

# ST JOHN'S GIRLS' SCHOOL

## ANNUAL FINANCIAL STATEMENTS

### FOR THE YEAR ENDED 31 DECEMBER 2025

#### School Directory

**Ministry Number:** 4131

**Principal:** Holly Bradshaw

**School Address:** 349 Dee Street, Invercargill 9810

**School Postal Address:** 349 Dee Street, Invercargill 9810

**School Phone:** 03 218 7759

**School Email:** principal@stjohnsgirls.school.nz

**Accountant / Service Provider:** BDO Invercargill

#### Members of the Board:

Name	Position	How Position Gained	Term Expired/Expires
Sandy Gilmete	Presiding Member	Re-elected August 2025	September 2028
Nathan Hughes	Principal ex Officio	-	Resigned January 2025
Holly Bradshaw	Principal ex Officio	Appointed July 2025	-
Kate Brady	Parent Representative	Elected August 2022	Resigned May 2025
Tony Miles	Parent Representative	Re-elected August 2025	September 2028
Anna Reilly	Parent Representative	Re-elected August 2025	September 2028
Sarah Jagoutz	Staff Representative	Re-elected August 2025	Resigned March 2026
Alana Korteweg	Parent Representative	Elected August 2025	September 2028
Cain Duncan	BOP Representative	Selected October 2025	September 2028
Nic Roberts	Board Secretary	Appointed May 2021	-

# ST JOHN'S GIRLS' SCHOOL

Annual Financial Statements - For the year ended 31 December 2025

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# St John's Girls' School

## Statement of Responsibility

For the year ended 31 December 2025

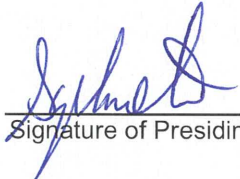
The Board accepts responsibility for the preparation of the annual financial statements and the judgements used in these financial statements.

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.

Sandhya Gilmete  
Full Name of Presiding Member

  
Signature of Presiding Member

26 May 2026  
Date

Holly Bradshaw  
Full Name of Principal

  
Signature of Principal

26 May 2026  
Date

# St John's Girls' School

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
<b>Revenue</b>				
Government Grants	2	1,215,138	1,241,625	1,197,500
Locally Raised Funds	3	349,224	366,351	289,862
Use of Proprietor's Land and Buildings		248,500	219,000	248,500
Interest		469	3,000	3,545
<b>Total Revenue</b>		<b>1,813,331</b>	<b>1,829,976</b>	<b>1,739,407</b>
<b>Expense</b>				
Locally Raised Funds	3	86,829	102,270	76,178
Learning Resources	4	1,237,275	1,288,300	1,226,814
Administration	5	126,665	155,300	125,340
Interest		1,164	-	1,417
Property	6	313,231	289,500	309,658
<b>Total Expense</b>		<b>1,765,164</b>	<b>1,835,370</b>	<b>1,739,407</b>
<b>Net Surplus / (Deficit) for the year</b>		<b>48,167</b>	<b>(5,394)</b>	<b>-</b>
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<b>48,167</b>	<b>(5,394)</b>	<b>-</b>

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

# St John's Girls' School

## Statement of Changes in Net Assets/Equity

For the year ended 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
<b>Equity at 1 January</b>		254,398	254,398	232,953
Total comprehensive revenue and expense for the year		48,167	(5,394)	-
Contribution - Furniture and Equipment Grant		23,707	-	21,445
<b>Equity at 31 December</b>		326,272	249,004	254,398
Accumulated comprehensive revenue and expense		326,272	249,004	254,398
<b>Equity at 31 December</b>		326,272	249,004	254,398

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 John's Girls' School

## Statement of Financial Position

As at 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	7	218,284	97,185	102,578
Accounts Receivable	8	135,342	168,162	168,162
Inventories	9	41,068	38,249	38,249
		394,694	303,596	308,989
<b>Current Liabilities</b>				
GST Payable		4,737	7,879	7,886
Accounts Payable	12	134,035	128,984	128,984
Revenue Received in Advance	13	2,734	2,172	2,164
Finance Lease Liability	14	5,073	6,194	6,194
		146,579	145,229	145,228
<b>Working Capital Surplus/(Deficit)</b>		248,115	158,367	163,761
<b>Non-current Assets</b>				
Property, Plant and Equipment	11	85,899	102,065	102,065
		85,899	102,065	102,065
<b>Non-current Liabilities</b>				
Finance Lease Liability	14	7,741	11,428	11,428
		7,741	11,428	11,428
<b>Net Assets</b>		326,272	249,004	254,398
<b>Equity</b>		326,272	249,004	254,398

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

# St John's Girls' School

## Statement of Cash Flows

For the year ended 31 December 2025

	Note	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
<b>Cash flows from Operating Activities</b>				
Government Grants		306,288	312,126	355,635
Locally Raised Funds		385,531	366,351	219,373
Goods and Services Tax (net)		(3,139)	-	3,384
Payments to Employees		(321,961)	(328,700)	(375,702)
Payments to Suppliers		(259,134)	(318,170)	(240,481)
Interest Paid		(1,164)	-	(1,417)
Interest Received		469	3,000	3,545
Net cash from/(to) Operating Activities		106,890	34,607	(35,663)
<b>Cash flows from Investing Activities</b>				
Purchase of Property Plant & Equipment (and Intangibles)		(10,083)	(40,000)	(16,426)
Net cash from/(to) Investing Activities		(10,083)	(40,000)	(16,426)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		23,707	-	21,445
Finance Lease Payments		(4,808)	-	-
Net cash from/(to) Financing Activities		18,899	-	21,445
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>115,706</b>	<b>(5,393)</b>	<b>(30,644)</b>
Cash and cash equivalents at the beginning of the year	7	102,578	102,578	133,222
<b>Cash and cash equivalents at the end of the year</b>	<b>7</b>	<b>218,284</b>	<b>97,185</b>	<b>102,578</b>

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

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

# St John's Girls' School

## Notes to the Financial Statements

### For the year ended 31 December 2025

#### 1. Statement of Accounting Policies

##### a) Reporting Entity

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

##### 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.

###### **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 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) Inventories**

Inventories are consumable items held for sale and are comprised of stationery and school 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) 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 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	4-10 years
Information and Communication Technology	2-7 years
Leased Assets held under a Finance Lease	Term of Lease
Library Resources	12.5% Diminishing value

#### **j) Impairment of property, plant, and equipment**

The 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 the valuer's approach to determining market value.

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.

#### **k) 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.

#### **l) Employee Entitlements**

##### *Short-term employee entitlements*

Employee entitlements that are expected to be settled within 12 months after the end of the reporting period in which the employees provide the related service are measured based on accrued entitlements at current rates of pay. These include salaries and wages accrued up to balance date 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.

#### **m) Revenue Received in Advance**

Revenue received in advance relates to fees received from students 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.

#### **n) Provision for Cyclical Maintenance**

The property from which the School operates is owned by the Proprietor. The Proprietor is responsible for maintaining the land, buildings and other facilities on the School site in a state of good order and repair. As the Proprietor does all the maintenance on behalf of the School, there is no provision for cyclical maintenance.

#### **o) 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.

**p) 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.

**q) Budget Figures**

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

**r) 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	306,967	312,125	349,505
Teachers' Salaries Grants	908,171	929,500	847,995
	<u>1,215,138</u>	<u>1,241,625</u>	<u>1,197,500</u>

## 3. Locally Raised Funds

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

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
<b>Revenue</b>			
Donations and Bequests	300,183	307,151	244,569
Fees for Extra Curricular Activities	24,138	32,500	21,773
Trading	24,903	25,700	23,520
Fundraising and Community Grants	-	1,000	-
	<u>349,224</u>	<u>366,351</u>	<u>289,862</u>
<b>Expense</b>			
Extra Curricular Activities Costs	64,419	82,470	59,365
Trading	22,410	18,800	16,813
Fundraising and Community Grant Costs	-	1,000	-
	<u>86,829</u>	<u>102,270</u>	<u>76,178</u>
	<u>262,395</u>	<u>264,081</u>	<u>213,684</u>

*Surplus/ (Deficit) for the year Locally Raised Funds*

## 4. Learning Resources

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Curricular	25,562	33,500	26,847
Information and Communication Technology	6,619	15,400	8,717
Employee Benefits - Salaries	1,167,714	1,182,200	1,145,637
Staff Development	5,206	5,000	8,247
Depreciation	26,248	40,000	29,781
Other Learning Resources	5,926	12,200	7,585
	<u>1,237,275</u>	<u>1,288,300</u>	<u>1,226,814</u>

## 5. Administration

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Audit Fees	9,759	6,300	5,693
Board Fees and Expenses	5,715	13,000	9,991
Operating Leases	6,412	15,500	8,091
Other Administration Expenses	23,938	32,200	15,650
Employee Benefits - Salaries	60,624	66,000	67,211
Insurance	378	500	877
Service Providers, Contractors and Consultancy	19,839	21,800	17,827
	<u>126,665</u>	<u>155,300</u>	<u>125,340</u>

## 6. Property

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Consultancy and Contract Services	33,120	38,000	32,030
Heat, Light and Water	17,672	15,000	15,530
Repairs and Maintenance	-	2,000	657
Use of Land and Buildings	248,500	219,000	248,500
Employee Benefits - Salaries	8,652	10,000	7,982
Other Property Expenses	5,287	5,500	4,959
	<u>313,231</u>	<u>289,500</u>	<u>309,658</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.

Actual	Budget (Unaudited)	Actual
\$	\$	\$
-	-	-

## 7. Cash and Cash Equivalents

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Bank Accounts	218,284	97,185	102,578
Cash and cash equivalents for Statement of Cash Flows	<u>218,284</u>	<u>97,185</u>	<u>102,578</u>

## 8. Accounts Receivable

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Receivables	44,864	80,609	80,609
Teacher Salaries Grant Receivable	90,478	87,553	87,553
	<u>135,342</u>	<u>168,162</u>	<u>168,162</u>
Receivables from Exchange Transactions	44,864	80,609	80,609
Receivables from Non-Exchange Transactions	90,478	87,553	87,553
	<u>135,342</u>	<u>168,162</u>	<u>168,162</u>

## 9. Inventories

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
School Uniforms	41,068	38,249	38,249
	<u>41,068</u>	<u>38,249</u>	<u>38,249</u>

## 11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2025	\$	\$	\$	\$	\$	\$
Furniture and Equipment	36,645	5,955	-	-	(6,003)	36,598
Information and Communication Technology	46,277	2,573	-	-	(13,659)	35,191
Leased Assets	12,153	1,553	-	-	(5,879)	7,828
Library Resources	6,990	-	-	-	(708)	6,283
	102,066	10,081	-	-	(26,248)	85,899

The net carrying value of information and communication technology held under a finance lease is \$7,828 (2024: \$12,153).

### 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 Cost or Valuation	2025 Accumulated Depreciation	2025 Net Book Value	2024 Cost or Valuation	2024 Accumulated Depreciation	2024 Net Book Value
	\$	\$	\$	\$	\$	\$
Furniture and Equipment	283,139	(246,542)	36,598	277,184	(240,539)	36,645
Information and Communication Technology	185,527	(150,335)	35,191	182,954	(136,676)	46,278
Leased Assets	70,456	(62,627)	7,828	68,902	(56,749)	12,153
Library Resources	36,852	(30,570)	6,283	36,852	(29,863)	6,989
	575,974	(490,074)	85,899	565,892	(463,827)	102,065

## 12. Accounts Payable

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Creditors	8,334	12,510	12,510
Accruals	5,016	4,893	4,893
Banking Staffing Overuse	1,138	1,817	1,817
Employee Entitlements - Salaries	119,267	109,539	109,539
Employee Entitlements - Leave Accrual	280	225	225
	134,035	128,984	128,984
Payables for Exchange Transactions	134,035	128,984	128,984
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	134,035	128,984	128,984

The carrying value of payables approximates their fair value.

### 13. Revenue Received in Advance

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
Other revenue in Advance	\$ 2,734	\$ 2,172	\$ 2,164
	2,734	2,172	2,164

### 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	\$ 5,073	\$ 6,194	\$ 6,194
Later than One Year	7,741	11,428	11,428
	12,814	17,622	17,622
<b>Represented by</b>			
Finance lease liability - Current	5,073	6,194	6,194
Finance lease liability - Non current	7,741	11,428	11,428
	12,814	17,622	17,622

### 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 St John's Girls' School Inc. (also known as St John's Girls' School Board of Proprietors) 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'.

The Proprietor made a \$20,000 donation to the School to assist with wages for Christian Education. The amount was owed and not yet paid at balance date and is recognised as a Receivable at note 8, and as Donations and Bequests at note 3. (2024: In addition, during the year ended 31 December 2024, the Proprietor made donations of \$28,816 and \$18,647 to the School Board to assist in covering the School's operating deficit. Although the donations related to the 2024 financial year, they were not received until April 2025 and June 2025, respectively. The amount were recognised as receivables and were included under "Donations and Bequests" in the Statement of Comprehensive Revenue and Expense.).

## 16. Remuneration

### Key management personnel compensation

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

	2025 Actual \$	2024 Actual \$
<i>Board Members</i> Remuneration	1,970	2,670
<i>Leadership Team</i> Remuneration Full-time equivalent members	372,502 3	331,087 3
Total key management personnel remuneration	374,472	333,757

There are seven members of the Board excluding the Principal and Secretary. The Board has held 6 full meetings of the Board in the year. 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 1

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	140-150	120-130
Benefits and Other Emoluments	0-10	0-10
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	3.00	2.00
110-120	2.00	-
	5.00	2.00

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	2024 Actual
Total	-	-
Number of People	-	-

## 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

At 31 December 2025, the Board has not entered into contract agreements for capital works.

### (b) Operating Commitments

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

(a) operating leases of computer equipment;

	2025 Actual \$	2024 Actual \$
No later than One Year	5,073	6,194
Later than One Year and No Later than Five Years	7,741	11,428
	<u>12,814</u>	<u>17,622</u>

## 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	218,284	97,185	102,578
Receivables	135,342	168,162	168,162
Total financial assets measured at amortised cost	<u>353,626</u>	<u>265,347</u>	<u>270,740</u>

### Financial liabilities measured at amortised cost

Payables	134,035	128,984	128,984
Finance Leases	12,814	17,622	17,622
Total financial liabilities measured at amortised cost	<u>146,849</u>	<u>146,606</u>	<u>146,606</u>

## 21. Events After Balance Date

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

# St John's Girls' School Strategic Aims and Statement of Variance 2025



## St John's Girls' School - Vision

- To educate each girl in a safe, supportive Christian environment to become a confident life-long learner.

## St John's Girls' Strategic Goals 2024 - 2025

**Strategic Goal 1:** That all ākonga will be given the opportunity to achieve their highest potential through high-quality teaching and student engagement in literacy and numeracy.

**Strategic Goal 2:** Nurture the academic, social and emotional needs of every girl.

As a result of community consultation, the analysis of school-wide achievement data and information, the analysis of variance and the self-review process, the board has identified the following priorities and targets for the year in accordance with our two-year strategy.

### End of Year Assessment Data 2025

88.5% of all ākonga are achieving at or above expectations in reading, 90.9% of Māori ākonga are doing the same.

86.4% of all ākonga are achieving at or above in writing, 90.9% of Māori ākonga are doing the same.

83.4% of all ākonga are achieving at or above in mathematics, 81.8% of Māori ākonga students are doing the same.

**Year 8 Leaver Data** [National Target: 80% of Year 8 learners achieving at or above expectation in reading, writing and mathematics].

**Reading:** 85.7% of Year 8 achieving at or above expectation in reading at the end of the year.

**Writing:** 95.3% of Year 8 achieving at or above expectation in writing at the end of the year.

**Mathematics:** 90.5% of Year 8 achieving at or above expectation in mathematics at the end of the year.

## Strategic Goals - Achievement Data

<p><b>Strategic Goal 1:</b> That all ākonga will be given the opportunity to achieve their highest potential through high-quality teaching and student engagement in literacy and numeracy.</p>	<p><b>Strategic Goal 2:</b> Nurture the academic, social and emotional needs of every girl.</p>
<p><b>Achievement Target:</b></p> <ul style="list-style-type: none"> <li>All learners achieve at or above the required standard for their year level in writing</li> </ul>	<p><b>Achievement Target:</b></p> <ul style="list-style-type: none"> <li>Have agency in selecting the learning that best suits their passions.</li> <li>Learn skills and knowledge in their chosen fields.</li> </ul>
<p><b>Mid Year Data</b></p> <ul style="list-style-type: none"> <li>81.3% of all learners were achieving at or above expectation in writing.</li> <li>81.8% of Māori learners were achieving at or above expectation in writing.</li> </ul> <p><b>End of Year Data</b></p> <ul style="list-style-type: none"> <li>86.4% of all learners were achieving at or above expectation in writing.</li> <li>90.9% of Māori learners were achieving at or above expectation in writing.</li> </ul> <p>The Year 4 cohort made the greatest gains from mid-year to end of year, with the majority of students either at or above [50% of the 'below' group made accelerated progress.</p> <p>Year 5 remains a cohort of concern with 38.1% of learners achieving below expectations. 50% of the girls in the 'below' expectation group were new students at St John's within the last two years.</p>	<p><b>End of Year Analysis</b></p> <p>Despite positive student feedback at the conclusion of 2024, the decision was made to discontinue Learning Packages for 2025. This pivot was driven by a combination of fiscal considerations and the requirements of the refreshed curriculum.</p> <p>Staff evaluations identified a misalignment between the packages and core academic needs, specifically regarding curriculum coverage and the availability of authentic assessment data. Furthermore, removing these packages allowed the school to protect the integrity of our Special Character programme and core subject delivery, which had previously been compressed to accommodate the initiative.</p> <p>Data collected by the Principal at the conclusion of 2025 indicated a strong preference among students for the school's Special Character content. Specifically, students expressed high levels of engagement with our specialised programmes such as Music, Languages, Dance, and Speech, noting a desire for these to remain the cornerstone of the St John's curriculum. This sentiment was echoed in community consultation, which supported the focus on Special Character while also identifying a desire for expansion into other curriculum areas. These insights confirm that the decision to prioritise core subjects over the previous 'Learning Package' model aligns with the expectations of both students and the wider school community.</p>

<p><b>STRATEGIC GOAL 1:</b> That all ākonga will be given the opportunity to achieve their highest potential through high quality teaching and student engagement in the literacy and mathematics.</p>		
<p><b>2025</b></p>		
<p>Embed a range of structured literacy practices across all classrooms.</p>	<p>Build upon the quality of teaching, and student achievement, in writing.</p>	<p>Continue to refine mathematics programmes and delivery to best meet the needs of the girls.</p>

<p><b>National Education and Learning Priority Links</b></p>
<p><b>QUALITY TEACHING AND LEADERSHIP</b> - Quality teaching and leadership make the difference for learners and their whānau</p>

4. Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy  
 - Ensure all learners/ākonga have ongoing opportunities to develop key capabilities, including communication, problem solving, critical thinking and interpersonal skills
6. Develop staff to strengthen teaching, leadership and learner support capability across the education workforce  
 - Identify gaps in teaching capability and invest in opportunities for teachers/ kaiako and staff to strengthen teaching, leadership and learning support

**Monitoring:** Reporting by the principal each term to the Board, to the school community at meetings and through the newsletter and to the MOE in the Analysis of Variance at the end of the year. Staff evaluation as part of general ongoing discussions.

## Annual Plan

**Achieved**      **In progress**

<b>Strategy</b> - Embed a range of structured literacy practices across all classrooms		<b>Strategy</b> - Build upon the quality of teaching, and student achievement, in writing		<b>Strategy</b> - Continue to refine mathematics programmes and delivery to best meet the needs of the girls	
<b>Ākonga will:</b>	<b>Kaiako will:</b>	<b>Ākonga will:</b>	<b>Kaiako will:</b>	<b>Ākonga will:</b>	<b>Kaiako will:</b>
<ul style="list-style-type: none"> <li>Embed knowledge and skill learnt in iDeaL into their writing</li> <li>Build upon knowledge and understanding of sounds and spelling rules</li> <li>Further increase their knowledge of encoding and decoding strategies in guiding reading lessons</li> <li>Read with fluency and understanding</li> </ul>	<ul style="list-style-type: none"> <li>Continue to Implement Ideal spelling as per the platform 4 times a week</li> <li>Assess student twice yearly in both spelling and reading</li> <li>Explicitly teach comprehension strategies</li> <li>Reflect on their own teaching</li> <li>Analyse data patterns at a class/school wide level</li> </ul>	<ul style="list-style-type: none"> <li>Write with enthusiasm and creativity</li> <li>Use taught writing sentence structures</li> <li>Continue to use spelling rules and sound knowledge in writing</li> <li>All achieve at or above the required for their year level</li> </ul>	<ul style="list-style-type: none"> <li>Observe peers to gain knowledge and skills for teaching writing</li> <li>Be observed by peers to gain knowledge and skills for teaching writing</li> <li>Undertake PLD in the teaching of writing</li> <li>Teach approaches from The Writing Revolution</li> </ul>	<ul style="list-style-type: none"> <li>Work in mixed-ability groups working with low floor high ceiling rich tasks</li> </ul>	<ul style="list-style-type: none"> <li>Contribute to decision making about the implementation of 'Structured Mathematics' and the use of the Ministry resource</li> </ul>
<b>Actions</b> <ul style="list-style-type: none"> <li>Use of school documentation</li> <li>Ākonga surveying</li> <li>Teacher meeting content prioritised</li> </ul>					

- Sharing of practice
- Feedback on practice
- Data analysis
- Ongoing tracking of progress
- Action plans developed and implemented
- Teacher professional development
- Timetabling for priorities in classrooms

**How will we measure our success?** Assessment data, staff and community consultation.

**How did we go in achieving what we set out to achieve?**

### **Structured Literacy**

- In alignment with our Kāhui Ako cluster, the iDeaL structured literacy programme was implemented school-wide in 2025. Professional development was strategically led by our Within School Teachers [WST] and Across School Teacher [AST], ensuring a cohesive and expert-led rollout. This collaborative approach allowed staff to refine the programme's delivery, achieving school-wide consistency in literacy language and pedagogical approach. However, year-end reflections and engagement data indicated that while the programme was effective for junior levels, a different structured literacy model was required for Year 7 & 8. Consequently, a strategic decision was made to pilot an alternative programme for the senior school in 2026 to better meet their specific developmental and engagement needs.

### **Writing**

- In 2025, the school successfully embedded the explicit teaching of surface features through the iDeaL structured literacy programme. This was supported by a some unpacking of the refreshed literacy curriculum to ensure full coverage of essential concepts and skills. To maintain the paramount objective of educational achievement, school-wide moderation of writing assessments was conducted, establishing a high level of consistency in teacher professional judgment. End-of-year staff reflections identified that while the framework for surface features is now secure by use of the iDeaL programme, there is a strategic need for further professional development focused on the compositional and deeper features of writing. This will be a key focus for 2026 to further lift achievement across all year levels.

### **Mathematics**

- In response to the implementation of the refreshed Mathematics curriculum, the school prioritised staff capability and confidence as a key strategic focus for 2025. To ensure high-quality delivery, the school entered a three-year Professional Learning and Development (PLD) partnership with 'The Learner First.' This comprehensive approach involved year-long, collaborative curriculum unpacking during staff meetings, supplemented by targeted classroom observations to refine pedagogical practice. Recognising the importance of a school-wide approach, specialised PD was also provided to support staff, focusing specifically on fostering logic and reasoning skills during student interventions. This foundational year has successfully mitigated initial implementation concerns, ensuring that all staff are now well-positioned to lift achievement in Mathematics.

<b>STRATEGIC GOAL 2:</b> Nurture the academic, social and emotional needs of every girl.		
<b>2025</b>		
Begin to implement Te Mātaiaho [New Zealand Curriculum]	Introduction of the Chat Bus counselling service to support student wellbeing	Deliver the first year of Year 7 and 8 Learning Packages

**National Education and Learning Priority Links**

**QUALITY TEACHING AND LEADERSHIP** - Quality teaching and leadership make the difference for learners and their whānau

1. Learners at the centre.
  - Learners with their whānau are at the centre of education.
  - *Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures.*
2. Barrier free access
  - Great education opportunities and outcomes are within reach for every learner
  - *Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs*

**Annual Plan**

**Achieved**      **In progress**

Strategy -Begin to implement Te Mātaiaho (New Zealand Curriculum)		Strategy - Introduction of the Chat Bus counselling service to support student wellbeing		Strategy - Deliver the first year of Year 7 and 8 Learning Packages	
Ākonga will:	Kura/Kaiako will:	Ākonga will:	Kaiako will:	Ākonga will:	Kaiako will:
<ul style="list-style-type: none"> <li>• Engage in prepared lessons</li> <li>• Make connections across the curriculum</li> <li>• Articulate what they are learning, and why</li> </ul>	<ul style="list-style-type: none"> <li>• Work together as a team to develop planning templates</li> <li>• Develop and teach engaging lessons</li> <li>• Evaluate effectiveness of planning and teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Learn skills and strategies to support self care</li> <li>• See the Chat Bus as a safe place to be vulnerable, share problems and seek advice</li> </ul>	<ul style="list-style-type: none"> <li>• Support the Chat Bus counsellor to implement the support required</li> <li>• Encourage tamariki to use the skills and strategies taught in class sessions</li> <li>• Gather and analyse data on student wellbeing at a schoolwide level.</li> </ul>	<ul style="list-style-type: none"> <li>• Have agency in selecting the learning that best suits their passions</li> <li>• Learn skills and knowledge in chosen fields</li> <li>• Experience concentrated teaching in small groups</li> </ul>	<ul style="list-style-type: none"> <li>• Plan and deliver engaging focused programmes</li> <li>• Immerse the girls in rich experiences that ignites their passions and curiosities further</li> <li>• Work alongside colleagues to form the best learning packages model</li> </ul>

## Actions

- Ākonga surveying
- Whanau surveying
- Teacher meeting content prioritised
- Sharing of practice across Kahui Ako
- Ongoing tracking of engagement and wellbeing
- Regular meeting between Principal and Counsellor
- Timetabling of counsellor in classrooms where social issues need addressed

**Monitoring:** Reporting by the principal each term to the Board, to the school community at meetings and through the newsletter and to the MOE in the Analysis of Variance at the end of the year. Staff evaluation as part of general ongoing discussions.

**How will we measure our success?** Student and community voice

**How did we go in achieving what we set out to achieve?**

## Implementation of the refreshed New Zealand Curriculum

Throughout 2025, staff have remained committed to the phased implementation of the refreshed New Zealand Curriculum, maintaining an agile approach to integrate the most recent curriculum updates from the Ministry of Education. A cornerstone of this work has been the successful embedding of a Structured Literacy model, which has been integrated to complement and enhance our existing literacy framework. The Board and leadership have navigated these national shifts with deliberate care, ensuring that curriculum changes remain student-centred and deeply aligned with the St John's Special Character and philosophy. As the Ministry continues to refine curriculum requirements, the school is well-positioned to continue this implementation into 2026, with particular focus on reading, writing and maths.

## ChatBus Counselling Service

The ChatBus counselling service remained a cornerstone of our pastoral care framework in 2025, providing accessible mental health support across all year levels. This year saw a significant increase in engagement, with 25 students accessing the service. The service has become more visible within the school environment, leading to a marked rise in both parent and self-referrals. To ensure strategic oversight and student safety, a weekly consultative meeting was established between the Counsellor and the Principal. This regular reporting line allows for the proactive identification of emerging trends and ensures that student needs are met with timely and appropriate interventions, directly supporting the Board's objective to provide a safe and inclusive learning environment.

## Learning Packages

In 2025, the Principal made the strategic decision to discontinue the Learning Package model. This variance was a proactive response to evolving educational requirements and a commitment to maximising student educational achievement.

The decision to pivot away from Learning Packages was based on three key evaluative factors:

- **Curriculum Alignment:** While the packages were initially designed for high engagement, staff evaluations during the "unpacking" of the refreshed New Zealand Curriculum identified significant gaps. The packages did not provide the depth of coverage required for essential learning areas.
- **Achievement Data:** A critical analysis of the 2024 results showed a lack of authentic, high-quality assessment data derived from the packages.
- **Operational & Financial Responsibility:** Rising costs and the need for intensive staff professional development required a streamlining of the school timetable. Discontinuing the packages allowed the school to protect the integrity of the Special Character curriculum programme and core curriculum without overextending resources.

### **Stakeholder Voice & Evidence**

The school balanced this decision with 2025 community and student consultation:

- **Student Voice:** While students initially enjoyed the variety of the packages, the Principal's 2025 feedback loop revealed that the girls most valued the specialized programmes [Music, Languages, Dance, Speech, PE].
- **Community Consultation:** Parents and the wider community echoed this sentiment, prioritising the school's Special Character specialised curriculum programme over the package model.

# Compliance Statement: Good Employer Obligations

**To:** External Auditors

**From:** The Board of Trustees / Principal, St John's Girls' School

**Date:** [Insert Date]

**Subject:** Statement of Compliance with Employment Policy and s597 of the Education and Training Act 2020

## 1. Overview of Commitment

St John's Girls' School is committed to the principle of being a **Good Employer**, as mandated by Section 597 of the Education and Training Act 2020. Our approach is rooted in the duty of care, good faith relationships, and the fair treatment of all staff members. This commitment is integrated into our school culture and operational workflows.

## 2. Operational Framework

We ensure compliance through the following pillars:

- **Equal Employment & Appointments:** Our recruitment processes are transparent and merit-based. We adhere to our Appointment Policy [available on SchoolDocs] to ensure all staff are appropriately qualified and that equal opportunities are afforded to all applicants and current employees.
- **Safe Working Conditions:** Pursuant to the Health and Safety at Work Act 2015, the Board takes all reasonably practicable steps to ensure a safe physical and psychosocial environment. This is monitored through regular health and safety reporting.
- **Performance & Development:** We maintain a consistent performance management system designed to support staff growth. This is balanced with a robust Professional Development programme tailored to both individual needs and school-wide strategic goals.
- **Integrity and Conduct:** All staff are held to the high standards of integrity and conduct outlined in our Staff Conduct policy, ensuring the well-being of our students remains the central focus.

## 3. Verification and Reporting

To ensure accountability, St John's Girls' School maintains a continuous feedback loop:

- **Policy Accessibility:** All employment policies are readily available to staff via our SchoolDocs website.
- **Internal Assurance:** The Principal provides regular assurance to the Board that employment policies are being followed and that the school remains compliant with all relevant employment agreements and the Employment Relations Act 2000.

- **Annual Reporting:** In accordance with statutory requirements, we include a report on our compliance with "Good Employer" principles, including our Equal Employment Opportunities (EEO) program, in our Annual Report.

**ST JOHNS GIRLS SCHOOL  
BOARD OF TRUSTEES**

**St John's Girls' School**

**KIWISPORT 2025**

In 2025, the school received Kiwisport funding of \$2,161.44 . The funding was spent on extra sports equipment and sports subscriptions to enable more girls to play sport. Most of the girls play at least one/two sports per week.