

# Monte Cecilia Catholic School Annual Report (March 2026)

Year ending December 2025

## Statement of variance: progress against targets

	What did we achieve?	Evidence	Reasons for any differences (variances)	Planning for next year – where to next?
<b>Annual Goal 1: <i>To enrich our Faith Filled Community</i></b>				
<b>Action 1</b> Implement new RE Curriculum	Yrs 4-6 completed training and now implementing the new RE curriculum	Planning, teaching and learning in hubs	JH has 3 yrs with the programme, MH 2 yrs and SH 1 yr	All teachers to embed the teaching of To Tātou Whakapono
<b>Action 2</b> Engage in Mercy mission initiatives	Increased opportunities for Service engagement	Refugee packs, Cans for Christmas, Trip to MacKillop House, Caritas	Building new pathways and contacts that can be revisited and grown	Continue to build upon current initiatives
<b>Action 3</b> Action Special Character External Evaluation recommendations	Building Assessment capability and updating staff training	Te Kupenga staff paper- The Old Testament	Whole staff engagement and support for Special Character knowledge development.	Development of a strategic overview for Mātauranga Māori/Te Ao Māori.
<b>Annual Goal 2: <i>To develop a meaningful local curriculum</i></b>				
<b>Action 1</b> Increase competency in Te Reo Tuatahi and oral language strategies	Rich implementation of Oral Language strategies – training new staff	Integration of the Monte Mercy Story across the school + Hape and the Great Migration	Te Reo Tuatahi programme was cancelled, resources removed – staff didn't have a approved resource bank to draw from	SLT to develop and implement Monte Te Reo Māori framework
<b>Action 2</b> Embed student wellbeing through regular attendance	Monitoring of student attendance and the impact on students health and academic outcomes	EveryDay Counts termly reports. Team meeting minutes	A shift in government focus to attendance. Introduction of STAR	Targeted attendance communication/support with families needing to improve student attendance
<b>Action 3</b> Improve literacy foundation skills with BSLA + Code frameworks, introduce Basic Facts framework	Monte Word Works embedded. Basic Facts daily Rumble introduced. All students progress tracked and reported on.	Daily Practice of Word works – “the Code” spelling programme and Basic Facts practice. Schoolwide timetable for focused/structured RE, Literacy and Numeracy coverage	Government directives and funding to focus on a Structured approach to teaching Literacy and Numeracy	Numeracy development with MOE PLD Maths facilitator.
<b>Annual Goal 3: <i>To enhance quality teaching and learning</i></b>				
<b>Action 1</b> Build Assessment for Learning Practices	Te Mataiaho - English Curriculum focus Te Mataiaho Maths Curriculum Team – PLD on Oxford resource and NZC	Staff training, workshops and video/observations with facilitator Implement schoolwide structured timetable	Improved practice strategies reflected in planning and teaching. Introduction of additional Curriculum updates.	Continuation with developing the most effective teaching strategies for best student outcomes

<b>Action 2</b> Improve integrated curriculum planning and teaching practices with individual Professional Development plans	Targeted goal setting linked to professional development	Professional Growth Cycle documentation and IRIS digital platform	Strengths and goals are individual and therefore varied, the pathway however is consistent and shared	Implementation of the most effective teaching strategies for best student outcomes and improved teacher practice.
<b>Action 3</b> Build capability for our evaluation pathway through ERO inquiry process	SLT working with a facilitator to develop leadership practices. Evaluation pathway documented and engaged with.	SLT Hikoi Belen Report for effective teams. Evaluation overview	No communication with ERO, no of evaluation partner and shift in timeframe	SLT continued development of evaluation pathway using Strat plan and Assessment overviews

A “structured approach” to Literacy and Numeracy ensures that as a school we are providing a strong foundation of core skills that the students can pin their thinking to.

For 2025 we developed a school wide timetable that supports the science of learning. Our programme has clear learning goals and a range of development opportunities. We will be using the “I do” (teacher instruction), “We do” (peer/supported practice) and “You do” (independent tasks) model.

There are several reasons why some students are not meeting expected curriculum levels. We have between 10-20 children at any given time on our Special Educational Needs register, with Individual Education Plans and support services engaged for specific learning challenges. Their academic progress can often look different to the national guidelines. All their learning, support and progress is documented in a different way, however, they are included in our schoolwide data (as in the table above) In a small school, in a class of approx. 24 students, one student is equal to 4%. For example, if 31% of students are not at the expected level that is approximately 7 students who need additional support, and 18 who are achieving where expected.

## How we have given effect to Te Tiriti o Waitangi

Under the Education and Training Act 2020, a primary objective of the board of Monte Cecilia Catholic School is giving effect to te Tiriti o Waitangi. We do this by:

- working to ensure our plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori – SchoolDocs policies for Te Tiriti o Waitangi and Māori Educational Achievement are used and reviewed with BOT and staff. Local curriculum development is underway with support from external providers and SLT, creating a Monte framework for Te Reo Māori. Tikanga practices of mihi whakatau, karanga and karakia are used appropriately. Maori kupu are used daily. Professional development for staff is planned for in our Strategic overview. With support of the Auckland Catholic Kahui Ako we are in communication with local iwi and developing with the Catholic Diocese resources that are authentically Māori and authentically Catholic.
- taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori – the BOT employs a Kapa Haka tutor to teach a group weekly, specific tikanga, waiata and te reo is planned weekly. This learning is also shared with the wider staff for their development also.
- Achieving equitable outcomes for Māori students – we have high aspirations for every student and work closely with whanau to reduce any barriers to educational opportunities. This requires strong home/school communication and including outside agencies where necessary.
- providing opportunities for learners to appreciate the importance of te Tiriti o Waitangi and te reo Māori. – modelled by staff and leaders at the school. Teaching of the Aotearoa NZ Histories curriculum and the use of our Korero Paki Oral Language programme. Karakia and Pepeha are used regularly by staff and students.
- The whole school actively celebrates and learns about Matariki. Te Wiki o te Reo Māori, local stories “Hape and the Great Migration” of our whenua and Te Ao Maori in direct connection with our Catholic Social Teaching Principals.

Monte Cecilia Catholic School works from the principles of partnership, protection, and participation to meet our obligations under te Tiriti o Waitangi. These principles reflect the three articles of te Tiriti.

## Statement of compliance with employment policy

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	By following the Processes and Policy we have in place for being a Good Employer
What is in your equal employment opportunities programme? How have you been fulfilling this programme?	We adhere to our Equal Opportunities Policy – hosted via School Docs. We fulfil this programme by providing a safe and inclusive working environment.
How do you practise impartial selection of suitably qualified persons for appointment?	We appoint appropriately qualified staff through a fair and robust appointment process involving Senior Management Staff and BOT members where necessary. The process is clear and transparent. Monte Cecilia Catholic School also complies with the employment provisions of our integration agreement, including processes for the appointment of special positions and acceptability requirements for special positions. We ensure the special character of our school is upheld in all aspects of employment.
How are you recognising, – The aims and aspirations of Māori, – The employment requirements of Māori, and Greater involvement of Māori in the Education service?	We support and celebrate all Māori in our kura and actively honour Te Tiriti o Waitangi in all our actions. We have an environment that reflects te Ao Māori. We do not currently have any staff members who are Māori.
How have you enhanced the abilities of individual employees?	We have a fair and consistent performance management process, providing additional training and support where needed and offering opportunities for extension and promotion where appropriate.
How are you recognising the employment requirements of women?	We treat all current and prospective staff fairly. Specific needs are met on an individual basis.
How are you recognising the employment requirements of persons with disabilities?	We treat all current and prospective staff fairly. Specific needs are met on an individual basis.

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

## Financial statements

[https://drive.google.com/file/d/1VEiSdrhk7xIn5HzbXGfkuWPmXdy\\_Gr/view?usp=sharing](https://drive.google.com/file/d/1VEiSdrhk7xIn5HzbXGfkuWPmXdy_Gr/view?usp=sharing)

## Statement of responsibility signed and dated:

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 2024 fairly reflects the financial position and operations of the School. The School's 2025 Draft financial statements are authorised for issue by the Board.

Full Name of Presiding Member - Rachel Tupe

Full Name of Principal - Sarah McAlpine

## Statement of comprehensive revenue and expense

		2025	2025	2024
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Revenue</b>				
Government Grants	2	1,444,616	1,369,468	1,366,826
Locally Raised Funds	3	103,835	108,700	100,117
Use of Proprietor's Land and Buildings		1,183,272	1,288,556	1,288,556
Interest		8,563	9,000	13,043
Other Revenue		-	-	1,993
<b>Total Revenue</b>		<b>2,740,286</b>	<b>2,775,724</b>	<b>2,770,535</b>
<b>Expense</b>				
Locally Raised Funds	3	16,334	8,000	18,980
Learning Resources	4	1,284,414	1,239,338	1,268,219
Administration	5	108,443	115,370	108,079
Interest		728	1,000	1,066
Property	6	1,344,952	1,415,689	1,435,039
Loss on Disposal of Property, Plant and Equipment		2,053	-	1,209
<b>Total Expense</b>		<b>2,756,924</b>	<b>2,779,397</b>	<b>2,832,592</b>
<b>Net Surplus / (Deficit) for the year</b>		<b>(16,638)</b>	<b>(3,673)</b>	<b>(62,057)</b>
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<b>(16,638)</b>	<b>(3,673)</b>	<b>(62,057)</b>

## Statement of changes in net assets/equity

		2025	2025	2024
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Equity at 1 January</b>				
		319,223	358,733	358,080
<b>Total comprehensive revenue and expense for the year</b>				
		(16,638)	(3,673)	(62,057)
<b>Contribution - Furniture and Equipment Grant</b>				
		25,434	-	23,200
<b>Equity at 31 December</b>				
		328,019	355,060	319,223
<b>Accumulated comprehensive revenue and expense</b>				
		328,019	355,060	319,223
<b>Equity at 31 December</b>				
		328,019	355,060	319,223

## Statement of financial position

		2025	2025	2024
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Current Assets</b>				
Cash and Cash Equivalents	7	117,764	130,273	3,455
Accounts Receivable	8	101,319	82,870	100,899
GST Receivable		7,346	10,764	5,240
Prepayments		11,119	8,816	11,887
Inventories	9	6,240	1,633	3,746
Investments	10	117,944	137,593	214,536
		<u>361,732</u>	<u>371,949</u>	<u>339,763</u>
<b>Current Liabilities</b>				
Accounts Payable	12	129,816	121,813	139,007
Revenue Received in Advance	13	-	2,109	12,352
Provision for Cyclical Maintenance	14	28,868	16,179	10,532
Finance Lease Liability	15	9,461	8,022	10,656
		<u>168,145</u>	<u>148,123</u>	<u>172,547</u>
<b>Working Capital Surplus/(Deficit)</b>		<b>193,587</b>	<b>223,826</b>	<b>167,216</b>
<b>Non-current Assets</b>				
Property, Plant and Equipment	11	182,012	173,699	219,054
		<u>182,012</u>	<u>173,699</u>	<u>219,054</u>
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	14	33,149	34,602	43,154
Finance Lease Liability	15	14,431	7,863	23,893
		<u>47,580</u>	<u>42,465</u>	<u>67,047</u>
<b>Net Assets</b>		<u><b>328,019</b></u>	<u><b>355,060</b></u>	<u><b>319,223</b></u>

## Statement of cash flows

		2025	2025	2024
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Cash flows from Operating Activities</b>				
Government Grants		419,862	416,449	427,954
Locally Raised Funds		103,057	108,700	102,804
Goods and Services Tax (net)		(2,106)	-	5,524
Payments to Employees		(251,701)	(250,000)	(296,790)
Payments to Suppliers		(252,205)	(203,846)	(239,585)
Interest Paid		(728)	(1,000)	(1,066)
Interest Received		9,420	9,000	13,121
<b>Net cash from/(to) Operating Activities</b>		<b>25,599</b>	<b>79,303</b>	<b>11,962</b>
<b>Cash flows from Investing Activities</b>				
Purchase of Property Plant & Equipment (and Intangibles)		(25,571)	(20,500)	(29,801)
Purchase of Investments		(5,770)	-	(76,943)
Proceeds from Sale of Investments		102,363	-	-
<b>Net cash from/(to) Investing Activities</b>		<b>71,022</b>	<b>(20,500)</b>	<b>(106,744)</b>
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		25,434	-	23,200
Finance Lease Payments		(7,746)	(10,922)	(7,355)
<b>Net cash from/(to) Financing Activities</b>		<b>17,688</b>	<b>(10,922)</b>	<b>15,845</b>
<b>Net increase/(decrease) in cash and cash equivalents</b>		<u><b>114,309</b></u>	<u><b>47,881</b></u>	<u><b>(78,937)</b></u>
Cash and cash equivalents at the beginning of the year	7	3,455	82,392	82,392
<b>Cash and cash equivalents at the end of the year</b>	7	<u><b>117,764</b></u>	<u><b>130,273</b></u>	<u><b>3,455</b></u>

## Kiwisport funding

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2025, the school received total Kiwisport funding of \$2,472 (excluding GST). The funding was spent on sporting endeavours.