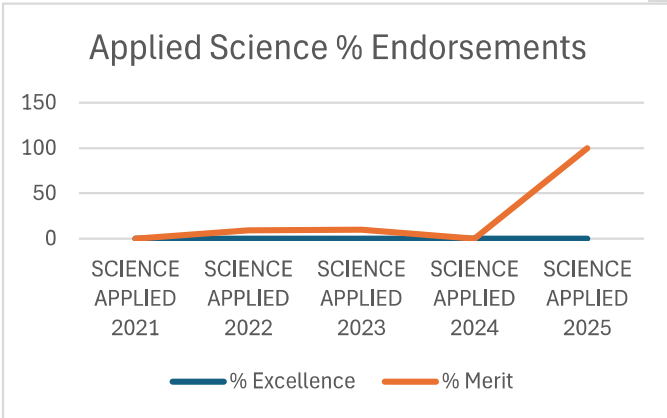
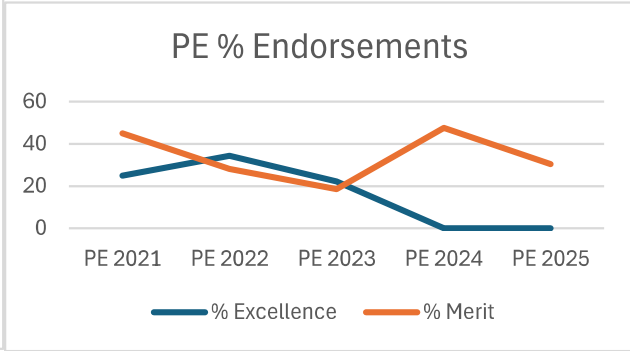
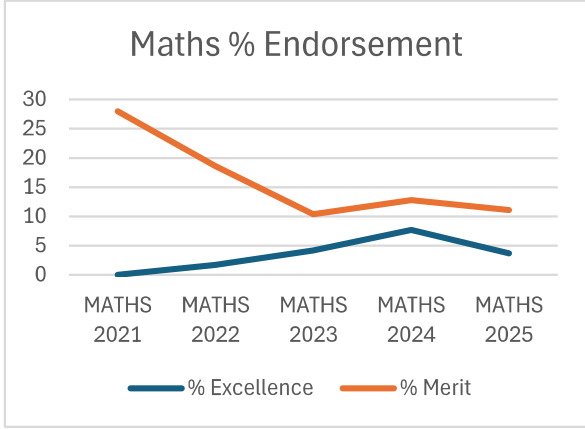
ENDORSEMENT BY SUBJECT STUDENTS NUMBERS

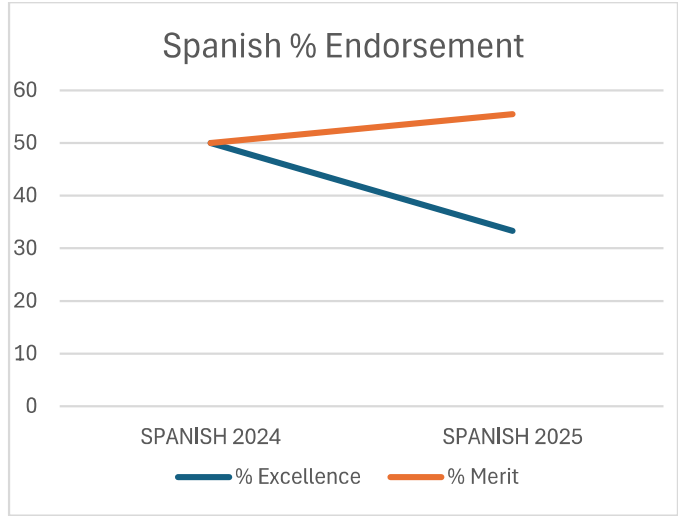
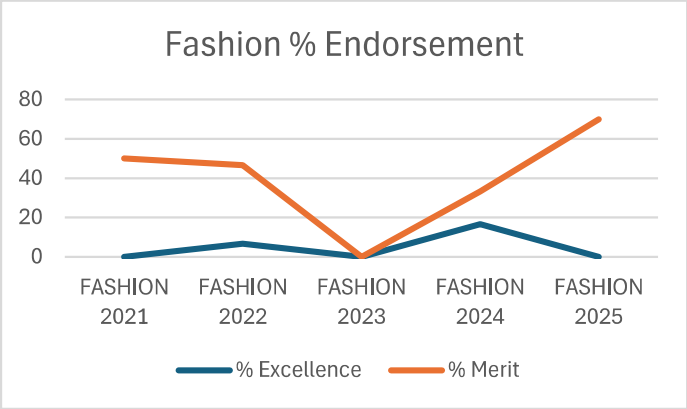












	ELIGIBLE # in class	# Excellence	% Excellence	# Merit	% Merit
AGRICULTURE 2022	9	3	33.3	4	44.4
AGRICULTURE 2023	13	3	23.1	4	30.8
AGRICULTURE 2024	6	0	0	2	33.3
AGRICULTURE 2025	10	3	30	3	30
ART 2021	16	9	56	7	44
ART 2022	18	8	44.4	6	33.3
ART 2023	19	9	47.4	4	21.1
ART 2024	13	1	7.7	4	30.8
ART 2025	9	5	55.6	1	11.1
DANCE 2021	4	1	25	3	75
DANCE 2022	9	1	11.1	3	33.3
DANCE 2023	12	1	8.3	2	16.7
DANCE 2024	6	0	0	3	50
DANCE 2025	7	0	0	0	0
DIGITAL TECH2021	13	1	8	5	38
DIGITAL TECH 2022	5	1	20	2	40
DIGITAL TECH 2023	1	0	0	0	0
DIGITAL TECH 2024	1	0	0	1	100
DIGITAL TECH 2025	4	0	0	4	100
DRAMA 2021	8	0	0	2	25
DRAMA 2024	10	0	0	3	30
DRAMA 2025	-	-	-	-	-
MUSIC 2021	6	0	0	2	33
MUSIC 2024	7	0	0	4	57.1
MUSIC 2025	8	1	12.5	0	0

PERFORMING ARTS 2022	5	0	0	1	20
PERFORMING ARTS 2023	4	0	0	4	80
COMMERCE 2021	32	1	3	12	38
COMMERCE 2022	34	3	8.8	12	35.3
COMMERCE 2023	21	1	4.8	3	14.3
COMMERCE 2024	28	5	18.5	15	55.6
COMMERCE 2025	37	4	10.8	11	29.7
ENGLISH 2021	52	5	10	27	52
ENGLISH 2022	59	13	22	21	35.6
ENGLISH 2023	49	4	8.7	20	43.5
ENGLISH 2024	40	5	12.5	19	47.5
ENGLISH 2025	54	6	11.1	20	37
FOOD AND NUTRITION 2021	8	0	0	6	75
FOOD AND NUTRITION 2022	16	5	31.3	5	31.3
FOOD AND NUTRITION 2023	20	0	0	0	0
FOOD AND NUTRITION 2024	5	0	0	0	0
FOOD AND NUTRITION 2025	4	0	0	0	0
FRENCH 2021	1	0	0	0	0
FRENCH 2022	2	2	100	0	0
FRENCH 2023	3	0	0	2	66.7
FRENCH 2024	2	1	50	0	0
FRENCH 2025	-	-	-	-	-
GEOGRAPHY 2021	7	0	0	1	14
GEOGRAPHY 2022	11	2	18.2	9	81.8
GEOGRAPHY 2023	0	0	0	0	0

GEOGRAPHY 2024	5	2	40	1	20
GEOGRAPHY 2025	10	0	0	4	40
HISTORY 2021	13	1	8	8	62
HISTORY 2022	16	2	12.5	6	37.5
HISTORY 2023	12	1	8.7	5	41.7
HISTORY 2024	9	1	11.1	5	55.6
HISTORY 2025	18	1	5.6	3	16.7
MATHS 2021	52	0	0	15	28
MATHS 2022	59	1	1.7	11	18.6
MATHS 2023	48	2	4.2	5	10.4
MATHS 2024	39	3	7.7	5	12.8
MATHS 2025	54	2	3.7	6	11.1
PE 2021	20	5	25	9	45
PE 2022	32	11	34.4	9	28.1
PE 2023	27	6	22.2	5	18.5
PE 2024	21	0	0	10	47.6
PE 2025	23	0	0	7	30.4
SCIENCE APPLIED 2021	8	0	0	0	0
SCIENCE APPLIED 2022	34	0	0	3	9.1
SCIENCE APPLIED 2023	12	0	0	1	10
SCIENCE APPLIED 2024					
SCIENCE APPLIED 2025	1	0	0	1	100
SCIENCE 2021	45	4	9	7	15
SCIENCE 2022	26	9	34.6	8	30.8
SCIENCE 2023	34	2	5.9	10	29.4
SCIENCE 2024	33	2	6.1	1	3

SCIENCE 2025	43	2	4.7	5	11.6
FASHION 2021	10	0	0	5	50
FASHION 2022	15	1	6.7	7	46.7
FASHION 2023	0	0	0	0	0
FASHION 2024	6	1	16.7	2	33.3
FASHION 2025	10	0	0	7	70
SPANISH 2024	2	1	50	1	50
SPANISH 2025	6	2	33.3	3	55.5

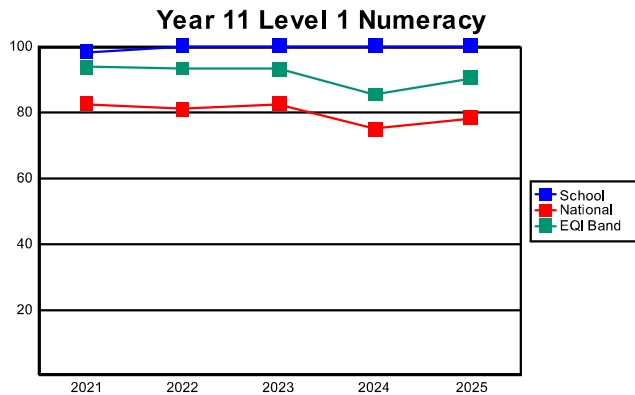
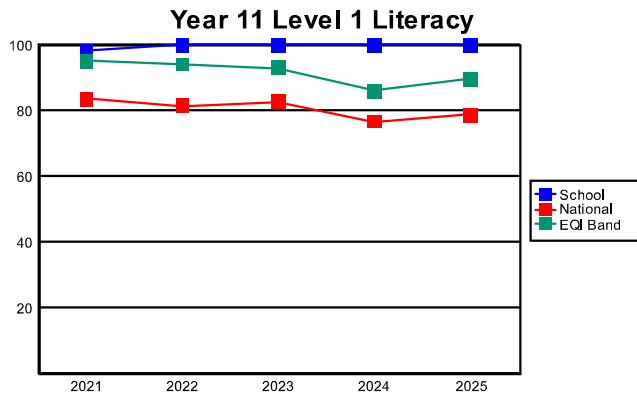
Analysis by individual departments is necessary to try to identify reasons for changes in endorsement levels particularly those departments who have a falling trend in excellence or merit endorsed results

Level 1 Literacy and Numeracy: St Matthew's Collegiate (Masterton)

Generated 13-Jan-2026

PR 3 - Cumulative Results by Percentage

Academic Year	Achievement	St Matthew's Collegiate (Masterton)			National			Few Socioeconomic Barriers (School Equity Index Band)		
		Year 11	Year 12	Year 13	Year 11	Year 12	Year 13	Year 11	Year 12	Year 13
2021	Literacy	98.1	100.0	100.0	83.6	92.2	94.2	95.2	98.2	98.9
2022	Literacy	100.0	100.0	100.0	81.6	91.2	93.9	94.1	97.8	98.9
2023	Literacy	100.0	100.0	100.0	82.8	90.8	93.5	93.2	97.3	98.6
2024	Literacy	100.0	100.0	100.0	76.6	89.1	92.2	86.0	95.2	97.7
2025	Literacy	100.0	100.0	100.0	78.8	87.7	92.1	89.8	94.4	97.9
2021	Numeracy	98.1	100.0	100.0	82.5	91.3	93.6	93.6	97.9	98.8
2022	Numeracy	100.0	100.0	97.9	80.8	90.2	93.3	93.2	97.1	99.0
2023	Numeracy	100.0	100.0	100.0	82.3	90.0	93.0	92.9	96.9	98.3
2024	Numeracy	100.0	100.0	100.0	74.8	89.1	92.2	85.2	95.3	97.9
2025	Numeracy	100.0	100.0	100.0	78.1	87.6	92.6	90.3	94.6	98.5



Analysis
 Literacy maintained at 100%
 Numeracy maintained 100%
 Rates continue to be above national figures.

St Matthew's Results for Literacy and Numeracy co-requisite amongst yr 10 students

	St Matthew's Collegiate %	National %	Gender %	Fewest Socio-economic barriers %
Literacy Reading				
2023	95			
2024	96	74.9	72	81.9
2025	98	79	74.4	89.1
Literacy Writing				
2023	98			
2024	98	71	71.6	76.7
2025	98	75.2	74.8	88.6
Numeracy				
2023	88			
2024	73	61.9	52	74
2025	93	69.9	61.8	83.5

Next steps

Continue to identify students at risk of not achieving literacy and numeracy through termly credit checks.

Continue to identify students below average for literacy and numeracy in yrs 7-10

Continue with supported literacy

Monitor how changes to English and maths curriculum at yrs 7-10 impacts results.

St Matthew's Collegiate School

Statement of Kiwisport Funding

For the year ended 31 December 2025

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2025 the School received total Kiwisport funding of \$7,433 plus GST, as part of the Operational grant. The funding was spent on sporting endeavours.

Statement of Compliance with Employment Policy

For the year ended 31st December 2025 the St Matthew's Collegiate (Masterton) Board:

- Has developed and implemented personnel policies, within policy and procedural frameworks to ensure the fair and proper treatment of employees in all aspects of their employment.
- Has reviewed its compliance against both its personnel policy and procedures and can report that it meets all requirements and identified best practice.
- Is a good employer and complies with the conditions contained in the employment contracts of all staff employed by the Board.
- Ensures all employees and applicants for employment are treated according to their skills, qualifications and abilities, without bias or discrimination.
- Meets all Equal Employment Opportunities requirements.

ST MATTHEW'S COLLEGIATE SCHOOL



ANNUAL FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2025

School Directory

Ministry Number:	246
Principal:	Kiri Gill
School Address:	33 Pownall Street, Masterton 5810
School Postal Address:	PO Box 462, Masterton 5840
School Phone:	06 3700067
School Email:	sm.office@trinityschools.nz
Accountant / Service Provider:	Trinity Schools Trust Board

Members of the Board:

Name	Position	How Position Gained	Term Expired/ Expires
Alistair Plimmer	Presiding Member	Elected	July 2025
Ian Smith	Presiding Member	Elected	September 2028
Kiri Gill	Principal ex Officio		
Ian Smith	Parent Representative	Elected	September 2025
Amy Williams	Parent Representative	Co-Opted	September 2028
Andrew Lincoln	Parent Representative	Elected	September 2028
Rachel Holden	Parent Representative	Elected	September 2028
Shane Broderick	Parent Representative	Elected	September 2028
Tess McKenzie	Student Representative	Elected	August 2025
Ava Wilson	Student Representative	Elected	September 2026
Sandie Sherwen	Staff Representative	Elected	September 2028
Matthew Weston	Proprietor Appointee	Elected	September 2028
Nicola Richardson	Proprietor Appointee	Elected	September 2028

ST MATTHEW'S COLLEGIATE SCHOOL

Annual Financial Statements - For the year ended 31 December 2025

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<u>4</u>	Statement of Financial Position
<u>5</u>	Statement of Cash Flows
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	Independent Auditor's Report

St Matthew's Collegiate 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.

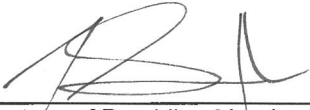
The management (including the Principal and others, as directed by the Board) accepts responsibility for establishing and maintaining a system of internal controls designed to provide reasonable assurance as to the integrity and reliability of the School's financial reporting.

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.

Jan Leslie Smith

Full Name of Presiding Member



Signature of Presiding Member

14 / 05 / 2026

Date

Kiri Lauren Gill

Full Name of Principal



Signature of Principal

14 / 05 / 2026

Date

St Matthew's Collegiate School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Revenue				
Government Grants	2	3,237,600	3,199,578	2,952,689
Locally Raised Funds	3	853,439	906,780	846,379
Use of Proprietor's Land and Buildings		577,055	470,454	577,055
Interest		5,139	10,000	21,165
Total Revenue		4,673,233	4,586,812	4,397,288
Expense				
Locally Raised Funds	3	4,910	14,303	11,721
Learning Resources	4	3,369,361	3,350,809	3,141,495
Administration	5	439,346	445,659	410,161
Finance		4,026	5,134	5,795
Property	6	913,482	821,915	945,532
Loss on Disposal of Property, Plant and Equipment		3,734	-	1,761
Total Expense		4,734,859	4,637,820	4,516,465
Net Surplus / (Deficit) for the year		(61,626)	(51,008)	(119,177)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		(61,626)	(51,008)	(119,177)

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

St Matthew's Collegiate School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Equity at 1 January		508,921	508,928	572,499
Total comprehensive revenue and expense for the year		(61,626)	(51,008)	(119,177)
Contribution - Furniture and Equipment Grant		58,352	-	55,599
Contribution - Te Mana Tuhono		58,629	-	-
Equity at 31 December		564,276	457,920	508,921
Accumulated comprehensive revenue and expense		564,276	457,920	508,921
Equity at 31 December		564,276	457,920	508,921

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.

St Matthew's Collegiate School

Statement of Financial Position

As at 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Current Assets				
Cash and Cash Equivalents	7	559,220	548,374	653,587
Accounts Receivable	8	268,579	203,342	203,339
GST Receivable		24,474	27,982	21,409
Prepayments		5,785	7,186	7,186
		<u>858,058</u>	<u>786,884</u>	<u>885,521</u>
Current Liabilities				
Accounts Payable	10	355,900	291,053	324,185
Borrowings	11	29,964	29,964	29,964
Revenue Received in Advance	12	31,720	76,710	76,711
Provision for Cyclical Maintenance	13	10,687	10,339	10,339
Finance Lease Liability	14	35,054	18,311	32,311
		<u>463,325</u>	<u>426,377</u>	<u>473,510</u>
Working Capital Surplus/(Deficit)		394,733	360,507	412,011
Non-current Assets				
Property, Plant and Equipment	9	339,252	295,985	290,667
		<u>339,252</u>	<u>295,985</u>	<u>290,667</u>
Non-current Liabilities				
Borrowings	11	10,206	30,291	30,291
Provision for Cyclical Maintenance	13	114,741	99,419	99,419
Finance Lease Liability	14	44,762	68,862	64,047
		<u>169,709</u>	<u>198,572</u>	<u>193,757</u>
Net Assets		<u>564,276</u>	<u>457,920</u>	<u>508,921</u>
Equity		<u>564,276</u>	<u>457,920</u>	<u>508,921</u>

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

St Matthew's Collegiate School

Statement of Cash Flows

For the year ended 31 December 2025

	Note	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Cash flows from Operating Activities				
Government Grants		961,558	1,268,313	905,229
Locally Raised Funds		810,001	839,697	784,277
International Students		26,135	73,278	41,499
Goods and Services Tax (net)		(3,065)	148,499	(21,508)
Payments to Employees		(566,817)	(680,765)	(576,820)
Payments to Suppliers		(1,201,945)	(1,693,819)	(1,205,752)
Interest Paid		(4,026)	(6,040)	(5,795)
Interest Received		5,235	10,000	21,036
Net cash from/(to) Operating Activities		27,076	(40,837)	(57,834)
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		1,876	883	-
Purchase of Property Plant & Equipment (and Intangibles)		(129,047)	(123,283)	(29,591)
Net cash from/(to) Investing Activities		(127,171)	(122,400)	(29,591)
Cash flows from Financing Activities				
Furniture and Equipment Grant		58,352	58,352	55,599
Finance Lease Payments		(32,539)	-	(23,081)
Repayment of Borrowings		(20,085)	-	(20,085)
Net cash from/(to) Financing Activities		5,728	58,352	12,433
Net increase/(decrease) in cash and cash equivalents		(94,367)	(104,885)	(74,992)
Cash and cash equivalents at the beginning of the year	7	653,587	653,259	728,579
Cash and cash equivalents at the end of the year	7	559,220	548,374	653,587

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.

St Matthew's Collegiate School

Notes to the Financial Statements

For the year ended 31 December 2025

1. Statement of Accounting Policies

a) Reporting Entity

St Matthew's Collegiate School (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a year 7 to 13 integrated school as described by the Private Schools Conditional Integration Act 1975 School and the Education and Training Act 2020. The Board is of the view that the School is a public benefit entity for financial reporting purposes.

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

The School recognises its obligation to maintain the Proprietor's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the School buildings. The estimate is based on the School's best estimate of the cost of painting the School and when the School is required to be painted, based on an assessment of the School's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 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 9.

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 19.

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.

c) 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 Proprietor. 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. This expense is based on an assumed market rental yield on the land and buildings as used for rating purposes.

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

Other Grants where conditions exist

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

d) 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.

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) Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Furniture and Equipment	1–15 years
Information and Communication Technology	1-4 years
Motor Vehicles	5 years
Textbooks	5 years
Leased Assets held under a Finance Lease	Term of Lease
Library Resources	12.5% Diminishing value

i) 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.

j) 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 and 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.

k) Revenue Received in Advance

Revenue received in advance relates to fees received from international 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.

l) Funds Held in Trust

Funds are held in trust where they have been received by the School for a specified purpose, or are being held on behalf of a third party and 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.

m) Provision for Cyclical Maintenance

The property from which the School operates is owned by the Proprietor. The Board is responsible for maintaining the land, building and other facilities on the School sites in a state of good order and repair.

Cyclical maintenance, which involves painting the interior and exterior 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, 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 7 to 10 year period. The economic outflow of this is dependent on the plan established by the school to meet this obligation and is detailed in the notes and disclosures of these accounts.

n) 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, 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.

o) 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.

p) Budget Figures

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

q) 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	952,995	892,253	864,892
Teachers' Salaries Grants	2,254,611	2,307,325	2,054,611
Other Government Grants	29,994	-	33,186
	3,237,600	3,199,578	2,952,689

3. Locally Raised Funds

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

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Revenue			
Donations and Bequests	787,090	818,002	762,362
Fees for Extra Curricular Activities	3,785	11,800	24,222
Fundraising and Community Grants	13,712	3,700	1,304
International Student Fees	48,852	73,278	58,491
	853,439	906,780	846,379
Expense			
Extra Curricular Activities Costs	-	-	646
Fundraising and Community Grant Costs	-	-	1,304
International Student - Other Expenses	4,910	14,303	9,771
	4,910	14,303	11,721
<i>Surplus/ (Deficit) for the year Locally Raised Funds</i>	848,529	892,477	834,658



4. Learning Resources

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Curricular	158,971	209,212	147,819
Information and Communication Technology	106,462	82,000	84,043
Other Learning Resources	3,719		2,704
Employee Benefits - Salaries	2,651,722	2,598,514	2,450,429
Staff Development	11,381	25,547	15,558
Depreciation	91,148	80,471	79,708
Senior College	345,958	355,065	361,234
	<u>3,369,361</u>	<u>3,350,809</u>	<u>3,141,495</u>

Senior College Funding Transfer

St Matthew's Collegiate School Board of Trustees signed an agreement to transfer 6 staffing FTTE's, 10 management and 5 middle management allowances to Rathkeale College for the 2025 year. Along with \$345,958 in cash, this forms the Senior College funding transfer to Rathkeale College for the 2025 year.

5. Administration

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Audit Fees	10,887	10,485	11,551
Board Fees and Expenses	8,004	6,600	5,127
Communication	14,788	7,519	-
Operating Leases	4,286	13,414	17
Legal Fees	6,000	-	618
Other Administration Expenses	327,421	327,111	310,734
Employee Benefits - Salaries	64,227	76,683	74,425
Insurance	3,733	3,847	7,689
	<u>439,346</u>	<u>445,659</u>	<u>410,161</u>

6. Property

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Consultancy and Contract Services	91,877	92,158	89,103
Cyclical Maintenance	25,038	37,622	43,999
Heat, Light and Water	24,300	38,081	25,784
Repairs and Maintenance	107,833	86,700	120,633
Use of Land and Buildings	577,055	470,454	577,055
Employee Benefits - Salaries	72,912	78,900	74,463
Other Property Expenses	14,467	18,000	14,495
	<u>913,482</u>	<u>821,915</u>	<u>945,532</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 nation-wide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

7. Cash and Cash Equivalents

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Bank Accounts	559,220	548,374	653,587
Cash and cash equivalents for Statement of Cash Flows	<u>559,220</u>	<u>548,374</u>	<u>653,587</u>

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

Of the \$559,220 Cash and Cash Equivalents \$31,720 of Revenue Received in Advance is held by the school, as disclosed in note 12.

8. Accounts Receivable

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Receivables	41,777	4,399	4,267
Receivables from the Ministry of Education	2,161	1,986	1,986
Interest Receivable	33	-	129
Teacher Salaries Grant Receivable	224,608	196,957	196,957
	<u>268,579</u>	<u>203,342</u>	<u>203,339</u>
Receivables from Exchange Transactions	46,132	4,399	8,368
Receivables from Non-Exchange Transactions	222,447	198,943	194,971
	<u>268,579</u>	<u>203,342</u>	<u>203,339</u>

9. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2025						
Furniture and Equipment	125,908	48,948	(1,875)	-	(29,422)	143,559
Information and Communication Technology	2,282	74,517	-	-	(3,391)	73,408
Motor Vehicles	17,658	-	(2,643)	-	(3,003)	12,012
Textbooks	11,566	-	-	-	(7,194)	4,373
Leased Assets	89,336	16,097	-	-	(43,449)	61,984
Library Resources	43,917	5,780	(1,092)	-	(4,689)	43,916
	<u>290,667</u>	<u>145,342</u>	<u>(5,610)</u>	<u>-</u>	<u>(91,148)</u>	<u>339,252</u>

The net carrying value of furniture and equipment held under a finance lease is \$61,984 (2024: \$89,336)

Restrictions

With the exception of the contractual restrictions related to the above noted finance leases, there are no 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	2025	2025	2024	2024	2024
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Furniture and Equipment	1,090,539	(946,980)	143,559	1,045,342	(919,434)	125,908
Information and Communication Technology	236,050	(162,642)	73,408	161,532	(159,250)	2,282
Intangible Assets	2,400	(2,400)	-	2,400	(2,400)	-
Motor Vehicles	52,548	(40,536)	12,012	65,583	(47,925)	17,658
Textbooks	12,006	(7,633)	4,373	129,235	(117,669)	11,566
Leased Assets	135,254	(73,270)	61,984	132,094	(42,758)	89,336
Library Resources	174,439	(130,523)	43,916	178,663	(134,746)	43,917
	<u>1,703,236</u>	<u>(1,363,984)</u>	<u>339,252</u>	<u>1,714,849</u>	<u>(1,424,182)</u>	<u>290,667</u>

10. Accounts Payable

	2025	2025	2024
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	62,089	10,462	33,594
Accruals	13,530	3,446	8,446
Employee Entitlements - Salaries	274,726	266,645	271,645
Employee Entitlements - Leave Accrual	5,555	10,500	10,500
	<u>355,900</u>	<u>291,053</u>	<u>324,185</u>
Payables for Exchange Transactions	355,900	291,053	324,185
	<u>355,900</u>	<u>291,053</u>	<u>324,185</u>

The carrying value of payables approximates their fair value.

11. Borrowings

	2025	2025	2024
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Painting Contract due within one year	29,964	29,964	29,964
	<u>29,964</u>	<u>29,964</u>	<u>29,964</u>
Painting Contract due after one year	10,206	30,291	30,291
	<u>10,206</u>	<u>30,291</u>	<u>30,291</u>

In 2020, the Board signed an agreement with Programmed Maintenance Services (NZ) Ltd (the contractor) for an agreed programme of work covering an seven year period from 2021 to 2027. The programme provides for an exterior repaint of scheduled areas of the schools buildings over the seven years with regular maintenance in subsequent years. The liability is the best estimate of the actual amount of work performed by the contractor for which the contractor has not been paid at balance sheet date. The liability has not been adjusted for inflation and the effect of the time value of money.

12. Revenue Received in Advance

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Grants in Advance - Ministry of Education	-	19,600	19,600
International Student Fees in Advance	26,135	48,852	48,852
Thomas George Macarthy Trust Grant Fees in Advance	3,027	4,527	4,527
Other revenue in Advance	2,558	3,731	3,732
	<u>31,720</u>	<u>76,710</u>	<u>76,711</u>

13. Provision for Cyclical Maintenance

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Provision at the Start of the Year	109,758	109,758	74,227
Increase/(decrease) to the Provision During the Year	26,009	-	35,531
Use of the Provision During the Year	(10,339)		
Provision at the End of the Year	<u>125,428</u>	<u>109,758</u>	<u>109,758</u>
Cyclical Maintenance - Current	10,687	10,339	10,339
Cyclical Maintenance - Non current	114,741	99,419	99,419
	<u>125,428</u>	<u>109,758</u>	<u>109,758</u>

Per the cyclical maintenance schedule, the School is next expected to undertake painting works during 2026. This plan is based on the School's 10 Year Property plan and painting contract held with Programmed Property Services.

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	39,185	47,177	36,721
Later than One Year	48,385	47,795	68,862
Future Finance Charges	(7,754)	-	(9,225)
	<u>79,816</u>	<u>94,972</u>	<u>96,358</u>
Represented by			
Finance lease liability - Current	35,054	47,177	32,311
Finance lease liability - Non current	44,762	47,795	64,047
	<u>79,816</u>	<u>94,972</u>	<u>96,358</u>

15. Related Party Transactions

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

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

The Proprietor of the School (Trinity Schools Trust Board) is a related party of the School Board because the Proprietor appoints representatives to the School Board, giving the Proprietor significant influence over the School Board. Any services or contributions between the School Board and Proprietor have been disclosed appropriately. If the Proprietor collects fund on behalf of the school (or vice versa), the amounts are disclosed.

The Proprietor provides land and buildings free of charge for use by the School Board as noted in Note 1(c). The estimated value of this use during the current period is included in the Statement of Comprehensive Revenue and Expense as 'Use of Land and Buildings'.

Under an agency agreement, the Proprietor collects Tuition Donations on behalf of the School. The amounts collected in total were \$766,462 (2024: \$746,701). The Proprietor has contributed a further \$nil (2024: \$nil) for the schools operations. In addition the School receives each term from the Ministry of Education, the boarding allowance which is transferred to Proprietor. The amounts collected in total were \$56,040 (2024:\$66,105). The school operates a current account which is treated as a trade creditor/debtor for any other inter entity transactions between the School and the Proprietor, this current account is settled on a monthly basis. Any balance not transferred at the year end is treated as an asset or liability. The total funds held by the school on behalf of the proprietor are \$nil, (2024: \$nil).

Rathkeale College:

The Board has a related party relationship with Rathkeale College. The two Schools combine to provide a senior college operation for the Year 12 & 13 boys and girls and conduct co-educational classes at the Senior College on the Rathkeale campus.

The operation of the Senior College is covered by an agreement between the two Schools. The funding transfer for the Senior College for the 2025 year was \$345,958 (2024: \$361,234). Rathkeale College incurs the costs and St Matthew's Collegiate transfers a regular monthly amount to Rathkeale College. The basis for the income transfer is detailed in the agreement and is based on the number of Senior girls who attend Senior College. There is no amount owing at 31 December 2025. (2024: Nil)

16. Remuneration

Key management personnel compensation

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

	2025 Actual \$	2024 Actual \$
<i>Board Members</i>		
Remuneration	8,004	5,005
 <i>Leadership Team</i>		
Remuneration	431,991	426,152
Full-time equivalent members	3.00	3.48
 Total key management personnel remuneration	439,995	431,157

There are 9 members of the Board excluding the Principal. The Board has held 8 full meetings of the Board in the year. The Board also has Finance committee (**2 members**) that met 8 times. As well as these regular meetings, including preparation time, the Presiding member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal

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

	2025 Actual \$000	2024 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	170-180	170-180
Benefits and Other Emoluments	-	-
Termination Benefits	-	-

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	5.00	5.00
110-120	4.00	4.00
120-130	2.00	1.00
130-140	1.00	1.00
	<u>12.00</u>	<u>11.00</u>

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

17. 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:

	2025 Actual \$000	2024 Actual \$000
Total	\$500	\$0
Number of People	1	0

18. 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 for specific individuals. As such, this is expected to resolve the liability for school boards.

Pay Equity and Collective Agreement Funding Wash-up

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.

19. Commitments

(a) Capital Commitments

As at 31 December 2025 the Board has not entered into contract agreements for capital commitments.

(b) Operating Commitments

As at 31 December 2025, the Board has entered into the following contracts:

- (a) operating lease for (7) 2nd Hand Epsom Projectors
- (b) painting contracts for exterior painting of school buildings

	2025 Actual	2024 Actual
	\$	\$
No later than One Year	39,879	31,164
Later than One Year and No Later than Five Years	39,917	61,128
	<u>79,796</u>	<u>92,292</u>

The total lease payments incurred during the period were \$34,322 (2024: \$24,672).

20. 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	559,220	548,374	653,587
Receivables	268,579	203,342	203,339
Total financial assets measured at amortised cost	<u>827,799</u>	<u>751,716</u>	<u>856,926</u>

Financial liabilities measured at amortised cost

Payables	355,900	291,053	324,185
Borrowings - Loans	40,170	60,255	60,255
Finance Leases	79,816	94,972	96,358
Total financial liabilities measured at amortised cost	<u>475,886</u>	<u>446,280</u>	<u>480,798</u>

21. Events After Balance Date

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

22. 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 ST MATTHEW'S COLLEGIATE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2025

The Auditor-General is the auditor of St Matthew's Collegiate (the School). The Auditor-General has appointed me, Melanie Strydom, using the staff and resources of Auditlink Limited, to carry out the audit of the financial statements of the School on pages 2 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 14 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

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

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.

Auditlink is appointed by the Trinity Schools Trust Board to provide assurance services and perform the audit of the financial statements of Rathkeale College, Hadlow Preparatory School and Hadlow Preschool, the Trustees who work in co-operation with the Trinity Schools Trust Board as integrated Schools, for the year ended 31 December 2025. Other than the latter, we have no relationship with or interests in the School.



Melanie Strydom
Auditlink Limited

On behalf of the Auditor-General
Palmerston North, New Zealand