

CHANEL COLLEGE

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2025

School Directory

Ministry Number:	244
Principal:	Myra Coley
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Accountant / Service Provider:



CHANEL COLLEGE

Annual Financial Statements - For the year ended 31 December 2025

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Chanel College

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.

James O'Connor

Full Name of Presiding Member



Signature of Presiding Member

26/05/2026

Date

Myra Coley

Full Name of Principal



Signature of Principal

26/05/2026

Date

Chanel College 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	4,623,541	4,476,143	4,516,825
Locally Raised Funds	3	134,344	62,073	127,752
Use of Proprietor's Land and Buildings		381,019	381,019	381,019
Interest		11,256	12,000	26,880
Total Revenue		5,150,160	4,931,235	5,052,476
Expense				
Locally Raised Funds	3	105,662	36,900	108,490
Learning Resources	4	3,941,159	3,821,553	3,808,002
Administration	5	356,996	358,220	391,910
Interest		1,907	-	2,222
Property	6	707,572	712,191	763,633
Other Expenses	7	11,165	9,000	7,481
Loss on Disposal of Property, Plant and Equipment		487	-	-
Total Expense		5,124,948	4,937,864	5,081,738
Net Surplus / (Deficit) for the year		25,212	(6,629)	(29,262)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		25,212	(6,629)	(29,262)

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



Chanel College
Statement of Changes in Net Assets/Equity
For the year ended 31 December 2025

	2025	2025	2024
Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Equity at 1 January	896,813	371,598	875,648
Total comprehensive revenue and expense for the year	25,212	(6,629)	(29,262)
Contribution - Furniture and Equipment Grant	61,371	-	50,427
Contributions from the Ministry of Education - Te Mana Tuhono	53,214	-	-
Equity at 31 December	1,036,610	364,969	896,813
Accumulated comprehensive revenue and expense	1,036,610	364,969	896,813
Equity at 31 December	1,036,610	364,969	896,813

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.



Chanel College Statement of Financial Position

As at 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Current Assets				
Cash and Cash Equivalents	8	109,904	109,609	670,158
Accounts Receivable	9	295,928	116,690	320,545
GST Receivable		49,606	6,333	17,396
Prepayments		26,197	9,325	22,703
Investments	10	589,067	300,803	151,928
		<u>1,070,702</u>	<u>542,760</u>	<u>1,182,730</u>
Current Liabilities				
Accounts Payable	13	357,708	140,234	391,372
Borrowings	14	15,478	6,889	15,478
Revenue Received in Advance	15	52,984	20,252	58,331
Provision for Cyclical Maintenance	16	19,044	19,648	66,278
Finance Lease Liability	17	11,514	11,609	13,573
Funds held in Trust	18	6,305	9,560	-
Funds Held on Behalf of Cluster	19	-	-	-
		<u>463,033</u>	<u>208,192</u>	<u>545,032</u>
Working Capital Surplus/(Deficit)		<u>607,669</u>	<u>334,568</u>	<u>637,698</u>
Non-current Assets				
Property, Plant and Equipment	11	693,085	93,267	470,668
Equitable Leasehold Interest	12	20,780	26,340	23,682
		<u>713,865</u>	<u>119,607</u>	<u>494,350</u>
Non-current Liabilities				
Borrowings	14	30,956	24,112	46,434
Provision for Cyclical Maintenance	16	229,322	54,822	182,665
Finance Lease Liability	17	24,646	10,272	6,136
		<u>284,924</u>	<u>89,206</u>	<u>235,235</u>
Net Assets		<u>1,036,610</u>	<u>364,969</u>	<u>896,813</u>
Equity		<u>1,036,610</u>	<u>364,969</u>	<u>896,813</u>

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



Chanel College
Statement of Cash Flows
For the year ended 31 December 2025

		2025	2025	2024
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		1,543,626	1,483,020	1,536,264
Locally Raised Funds		106,229	37,000	83,337
International Students		29,349	25,073	27,639
Goods and Services Tax (net)		(32,212)	-	25,391
Payments to Employees		(715,800)	(635,745)	(770,697)
Payments to Suppliers		(872,806)	(809,509)	(759,106)
Interest Paid		(1,907)	-	(2,222)
Interest Received		11,101	12,000	31,064
Net cash from/(to) Operating Activities		67,580	111,839	171,670
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		80	-	-
Purchase of Property Plant & Equipment (and Intangibles)		(236,908)	-	(106,148)
Purchase of Investments		(437,533)	-	(12,820)
Proceeds from Sale of Investments		395	-	-
Net cash from/(to) Investing Activities		(673,966)	-	(118,968)
Cash flows from Financing Activities				
Furniture and Equipment Grant		61,371	-	50,427
Finance Lease Payments		(6,066)	-	(11,959)
Repayment of Borrowings		(15,478)	-	(15,478)
Funds Administered on Behalf of Other Parties		6,305	(5,000)	(311)
Net cash from/(to) Financing Activities		46,132	(5,000)	22,679
Net increase/(decrease) in cash and cash equivalents		(560,254)	106,839	75,381
Cash and cash equivalents at the beginning of the year	8	670,158	2,770	594,777
Cash and cash equivalents at the end of the year	8	109,904	109,609	670,158

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.



Chanel College

Notes to the Financial Statements

For the year ended 31 December 2025

1. Statement of Accounting Policies

a) Reporting Entity

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

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 16.



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 11.

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 17. Future operating lease commitments are disclosed in note 24b.

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) Inventories

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

i) Investments

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

j) 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 or directly by the Board are recorded at cost, less accumulated depreciation and impairment losses.

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

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

Finance Leases

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



Depreciation

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

The estimated useful lives of the assets are:

Furniture and Equipment	1 - 15 years
Information and Communication Technology	1 - 15 years
Motor Vehicles	5 years
Textbooks	3 years
Library Resources	12.5% Diminishing value
Leased Assets held under a Finance Lease	Term of Lease

k) Impairment of property, plant, and equipment

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

Non cash generating assets

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

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

In determining fair value less costs to sell, the School engages an independent valuer to assess market value based on the best available information. The valuation is based on a comparison to recent market transactions.

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

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

l) 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.

m) 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.



n) Revenue Received in Advance

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

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

o) 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.

p) Shared Funds

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. In instances where funds are outside of the School's control, these amounts 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.

q) 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 10 to 12 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.

r) 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.

Investments that are shares are categorised as 'financial assets at fair value through other comprehensive revenue and expense' for accounting purposes in accordance with financial reporting standards. On initial recognition of an equity investment that is not held for trading, the School may irrevocably elect to present subsequent changes in the investment's fair value in other comprehensive revenue and expense. This election has been made for investments that are shares. Subsequent to initial recognition, these assets are measured at fair value. Dividends are recognised as income in surplus or deficit unless the dividend clearly represents a recovery of part of the cost of the investment. Other net gains and losses are recognised in other comprehensive revenue and expense and are never reclassified to surplus or deficit.

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.



s) Borrowings

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

t) 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.

u) Budget Figures

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

v) 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	1,461,993	1,432,292	1,497,364
Teachers' Salaries Grants	3,065,884	2,993,939	2,993,939
Other Government Grants	95,664	49,912	25,522
	4,623,541	4,476,143	4,516,825

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	46,667	22,700	13,923
Fees for Extra Curricular Activities	59,204	13,700	72,923
Trading	613	-	1,000
Fundraising and Community Grants	1,586	600	12,267
International Student Fees	26,274	25,073	27,639
	134,344	62,073	127,752
Expense			
Extra Curricular Activities Costs	94,675	32,500	84,481
Trading	2,920	-	3,230
Fundraising and Community Grant Costs	814	600	11,827
International Student - Other Expenses	7,253	3,800	8,952
	105,662	36,900	108,490
<i>Surplus for the year Locally Raised Funds</i>	28,682	25,173	19,262

4. Learning Resources

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Curricular	261,506	278,758	185,427
Employee Benefits - Salaries	3,450,984	3,347,584	3,422,506
Staff Development	67,655	50,911	51,555
Depreciation	101,198	85,500	84,726
Other Learning Resources	-	300	639
Information & Communication Technology	59,816	58,500	63,149
	3,941,159	3,821,553	3,808,002



5. Administration

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fees	15,168	7,192	7,192
Board Fees and Expenses	27,838	26,600	25,811
Intervention Expenses	2,653	10,000	15,235
Legal Fees	-	-	8,432
Other Administration Expenses	81,974	85,328	102,290
Employee Benefits - Salaries	204,766	210,100	213,051
Insurance	16,294	14,000	15,099
Service Providers, Contractors and Consultancy	8,303	5,000	4,800
	356,996	358,220	391,910

6. Property

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Consultancy and Contract Services	75,492	75,000	75,964
Cyclical Maintenance	12,893	27,722	88,970
Heat, Light and Water	41,524	40,300	34,406
Rates	15,676	15,400	14,589
Repairs and Maintenance	86,158	85,000	86,787
Use of Land and Buildings	381,019	381,019	381,019
Employee Benefits - Salaries	76,272	72,000	67,605
Other Property Expenses	18,538	15,750	14,293
	707,572	712,191	763,633

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

7. Other Expenses

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Impairment Loss - Other	2,902	-	2,902
Transport	8,263	9,000	4,579
	11,165	9,000	7,481



8. Cash and Cash Equivalents

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Bank Accounts	59,904	109,609	672,373
Short-term Bank Deposits	50,000	-	-
Bank Overdraft	-	-	(2,215)
Cash and cash equivalents for Statement of Cash Flows	109,904	109,609	670,158

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

Of the \$109,904 Cash and Cash Equivalents \$59,289 is subject to restrictions for the following reasons:

- \$52,984 of Revenue Received in Advance is held by the school, as disclosed in note 15.
- \$6,305 is held in trust by the school on behalf of other parties, as disclosed in note 18.

9. Accounts Receivable

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Receivables	1,247	15,622	22,928
Receivables from the Ministry of Education	5,536	-	850
Interest Receivable	1,198	5,300	1,043
Teacher Salaries Grant Receivable	287,947	95,768	295,724
	295,928	116,690	320,545
Receivables from Exchange Transactions	2,589	20,922	23,971
Receivables from Non-Exchange Transactions	293,339	95,768	296,574
	295,928	116,690	320,545

10. Investments

The School's investment activities are classified as follows:

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Current Asset			
Short-term Bank Deposits	589,067	300,803	151,928
Total Investments	589,067	300,803	151,928



11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2025	\$	\$	\$	\$	\$	\$
Furniture and Equipment	304,059	126,043	(567)	-	(47,980)	381,555
Information and Communication Technology	146,633	92,037	-	-	(39,520)	199,150
Motor Vehicles	-	73,509	-	-	(604)	72,905
Leased Assets	13,981	32,592	-	-	(12,344)	34,229
Library Resources	5,996	-	-	-	(750)	5,246
Intangible Assets	-	-	-	-	-	-
	470,669	324,181	(567)	-	(101,198)	693,085

The net carrying value of equipment held under a finance lease is \$34,229 (2024: \$13,981)

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	1,284,025	(902,470)	381,555	1,159,137	(855,079)	304,058
Information and Communication Technology	660,552	(461,402)	199,150	568,515	(421,882)	146,633
Motor Vehicles	122,379	(49,474)	72,905	48,870	(48,870)	-
Leased Assets	54,780	(20,551)	34,229	66,638	(52,657)	13,981
Library Resources	45,272	(40,026)	5,246	45,272	(39,276)	5,996
Intangible Assets	-	-	-	-	-	-
	2,167,008	(1,473,923)	693,085	1,888,432	(1,417,764)	470,668

12. Equitable Leasehold Interest

An equitable leasehold interest recognises an interest in an asset without transferring ownership or creating a charge over the asset. This equitable leasehold interest represents the board's interest in capital works assets owned by the proprietor but paid for in whole or in part by the Board of Trustees, either from Government funding or from community raised funds.

A lease between the board and the proprietor records the terms of the equitable leasehold interest and includes a detailed schedule of capital works assets. The equitable leasehold interest is amortised over 10-40 years based on the economic life of the capital works asset(s) involved. The interest may be realised on the sale of the capital works by the proprietor of the closure of the school.

The major capital works assets included in the equitable leasehold interest are:

	2025 Actual	2025 Budget	2024 Actual
	\$	\$	\$
Equitable Leasehold Interest	20,780	26,340	23,682
	20,780	26,340	23,682



13. Accounts Payable

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Creditors	38,133	24,105	43,846
Accruals	11,806	7,113	7,192
Banking Staffing Overuse	-	10,791	-
Employee Entitlements - Salaries	287,947	95,768	324,816
Employee Entitlements - Leave Accrual	20,004	2,457	15,518
Teacher Loan	(182)	-	-
	<u>357,708</u>	<u>140,234</u>	<u>391,372</u>
Payables for Exchange Transactions	357,708	140,234	391,372
	<u>357,708</u>	<u>140,234</u>	<u>391,372</u>

The carrying value of payables approximates their fair value.

14. Borrowings

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Loans due in one year	15,478	6,889	15,478
	<u>15,478</u>	<u>6,889</u>	<u>15,478</u>
Loans due after one year	30,956	24,112	46,434
	<u>30,956</u>	<u>24,112</u>	<u>46,434</u>

The School has borrowings at 31 December 2025 of \$46,434 (31 December 2024 \$61,912). This loan is from the Energy Efficiency & Conservation Authority for the purpose of upgrading lighting in the School. The loan is unsecured, interest is 0% per annum and the loan is payable in equal quarterly installments of \$3,869.50.

15. Revenue Received in Advance

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Student Income In Advance	9,794	20,252	-
Income in Advance-Japan Trip	27,615	-	-
International Student Income in Advance	15,575	-	12,500
Other Revenue In Advance	-	-	45,831
	<u>52,984</u>	<u>20,252</u>	<u>58,331</u>



16. Provision for Cyclical Maintenance

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Provision at the Start of the Year	248,943	46,748	159,973
Increase/(decrease) to the Provision During the Year	(577)	27,722	88,970
Use of the Provision During the Year	-	-	-
 Provision at the End of the Year	<u>248,366</u>	<u>74,470</u>	<u>248,943</u>
 Cyclical Maintenance - Current	19,044	19,648	66,278
Cyclical Maintenance - Non current	229,322	54,822	182,665
	<u>248,366</u>	<u>74,470</u>	<u>248,943</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 / painting quotes.

17. 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	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
No Later than One Year	13,578	11,609	14,646
Later than One Year	27,171	10,272	6,477
Future Finance Charges	(4,589)	-	(1,414)
	<u>36,160</u>	<u>21,881</u>	<u>19,709</u>
 Represented by			
Finance lease liability - Current	11,514	11,609	13,573
Finance lease liability - Non current	24,646	10,272	6,136
	<u>36,160</u>	<u>21,881</u>	<u>19,709</u>

18. Funds held in Trust

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Funds Held in Trust on Behalf of Third Parties - Current	6,305	9,560	-
	<u>6,305</u>	<u>9,560</u>	<u>-</u>

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



19. Funds Held on Behalf of Cluster

is the lead school and holds funds on behalf of of the Wairarapa Secondary Schools group, a group of schools funded by the Masterton Trust Lands Trust to share ICT professional development.

	2025 Actual \$	2025 Budget \$	2024 Actual \$
Funds held at beginning of the year	-	-	260
	-	-	260
Expenses			
Funds Spent on Behalf of the Cluster			260
Funds Held at Year End	-	-	-

20. 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 conditions 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 (Catholic Archdiocese of Wellington) 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".

Nicola Murray is a Board Member and also owns Murray Plumbing Limited. During the year they were contracted to provide plumbing services for a discounted rate. The total value of all transactions was \$2,009.05 (2024: \$3,768.90) and no amount is outstanding as at balance date (2024: Nil). Because this amount is less than \$25,000 (excl GST) for the year, the contract does not require Ministry approval under section 10 of Schedule 23 of the Education and Training Act 2020."



21. Remuneration

Key management personnel compensation

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

	2025 Actual \$	2024 Actual \$
<i>Board Members</i> Remuneration	8,223	4,505
<i>Leadership Team</i> Remuneration	441,528	530,866
Full-time equivalent members	3.00	4.00
Total key management personnel remuneration	<u>449,751</u>	<u>535,371</u>

There are 11 members of the Board excluding the Principal. The Board has held 9 full meetings of the Board in the year. The Board also has a Finance committee (3 members) that met 1 time. 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	160-170
Benefits and Other Emoluments	5 - 6	0-5
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	7.00	6.00
120 - 130	2.00	2.00
130 - 140	3.00	1.00
	<u>17.00</u>	<u>14.00</u>

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



22. 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	2024 Actual
Total	\$0	\$0
Number of People	0	0

23. 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 liability regarding this funding wash-up, which is expected to be settled in July 2026.

24. Commitments

(a) Capital Commitments

There are no capital commitments as at 31 December 2025 (Capital commitments at 31 December 2024: \$0).

(b) Operating Commitments

There are no operating commitments as at 31 December 2025 (Operating commitments at 31 December 2024: nil).



25. 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	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cash and Cash Equivalents	109,904	109,609	670,158
Receivables	295,928	116,690	320,545
Investments - Term Deposits	589,067	300,803	151,928
Total financial assets measured at amortised cost	994,899	527,102	1,142,631

Financial liabilities measured at amortised cost

Payables	357,708	140,234	391,372
Borrowings - Loans	46,434	31,001	61,912
Finance Leases	36,160	21,881	19,709
Total financial liabilities measured at amortised cost	440,302	193,116	472,993

26. Events After Balance Date

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

27. 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 CHANEL COLLEGE'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2025

The Auditor-General is the auditor of Chanel College (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 21, that comprise the statement of financial position as at 31 December 2025, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information..

Opinion

In our opinion the financial statements:

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

Our audit was completed on 26 May 2026. This is the date at which our opinion is expressed.

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

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

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

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



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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

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



Our responsibilities arise from the Public Audit Act 2001.

Other information

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 Members of the Board, Statement of Variance, Evaluation of the School's Students' Progress and Achievement, Statement of Compliance with Employment Policy, Report on how the School has given effect to Te Tiriti o Waitangi, and Statement of KiwiSport funding.

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

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

Independence

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

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

Melanie Strydom
Auditlink Limited

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

Chanel College

Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
James O'Connor	Presiding Member	Elected	Sep 2028
Myra Coley	Principal	ex Officio	
Nicola Murray	Parent Representative	Elected	Sep 2028
Richard Fleming	Parent Representative	Elected	Sep 2028
John Hardie	Parent Representative	Elected	Sep 2025
Michael Murphy	Parent Representative	Elected	Sep 2025
Stephanie Andrew	Parent Representative	Elected	Sep 2028
Daniel Paulo	Parent Representative	Elected	Sep 2028
Lorna Meade	Staff Representative	Appointed	Sep 2028
Kim Teahan	Proprietors Representative	Appointed	Sep 2028
Odette Bayliss	Proprietors Representative	Appointed	Sep 2028
Thomas Vazhathara	Proprietors Representative	Appointed	Sep 2028
Deacon Matthew White	Proprietors Representative	Appointed	Sep 2028
Lotia Lio	Student Representative	Elected	Sep 2025
Lance Aspilan	Student Representative	Elected	Sep 2026

Chanel College

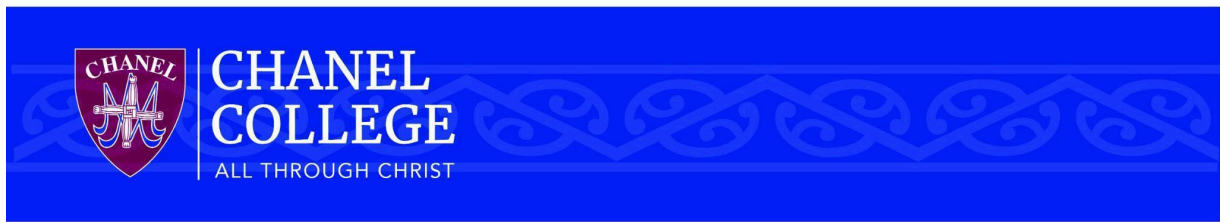
Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2025, the school received total Kiwisport funding of \$7,149 (excluding GST). The funding was spent on sporting endeavours.

Statement of Compliance with Employment Policy

For the year ended 31st December 2025 the Chanel College 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.



Principal's Report – Chanel College Masterton

At Chanel College, 2025 was a year of growth, achievement, and strong community spirit. Guided by our Catholic values and commitment to excellence, our students continued to demonstrate resilience, compassion, and determination across all areas of school life.

We celebrate the many successes of our students in academic achievement, cultural activities, sport, leadership, and service. Our senior students achieved positive NCEA results, reflecting the hard work of students, staff, and whānau working together to support learning and wellbeing. We were also proud to see students representing Chanel College in a wide range of sporting codes, cultural events, and community initiatives, demonstrating confidence, leadership, and pride in our school.

A particular strength of Chanel College continues to be the supportive and inclusive environment we provide for all learners. Our dedicated staff remain committed to creating opportunities for students to grow academically, spiritually, socially, and personally. We are grateful for the ongoing partnership and support from parents, caregivers, parish, and the wider Masterton community.

Like many schools across Aotearoa New Zealand, we also faced challenges during the year. Attendance, student wellbeing, and the increasing complexity of learning and pastoral needs continue to require focused attention and collaboration. At the same time, curriculum changes and ongoing developments within the education sector present both challenges and opportunities for our school.

Looking ahead, we remain committed to strengthening student achievement, supporting wellbeing, and ensuring every learner feels valued and connected. We will continue to focus on high-quality teaching and learning, culturally responsive practice, student engagement, and maintaining the special Catholic character that sits at the heart of Chanel College.

We thank our students, staff, families, Board members, and community for their continued support and commitment to Chanel College. Together, we look forward to another successful year of learning, faith, and service.

Statement of Variance: Progress Against Targets

Strategic Goal 1: RANGATIRATANGA / LEADERSHIP

Annual Target/Goal: Design a schoolwide leadership framework for students and staff and increase the leadership opportunities available to staff and students at Chanel College.

Actions	What did we achieve?	Evidence	Reasons for variance	Planning for next year
Develop leadership PLD, coaching and mentoring pathways for staff.	Middle leaders engaged in coaching and leadership development opportunities. Staff confidence in leadership, collaboration and strategic planning increased.	Leadership coaching reflections, staff surveys, appraisal records, PLD participation.	Time pressures and staffing changes impacted consistency of coaching and release opportunities.	Continue leadership coaching, succession planning and structured release time for aspiring leaders.
Create structured student leadership pathways Years 7–13.	Student participation in leadership, peer mentoring, faith leadership and service initiatives increased significantly.	Student voice surveys, leadership participation records, event feedback.	Funding and timetable constraints limited some opportunities.	Strengthen progression pathways and mentoring systems across year levels.
Develop literacy and numeracy leadership roles schoolwide.	Structured literacy approaches contributed to strong gains in Year 7–8 Reading and Writing and Year 9 Reading.	PAT, e-asTTle and AoV achievement data.	Mathematics achievement remained inconsistent for some learner groups.	Continue strengthening mathematics leadership and assessment consistency across Years 7–13.

Strategic Goal 2: HAUORA / WELLBEING

Annual Target/Goal: Create a trauma-informed, faith-based environment where all students and staff feel safe, valued and supported.

Actions	What did we achieve?	Evidence	Reasons for variance	Planning for next year
Embed Kanihera Tikanga classroom expectations schoolwide.	Improved consistency of expectations, student engagement and behaviour management practices.	Behaviour data, student voice, classroom observations.	Consistency varied between classrooms and some learners required ongoing support.	Continue embedding schoolwide expectations through PLD and Atawhai time.
Develop trauma-informed and relational approaches with RTLB.	Staff capability in restorative and relational approaches strengthened. Student wellbeing improved.	PLD participation, wellbeing surveys, pastoral data.	Staffing changes impacted implementation consistency.	Continue trauma-informed PLD and strengthen relational practice schoolwide.
Increase participation in faith formation, Hauora and cultural initiatives.	Participation in liturgies, retreats, Hauora and cultural programmes increased student belonging and engagement.	Participation data, student reflections and wellbeing surveys.	Resourcing and staffing pressures limited some initiatives.	Continue culturally responsive wellbeing and faith-based programmes.

Strategic Goal 3: MARAUTANGA / CURRICULUM

Annual Target/Goal: Design and implement a learner-centred curriculum that fosters engagement, critical thinking and ethical responsibility.

Actions	What did we achieve?	Evidence	Reasons for variance	Planning for next year
Strengthen structured literacy, numeracy and assessment literacy.	Year 7–8 Reading improved from 53% At/Above to 68% At/Above. Writing improved from 49% At/Above to 65% At/Above. Year 9 Reading increased to 72% At/Above.	PAT, e-asTTle, OTJs and Analysis of Variance reports.	Mathematics disparities remained for Māori learners and boys.	Continue structured literacy and strengthen mathematics progression and assessment systems.
Implement Te Mātaiaho and NCEA changes.	Curriculum planning and assessment practices aligned more strongly with curriculum changes and culturally responsive approaches.	Curriculum documentation, moderation records and staff feedback.	Consistency varied across departments due to pace of change.	Continue collaborative curriculum planning and PLD.
Strengthen NCEA co-requisites and senior achievement pathways.	NCEA Level 1 achievement increased to 83% and Level 3 to 85%. University Entrance increased to 38%. Literacy co-requisite achievement	NCEA and co-requisite achievement data.	Numeracy co-requisite achievement remained below target.	Continue targeted numeracy interventions and tracking of priority learners.

	improved strongly.			
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Evaluation and Analysis of the School's Students' Progress and Achievement

In 2025, Chanel College continued to focus on improving student achievement, wellbeing, engagement, and culturally responsive teaching practices across the school. The school's local curriculum, Catholic special character, and commitment to relational and learner-centred teaching supported positive progress for many learners, particularly in literacy achievement and senior NCEA outcomes.

Assessment information from e-asTTle, PAT testing, OTJs (Overall Teacher Judgements), NCEA achievement data, attendance information, student voice, and wellbeing data were used to evaluate progress and achievement across the curriculum.

Literacy Achievement

Strong improvement was evident in literacy achievement across Years 7–10 during 2025.

Year 7–8 Reading achievement improved from 53% of students achieving At or Above expectation at the beginning of the year to 68% by the end of the year. Māori learners made positive progress, with no students remaining in the Well Below category by the end of the year.

Year 7–8 Writing achievement also improved significantly, increasing from 49% At or Above expectation to 65% by the end of the year. Structured literacy approaches, guided writing programmes, and increased use of diagnostic assessment tools contributed positively to student progress.

Year 9 Reading achievement exceeded school targets. PAT and e-asTTle data showed Reading comprehension achievement increased from 61% to 72% At or Above national expectation. Māori learners showed significant acceleration, moving from 0% At or Above expectation at the start of the year to 50% by the end of the year.

Writing achievement showed improvement, particularly for boys, although a significant number of learners remained below curriculum expectations. Continued focus is required to accelerate writing progress for priority learners, particularly Māori boys.

Mathematics Achievement

Mathematics achievement showed some positive movement across Years 7–10, although achievement disparities remain for Māori learners, Pasifika learners, and boys.

Year 9 Mathematics achievement improved overall, with more students moving from “Not Achieving” into “At Expectation” categories by the end of the year. PAT Mathematics data showed improvement in higher stanines, increasing from 26% of students in stanines 6–9 at the beginning of the year to 41% by the end of the year.

Māori learners demonstrated some acceleration in mathematics achievement; however, a significant group of students remained below expectation. Boys continued to be overrepresented in lower achievement groups.

A number of factors impacted mathematics achievement during the year, including staffing changes, inconsistent assessment practices across year levels, and gaps in foundational numeracy knowledge for some learners.

In response, the school strengthened assessment practices, introduced more consistent use of standardised assessment tools, and appointed a new Head of Mathematics to lead improvements in mathematics teaching and learning across Years 7–13.

NCEA Achievement

Senior achievement data showed significant improvement in several areas during 2025.

- NCEA Level 1 achievement increased to 83%, a significant improvement from previous years.
- NCEA Level 3 achievement increased to 85%, exceeding both school targets and national averages.
- University Entrance achievement improved to 38%.
- Literacy co-requisite achievement improved strongly across Years 10–11.

NCEA Level 2 achievement declined to 69%, remaining below both school targets and national averages. Numeracy co-requisite achievement also remained below target and continues to be an area requiring targeted intervention and support.

Our focus on structured literacy, targeted interventions, mentoring, culturally responsive learning programmes, and improved tracking systems contributed positively to senior student achievement.

Student Engagement, Wellbeing and Participation

Student wellbeing and engagement remained a significant focus during 2025. Trauma-informed and relational approaches, culturally responsive teaching, project-based learning, and increased opportunities for leadership, service, culture, and sport supported stronger engagement and belonging for many students.

Integrated learning programmes connected learning to real-world contexts, local curriculum themes, environmental sustainability, and Catholic Social Teachings. Student voice indicated that learners valued opportunities for collaborative, hands-on and culturally connected learning experiences.

Participation in cultural activities, faith-based programmes, leadership opportunities, and Hauora initiatives increased across the school. Peer mentoring, Tuakana/Teina relationships, and student leadership pathways strengthened student confidence and connectedness.

Attendance remains an ongoing area of concern for some learners. While systems for monitoring and supporting attendance improved, chronic absenteeism continues to impact progress and achievement for a number of students.

Learners Requiring Additional Support

The school continues to prioritise groups of learners whose achievement outcomes are not yet equitable.

Māori learners, Pasifika learners, boys in literacy and mathematics, and students with additional learning and wellbeing needs remain priority groups for targeted support and intervention.

Although significant progress was made in literacy achievement and learner engagement, disparities remain in mathematics achievement and writing outcomes for some groups of learners.

The school will continue to strengthen:

- structured literacy and numeracy approaches
- culturally sustaining and responsive teaching practices
- assessment consistency and moderation
- targeted interventions for priority learners
- whānau engagement and partnerships
- tracking and monitoring systems for learner progress and wellbeing.

Overall Evaluation

Overall, Chanel College made positive progress during 2025, particularly in literacy achievement, student engagement, culturally responsive practice, and senior NCEA achievement.

The school's local curriculum, Catholic special character, and focus on relational learning environments contributed positively to learner wellbeing, confidence, and achievement.

The greatest areas for continued development are:

- mathematics achievement and numeracy acceleration
- equitable outcomes for Māori learners and boys
- consistent assessment and moderation practices
- attendance and engagement for priority learners.

Chanel College remains committed to ensuring all ākonga experience success, belonging, and meaningful opportunities to achieve their potential academically, culturally, spiritually, and personally.

Chanel College is Committed to giving Effect to Te Tiriti o Waitangi

As a Catholic school in Aotearoa New Zealand, Chanel College is committed to honouring both Te Tiriti o Waitangi and our Catholic Special Character through relationships grounded in dignity, justice, service, compassion, and respect for all people. Guided by the Gospel values of Christ and the principles of partnership, participation, and protection, we seek to ensure that Māori learners experience success as Māori within a faith-centred learning environment.

We recognise Te Tiriti o Waitangi as a founding document of Aotearoa New Zealand and acknowledge our responsibility to work in partnership with whānau, iwi, parish, and the wider community to support equitable and excellent outcomes for Māori learners.

Our commitment is reflected through:

- building culturally responsive and relational learning environments where Māori learners feel valued, respected, and successful as Māori
- integrating Te Ao Māori, te reo Māori, tikanga Māori, and local histories within our curriculum and school practices
- strengthening partnerships with whānau, iwi, parish, and the wider community to support learner success and wellbeing
- embedding Catholic Social Teachings alongside culturally sustaining practices informed by Tātaiako and Tapasā
- promoting student leadership opportunities that reflect Māori values, identity, language, culture, and service
- celebrating the unique identity of Aotearoa New Zealand through liturgy, prayer, school events, cultural activities, and the life of the College
- monitoring and responding to achievement and wellbeing data for Māori learners to support equitable outcomes
- providing ongoing professional learning for staff to strengthen cultural capability and understanding of Te Tiriti o Waitangi obligations within a Catholic education context.

During 2025, Chanel College continued to strengthen culturally responsive practice through integrated learning programmes, local curriculum development, project-based learning, whānau engagement, and increased opportunities for Māori student voice and leadership.

We acknowledges that while progress has been made, ongoing work is required to address inequities in achievement outcomes, particularly in mathematics and literacy for some groups of Māori learners. Chanel College remains committed to continuous improvement and ensuring Māori students experience success in ways that affirm their language, culture, identity, faith, and aspirations as ākonga in a Catholic learning community.