MARIST COLLEGE

ANNUAL FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2025

School Directory

Ministry Number: 70

Principal: Raechelle Taulu

School Address: 31 Alberton Ave, Mt Albert, Auckland, 1025

School Postal Address: 31 Alberton Ave, Mt Albert, Auckland, 1025

School Phone: 09 846 8311

School Email: admin@maristcollege.school.nz

Accountant / Service Provider: Internal

Members of the Board:

Name	Position	How Position Gained	Term Expired/ Expires
Raechelle Taulu	Principal ex Officio	Appointed	Current
Michelle Daley	Presiding Member	Elected	September 2028
Stephen Dallow	Presiding Member	Elected	September 2025
Sela Alo	Parent Representative	Elected	September 2025
Neil Broderick	Parent Representative	Elected	September 2025
Douglas Cowan	Parent Representative	Elected	September 2028
Matthew Goldsack	Parent Representative	Elected	September 2028
Mele Kautoke	Parent Representative	Elected	September 2028
Anna Quirke	Parent Representative	Elected	September 2028
Gerard Thompson	Parent Representative	Elected	September 2028
Tracy Beuth	Proprietor Representative	Appointed	September 2028
Kylie Maltman	Proprietor Representative	Appointed	September 2028
Ann-Marie Szalkowski	Proprietor Representative	Appointed	September 2028
Kiri Mokomoko	Proprietor Representative	Appointed	September 2025
Makerita Tagomoa-Papali"i	Staff Representative	Elected	September 2028
Divinya Karumalil	Student Representative	Elected	October 2025
Shantel Carlos	Student Representative	Elected	October 2026

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Marist 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.

Michelle Daley
Full Name of Presiding Member

Signature of Presiding Member

7/07/2026
Date

Raechelle Taulu
Full Name of Principal

Signature of Principal

7/07/26
Date

Marist 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	7,792,215	6,953,239	7,285,514
Locally Raised Funds	3	2,170,996	1,647,294	1,912,863
Use of Proprietor's Land and Buildings		1,623,750	1,731,240	1,731,240
Interest		127,483	138,000	168,518
Other Revenue		55,035	44,348	67,750
Total Revenue		11,769,479	10,514,121	11,165,885
Expense				
Locally Raised Funds	3	1,127,861	895,633	802,416
Learning Resources	4	7,517,612	6,902,732	7,018,712
Administration	5	805,523	763,493	760,272
Interest		7,283	7,000	5,602
Property	6	2,205,778	2,332,155	2,250,201
Other Expense	7	3,564	3,500	3,564
Loss on Disposal of Property, Plant and Equipment		982	-	17,319
Total Expense		11,668,603	10,904,513	10,858,086
Net Surplus / (Deficit) for the year		100,876	(390,392)	307,799
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		100,876	(390,392)	307,799

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

CROWE NEW ZEALAND

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

	Notes	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Equity at 1 January		3,544,938	3,544,938	3,098,603
Total comprehensive revenue and expense for the year		100,876	(390,392)	307,799
Contribution - Furniture and Equipment Grant		150,911	150,000	138,536
Contribution - Te Mana Tūhono		57,488	-	-
Equity at 31 December		3,854,213	3,304,546	3,544,938
Accumulated comprehensive revenue and expense		3,854,213	3,304,546	3,544,938
Reserves		-	-	-
Equity at 31 December		3,854,213	3,304,546	3,544,938

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.

CROWE NEW ZEALAND

Marist 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	975,779	312,635	777,185
Accounts Receivable	9	615,382	633,574	630,074
GST Receivable		20,828	35,689	35,689
Prepayments		92,324	63,000	128,757
Investments	10	2,515,587	2,569,567	2,369,567
		4,219,900	3,614,465	3,941,272
Current Liabilities				
Accounts Payable	13	832,301	781,976	781,976
Revenue Received in Advance	14	400,610	280,387	280,387
Provision for Cyclical Maintenance	15	53,010	76,290	76,290
Finance Lease Liability	16	42,515	46,473	39,435
Funds held in Trust	17	68,665	144,425	144,425
		1,397,101	1,329,551	1,322,513
Working Capital Surplus/(Deficit)		2,822,799	2,284,914	2,618,759
Non-current Assets				
Property, Plant and Equipment	11	1,325,522	1,299,430	1,100,597
Equitable Leasehold Interest	12	60,588	60,588	64,152
		1,386,110	1,360,018	1,164,749
Non-current Liabilities				
Provision for Cyclical Maintenance	15	249,111	204,789	204,789
Finance Lease Liability	16	105,585	135,597	33,781
		354,696	340,386	238,570
Net Assets		3,854,213	3,304,546	3,544,938
Equity		3,854,213	3,304,546	3,544,938

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

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

	Note	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Cash flows from Operating Activities				
Government Grants		2,062,500	1,753,239	1,826,582
Locally Raised Funds		1,890,349	1,472,197	1,686,232
International Students		453,005	290,396	348,815
Goods and Services Tax (net)		14,861	(17,094)	(17,094)
Payments to Employees		(1,854,899)	(1,128,861)	(1,720,087)
Payments to Suppliers		(2,123,995)	(2,411,199)	(1,755,780)
Interest Paid		(7,283)	(7,000)	(5,602)
Interest Received		161,062	118,594	149,112
Net cash from/(to) Operating Activities		595,600	70,272	512,178
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		6,275	-	(17,319)
Purchase of Property Plant & Equipment (and Intangibles)		(314,018)	(514,092)	(325,477)
Purchase of Investments		(146,020)	(200,000)	(275,001)
Net cash from/(to) Investing Activities		(453,763)	(714,092)	(617,797)
Cash flows from Financing Activities				
Furniture and Equipment Grant		150,912	150,000	138,536
Finance Lease Payments		(18,395)	-	3,065
Funds Administered on Behalf of Other Parties		(75,760)	29,270	29,270
Net cash from/(to) Financing Activities		56,757	179,270	170,871
Net increase/(decrease) in cash and cash equivalents		198,594	(464,550)	65,252
Cash and cash equivalents at the beginning of the year	8	777,185	777,185	711,933
Cash and cash equivalents at the end of the year	8	975,779	312,635	777,185

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.

Marist College
Notes to the Financial Statements
For the year ended 31 December 2025

1. Statement of Accounting Policies

a) Reporting Entity
Marist 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 15.

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 16. Future operating lease commitments are disclosed in note 22.

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) 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.

e) 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.

f) 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.

g) 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.

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

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

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

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

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

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

The estimated useful lives of the assets are:

Furniture and Equipment	10–15 years
Information and Communication Technology	4–5 years
Motor Vehicles	5 years
Leased Assets held under a Finance Lease	Term of Lease
Library Resources	12.5% Diminishing value

i) 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.

j) 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.

k) 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.

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

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

m) 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.

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

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

The School carries out painting maintenance of the whole school over a 7 to 10 year period. The economic outflow of this is dependent on the plan established by the school to meet this obligation and is detailed in the notes and disclosures of these accounts.

o) Financial Instruments
The School's financial assets comprise cash and cash equivalents, accounts receivable, and investments. All of these financial assets, 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	2,062,500	1,753,239	1,844,652
Teachers' Salaries Grants	5,729,715	5,200,000	5,440,862
	7,792,215	6,953,239	7,285,514

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	9,721	-	35,388
Fees for Extra Curricular Activities	799,003	539,100	595,366
Trading	20,603	14,000	18,041
Fundraising and Community Grants	773,470	720,000	799,181
Other Revenue	159,073	124,539	156,814
International Student Fees	409,126	249,655	308,073
	2,170,996	1,647,294	1,912,863
Expense			
Extra Curricular Activities Costs	875,408	651,820	613,275
Trading	6,868	4,000	7,138
International Student - Employee Benefits - Salaries	101,116	105,042	101,472
International Student - Other Expenses	144,469	134,771	80,531
	1,127,861	895,633	802,416
Surplus/ (Deficit) for the year Locally Raised Funds	1,043,135	751,661	1,110,447

4. Learning Resources

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Curricular	382,791	388,447	387,060
Information and Communication Technology	53,313	70,848	46,712
Employee Benefits - Salaries	6,816,478	6,122,202	6,329,479
Staff Development	27,563	15,000	32,213
Depreciation	234,604	302,860	220,513
Other Learning Resources	2,863	3,375	2,735
	7,517,612	6,902,732	7,018,712

5. Administration

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Audit Fees	27,129	20,093	12,584
Board Fees and Expenses	55,559	40,270	31,145
Legal Fees	-	5,000	-
Other Administration Expenses	131,657	144,201	127,437
Employee Benefits - Salaries	566,191	528,429	565,933
Insurance	24,987	20,000	23,173
Service Providers, Contractors and Consultancy	-	5,500	-
	805,523	763,493	760,272

6. Property

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Consultancy and Contract Services	121,422	116,350	111,425
Cyclical Maintenance	51,390	36,000	(10,750)
Heat, Light and Water	111,550	111,033	106,629
Rates	-	300	-
Repairs and Maintenance	91,220	114,990	102,695
Use of Land and Buildings	1,623,750	1,731,240	1,731,240
Employee Benefits - Salaries	150,242	176,162	158,365
Other Property Expenses	56,204	46,080	50,597
	2,205,778	2,332,155	2,250,201

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 Expense

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Amortisation of Equitable Leasehold Interest	3,564	3,500	3,564
	3,564	3,500	3,564

CROWE NEW ZEALAND

8. Cash and Cash Equivalents

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Bank Accounts	512,121	312,635	473,016
Short-term Bank Deposits	463,658	-	304,169
Cash and cash equivalents for Statement of Cash Flows	975,779	312,635	777,185

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

Of the $975,779 Cash and Cash Equivalents $469,275 is subject to restrictions for the following reasons:

- $218,080 of international student fees relating to the 2026 school year have been collected by the school. This is included in Revenue in Advance in note 14.
- $66,412 is held by the school on behalf of students, $4,250 for 2026 Europe trip and $40,185 for 2026 Year 10 Camp, $20,830 Student Fees, $1,147 Fundraising. This is included in Revenue in Advance in note 14.
- $116,118 is held by the school on behalf of the Proprietor. This is included in Revenue in Advance in note 14.

- $68,665 is held by the school Funds held in trust. This is included in Funds held in Trust in note 17.

9. Accounts Receivable

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Receivables	19,400	20,000	16,500
Interest Receivable	24,489	58,068	58,068
Teacher Salaries Grant Receivable	571,493	555,506	555,506
	615,382	633,574	630,074
Receivables from Exchange Transactions	43,889	78,068	74,568
Receivables from Non-Exchange Transactions	571,493	555,506	555,506
	615,382	633,574	630,074

10. Investments

The School's investment activities are classified as follows:

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Current Asset			
Short-term Bank Deposits	2,515,587	2,569,567	2,369,567
Total Investments	2,515,587	2,569,567	2,369,567

11. Property, Plant and Equipment

2025	Opening Balance (NBV) $	Additions $	Disposals $	Depreciation $	Total (NBV) $
Furniture and Equipment	869,289	363,005	(948)	(154,009)	**1,077,337**
Information and Communication Technology	110,511	88,339	(34)	(57,768)	**141,048**
Motor Vehicles	89,921	-	-	(14,796)	**75,125**
Library Resources	30,876	9,167	-	(8,031)	**32,012**
	1,100,597	460,511	(982)	(234,604)	**1,325,522**

The net carrying value of Information and Communication Technology and Equipment held under a finance lease is $147,279 (2024: $55,665)

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	2,315,994	(1,238,657)	**1,077,337**	2,112,847	(1,243,558)	**869,289**
Information and Communication Technology	505,729	(364,682)	**141,047**	434,481	(323,970)	**110,511**
Motor Vehicles	168,354	(93,228)	**75,126**	168,354	(78,433)	**89,921**
Library Resources	84,358	(52,346)	**32,012**	75,191	(44,315)	**30,876**
	3,074,435	(1,748,913)	**1,325,522**	2,790,873	(1,690,276)	**1,100,597**

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, 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 25 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 or the closure of the school.

The major capital works assets included in the equitable leasehold interest are:	**2025 Actual $**	**2025 Budget (Unaudited) $**	**2024 Actual $**
Library/Multi Media Suite Building	28,322	28,322	29,988
Administration Building	32,266	32,266	34,164
	60,588	60,588	64,152

13. Accounts Payable

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Creditors	128,454	150,180	150,180
Accruals	15,143	8,492	8,492
Employee Entitlements - Salaries	662,391	608,322	608,322
Employee Entitlements - Leave Accrual	26,313	14,982	14,982
	832,301	781,976	781,976
Payables for Exchange Transactions	832,301	781,976	781,976
	832,301	781,976	781,976

The carrying value of payables approximates their fair value.

14. Revenue Received in Advance

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
International Student Fees in Advance	218,080	174,201	174,201
Other revenue in Advance	182,530	106,186	106,186
	400,610	280,387	280,387

15. Provision for Cyclical Maintenance

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Provision at the Start of the Year	281,079	216,980	299,340
Increase/(decrease) to the Provision During the Year	51,390	100,099	(10,750)
Use of the Provision During the Year	(30,348)	(36,000)	(7,511)
Provision at the End of the Year	302,121	281,079	281,079
Cyclical Maintenance - Current	53,010	76,290	76,290
Cyclical Maintenance - Non current	249,111	204,789	204,789
	302,121	281,079	281,079

The School's cyclical maintenance schedule details annual painting to be undertaken. The costs associated with this annual work will vary depending on the requirements during the year. This plan is based on the School's 10 Year Property Plan.

16. 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	42,515	46,473	39,435
Later than One Year	105,585	135,597	33,781
	148,100	182,070	73,216
Represented by			
Finance lease liability - Current	42,515	46,473	39,435
Finance lease liability - Non current	105,585	135,597	33,781
	148,100	182,070	73,216

17. Funds held in Trust

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Funds Held in Trust on Behalf of Third Parties - Current	68,665	144,425	144,425
	68,665	144,425	144,425

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.

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

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

Under an agency agreement, the School collects funds on behalf of the Proprietor. These include attendance dues, building levy and special character donations payable to the Proprietor. The amounts collected in total were $1,342,508 (2024: $1,262,185). These do not represent revenue in the financial statements of the school. Any balance not transferred at the year end is treated as a liability. The total funds held by the school on behalf of the proprietor are $43,004, (2024: $52,939).

19. 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 $
Board Members		
Remuneration	6,270	3,880
Leadership Team		
Remuneration	2,158,573	2,179,180
Full-time equivalent members	17	18
Total key management personnel remuneration	2,164,843	2,183,060

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 **(5 members)** committee that meet monthly. 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	220-230	200 - 210
Benefits and Other Emoluments	5 - 10	5 - 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	14.00	16.00
110 - 120	14.00	14.00
120 - 130	4.00	0.00
130 - 140	4.00	0.00
	36.00	30.00

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

20. 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	-	-

21. 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.

22. Commitments

(a) Capital Commitments

At 31 December 2025, the Board had capital commitments of $nil (2024:$nil).

(b) Operating Commitments

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

(a) operating lease of a EFTPOS Machine;
(b) operating lease for a school car;

	2025 Actual $	2024 Actual $
No later than One Year	13,114	12,633
	13,114	12,633

The total lease payments incurred during the period were $13,114 (2024: $12,633).

23. 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	975,779	312,635	777,185
Receivables	615,382	633,574	630,074
Investments - Term Deposits	2,515,587	2,569,567	2,369,567
Total financial assets measured at amortised cost	4,106,748	3,515,776	3,776,826

Financial liabilities measured at amortised cost

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
Payables	832,301	781,976	781,976
Finance Leases	148,100	182,070	73,216
Total financial liabilities measured at amortised cost	980,401	964,046	855,192

24. Events After Balance Date

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

25. Comparative

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

The Audit Office
Te Mana Arotake

Independent Auditor's Report
To the readers of Marist College's financial statements
for the year ended 31 December 2025

Opinion

The Auditor-General is the auditor of Marist College (the School). The Auditor-General has appointed me, Annie Uy, using the staff and resources of Crowe New Zealand Audit Partnership, to carry out the audit of the financial statements of the School on pages 2 to 19, 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.

In our opinion the financial statements:

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

Our audit was completed on 14 July 2026. This is the date at which our opinion is expressed.

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

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

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.

- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.

- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board.

- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.

- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

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

Our responsibilities arise from the Public Audit Act 2001.

Other information included in the Board's annual report

The Board is required to prepare an annual report which includes the annual financial statements and the audit report, as well as 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 Variance Report, Annual Goals Report, Compliance with Education and Training Act 2020 requirements to be a good employer, 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.

Annie Uy
Crowe New Zealand Audit Partnership
On behalf of the Auditor-General
Auckland, New Zealand

MARIST COLLEGE
Variance Report
2025

Family Spirit in Mary's Way/ Wairua Whanaungatanga I Te Ara o Mēri

Fostering a sense of belonging, encouragement, unconditional love and acceptance of each person.

"Make every effort to keep the unity of the Spirit through the bond of peace"

(Ephesians 4:3)

2025 Annual Goals		Who	Actions	2025 Evaluation
[redacted]				
Catholic Education O Te Tūtaki Ki A Karaiti: Encounters with Christ	For Tagged teachers to play a part in staff PLD and formation. Small staff liturgy on our Patron's Days or hold four Friday assemblies and House Leaders organize liturgy for school. This could coincide with house staff morning tea.	Principal DRS Assistant DRS CL Religious Education All staff	• Opportunities for Tagged teachers to participate in PLD will be outlined in the term PLD planner. • Student House Leaders will organise assembly liturgy for Patron's Feast Days. Staff will celebrate with shared lunches catered by each House. • This has been added to the school calendar and is carried over from 2024 to ensure this becomes embedded practice.	**New Staff Induction** Time was set aside during induction to introduce and explain our Marist Special Character to new staff. Additional Charism PLD sessions were offered throughout the year to build on this foundation. All new staff were also sent on the *Liveable Spirit* programme, which was delivered and facilitated by the Marist Sisters to support Charism formation in the school. The Principal went on a pilgrimage to France and visited significant places where the Marist story came to life. 2026 saw a significant investment in professional development focused on the Marist Charism. **Patron Feast Days and Reflections** Patron feast days were acknowledged through reflections led by tagged teachers, exploring each Patron's role in our Marist Way. We also ensured tagged teachers reflected on other important Saints throughout the year. **House Assemblies** House assemblies were held for Chavoin, Colin, Chanel, and Champagnat, followed by house morning teas to foster community and connection.

	To make our school values visible in the school		• To look for ways to make our school values visible in classrooms, assemblies, and the school environment. • Other possible suggestions include: Visibility of values - more murals, in classrooms as an info poster. Could be part of Visual Arts Committee- poster competition for school.	Regular assemblies included references to our values and how they related to upcoming events or initiatives we were planning for. The Head Girls focused on the theme of Family Spirit when planning assemblies and acknowledged Family Spirit through Shout Outs. We ensured that our school retreats were focused on our school values and how these values were expressed through our everyday actions. Planning with the archives team on identifying the most significant aspects of the school's history was underway. This goal was set to continue into 2026 with the visible introduction of photo and history boards throughout the school.
	To broaden our liturgical music to include songs from different nationalities.	Principal DRS TIC Liturgical Music	• To employ a staff member to oversee liturgical music with job description to include a culturally diverse song choice. • To ensure there is enough rostered singing assemblies to teach new songs before school Mass.	A staff member was employed to oversee liturgical music with a focus of introducing new pacific songs into our liturgical music repertoire. We continue to teach and promote singing the 'Our Father' in Te Reo Māori with all students learning the words off by heart. Our assembly roster included additional singing practices to enable the learning of new songs.

	To review the way rubbish is collected and recycled.	SLT TIC of Environmental Group Environmental Group All staff and students	Survey students on how we can improve recycling in the school. Look for new rubbish bin systems. Investigate a rubbish duty system.	Liaising with the PTFA and staffing the Rubbish and Recycling Centre for the Family Festival, the Environmental Group sorted and composted all food waste from the event. The resulting compost has been used in the school gardens. This was a significant improvement from the previous year. Students and staff from Marist College collected over 350 litres of litter and refuse during the Roy Clements Walkway Cleanup. The House Garage beautification project included digging garden beds. Flowers were planted. The exterior and interior walls and windows were washed. The Marist College Environmental Group represented the school at three wider Auckland community cleanups. Minor goals and ongoing responsibilities include caring for the worms. They also maintain the compost and composting systems. The group provides ongoing education to the student body about correct rubbish and recycling practices.

2025 National Certificate of Education Results

Level 1 Results	**2024**	**2025**
Overall Achieved	93%	91%
Endorsed with Merit	46%	44%
Endorsed with Excellence	25%	29%
No Endorsement	29%	27%
Level 2 Results	**2024**	**2025**
Overall Achieved	97%	91%
Endorsed with Merit	46%	49%
Endorsed with Excellence	21%	21%
No Endorsement	33%	30%
Level 3 Results	**2024**	**2025**
Overall Achieved	99%	97%
Endorsed with Merit	46%	40%
Endorsed with Excellence	26%	31%
No Endorsement	28%	29%
UE	98%	91%

2025 National Certificate of Education Māori

Level 1 Results	2024	2025
Overall Achieved	91.0%	73.0%
Endorsed with Merit	62.0%	55.0%
Endorsed with Excellence	9.5%	6.7%
No Endorsement	28.0%	38.0%

Level 2 Results	2024	2025
Overall Achieved	100.0%	91.0%
Endorsed with Merit	73.0%	65.0%
Endorsed with Excellence	0.0%	10.0%
No Endorsement	27.0%	25.0%

Level 3 Results	2024	2025
Overall Achieved	100.0%	100.0%
Endorsed with Merit	100.0%	40.0%
Endorsed with Excellence	0.0%	20.0%
No Endorsement	0.0%	40.0%
UE	100.0%	100.0%

2025 National Certificate of Education Pasifika

[redacted]		
Level 1 Results	**2024**	**2025**
Overall Achieved	84.8%	82.9%
Endorsed with Merit	44.0%	46.0%
Endorsed with Excellence	10.4%	6.7%
No Endorsement	45.5%	47.8%
[redacted]		
Level 2 Results	**2024**	**2025**
Overall Achieved	90.0%	90.0%
Endorsed with Merit	30.4%	27.6%
Endorsed with Excellence	4.3%	8.6%
No Endorsement	66.0%	63.0%
[redacted]		
Level 3 Results	**2024**	**2025**
Overall Achieved	100.0%	93.0%
Endorsed with Merit	38.9%	53.6%
Endorsed with Excellence	5.6%	0.0%
No Endorsement	55.0%	56.0%
UE	100.0%	93.0%

2025 Scholarship Exam Results

Subject	Scholarship Outcome
SCHL - Biology	Scholarship
SCHL - English	Outstanding Scholarship
SCHL - English	Scholarship
SCHL - Health and Physical Education	Scholarship
SCHL - History	Scholarship
SCHL - Religious Studies	Outstanding Scholarship
SCHL - Religious Studies	Scholarship
SCHL - Religious Studies	Scholarship

2025 Māori Scholarships

Subject	Total Entered	Number Absent	Number Present	Number of Scholarships
SCHL - Art History				
SCHL - Biology				
SCHL - Dance				
SCHL - Design				
SCHL - English	1	0	1	0
SCHL - French				
SCHL - Health and Physical Education	1	1		0
SCHL - History	1	1		0
SCHL - Music	1	1		0
SCHL - Painting				
SCHL - Photography				
SCHL - Religious Studies	1	0	1	0
SCHL - Statistics	1	1		0
SCHL - Technology				
Total	6	4	2	0

2025 Pasifika Scholarships

Subject	Total Entered	Number Absent	Number Present	Number of Scholarships
SCHL - Art History				
SCHL - Biology				
SCHL - Dance				
SCHL - Design				
SCHL - English	2	2	0	0
SCHL - French				
SCHL - Health and Physical Education	1	1	0	0
SCHL - History				
SCHL - Music	1	1	0	0
SCHL - Painting				
SCHL - Photography	2	2	0	0
SCHL - Religious Studies	2	1	1	0
SCHL - Statistics				
SCHL - Technology				
Total	8	7	1	0

2025 Scholarship Entry Details

Subject	Number entered	Number Absent	Number Present	Number of Scholarships
SCHL - Art History	3	2	1	0
SCHL - Biology	6	2	4	1
SCHL - Dance	5	1	4	0
SCHL - Design	3	1	2	0
SCHL - English	6	2	4	2
SCHL - French	4	4	0	0
SCHL - Health and Physical Education	9	8	1	1
SCHL - History	11	9	2	1
SCHL - Music	7	5	2	0
SCHL - Painting	5	2	3	0
SCHL - Photography	4	4	0	0
SCHL - Religious Studies	17	5	12	3
SCHL - Statistics	5	2	3	0
SCHL - Technology	3	2	1	0
Total	88	49	39	8

Academic Success	100% students will gain University Entrance 35% of our NCEA certificates will be endorsed with Excellence at Levels 2 and 3 100% of Level 1 students complete the year with literacy and numeracy credits. 25 Scholarships in 2025 across Level 2 and 3.	SLT DP Curriculum Enhanced Learning Department Curriculum Leaders All teaching staff Academic Dean	To create a scholarship action plan to improve external scholarship results. This will include staff consultation. To pilot timetabled scholarship classes for Religious Education. Academic Deans to track certificate endorsement at NCEA Levels 2 and 3 and mentor students on the cusp of achieving endorsement at both merit and excellence level. To document ways departments are contributing to the success of these goals through their department action plans. All departments review programmes at the end of each year to adapt for new learnings. Investigate ways to lighten the load of departments whose results have a critical impact on the overall achievement of the academic success of the College.	91% of our students gained University Entrance in 2025. 19% of Level 2 students achieved an Excellence endorsement, with 62% of the cohort being endorsed at Merit AND Excellence. 31% of our Level 3 NCEA students gained an Excellence endorsement. 70% of the cohort was endorsed at Merit AND Excellence. 100% of NCEA Level 1 students achieved the Literacy and Numeracy Co-Requisite. This year we had 23 students enrolled in scholarship RE classes that ran once a week for the year. As a result, we had three students gain RE scholarships. The DP curriculum co-ordinated with departments to support them to implement scholarship in their subject area. This year we achieved eight scholarships. See above for statistics. Additional result: Appendix 1

Academic Success	To ensure our Māori and Pacific students achieve UE literacy in Year 12.	SLT DP Curriculum Academic Dean CL English English Department	To create a programme to support students in Year 12 at risk of not gaining UE literacy. To staff this programme effectively to ensure students receive the best opportunity possible to succeed.	22 Māori and Pacific students finished Year 12 with UE Literacy. Eight Māori and Pacific students still need to achieve UE literacy in Year 13. Only three of these students require writing credits. An intensive workshop will be held in Terms 2 and 3 to assist students to achieve the writing credits. The five other students will achieve UE Literacy once they pass their first RE internal. The Academic Dean has identified these students and is in the process of having conversations with them regarding their pathway to achieving UE Lit in Year 13.
	To strengthen testing for literacy and numeracy in Years 7-10 through the use of PATs, E-Asttle and diagnostic writing tasks aligned to curriculum levels.	SLT DP Curriculum DP Administration Academic Dean Homeroom teacher CL English English Department CL Maths Maths Department	Professional development for staff on how to access, implement, and interpret E-asttle and PAT data. Review reporting of data to whānau and teachers	PATs and diagnostics writing tasks were implemented in the Junior school with our first reporting of these results to whānau. Letters explaining the PATs and stanines were sent to parents to support their understanding of the testing.

	Develop effective reporting of these results for parents and effective strategies to ensure that testing is used to support student achievement.	Enhanced Department		The same tests will be used in 2026, with the possible addition of SMART testing in Term 4, once the platform has been launched for use by the Ministry of Education. PAT data has been added to data available on Parent Portal and school reports in 2025. Testing will be completed twice a year from 2026 as per the Ministry of Education new requirements.
	To develop a plan to promote a variety of careers to students at all levels including non-university pathways. To provide students with options to study abroad once they finish school.	SLT Deans Careers Advisor CL	To investigate and approve different speakers to present on career pathways beyond university institutions. This may include attending the Kahui Ako Careers Day. To investigate ways students can access information on international learning institutions. To create a school partnership with a study abroad organisation.	**University and Careers Pathway Opportunities** Approved with SLT, many student opportunities were made available for university career-pathway events. Guest university speakers presented at lunchtime and during study periods. Universities attended both the NCEA Evening and the Options Evening. Students participated in pilot programmes and attended university open days.

				Joint Catholic Schools Careers Evening The first joint Catholic Schools Careers Evening was held. The school supported this event by providing a bus for students who wanted to attend. **Non-University Pathways** For 2026, there is a commitment to expand and promote more non-university pathways. **Future Me Programme** The Future Me Programme was run in Term 4. All Year 9 students heard from women working in a wide range of vocations. They shared their personal journeys and how they reached their current career paths. **International Study Investigation** An investigation into potential providers for international study proved difficult. Many available opportunities were connected to sports rather than academic pathways. Providers such as Crimson Education are valuable but costly. We have learned that students can act as their own agents for international study if they are

				genuinely interested. Managing their own international education pathway is free and completely achievable.
	To embed Microsoft learning platforms throughout the school.	SLT IT subcommittee Whole School	Continue to provide opportunities for staff to engage in meaningful and relevant professional development. To provide support for students to learn how to use Microsoft learning platforms. To review implementation term by term to ensure we are providing the right support for staff and students.	Staff have adapted to Microsoft Classrooms and the wider Microsoft learning ecosystem very quickly. This rapid uptake has resulted in more streamlined learning experiences for students and far greater consistency across subjects. Because staff are now confident users of the platform, there has been little need to continue with external PLD. Instead, teachers are now sharing best practice internally, which has strengthened collaboration and built sustainable, in-house expertise. This shift has been a significant success and has demonstrated that the initial investment in training was worthwhile. Students have also adjusted well to the Microsoft environment. Their ability to navigate Classrooms, submit work digitally, and engage with learning resources has improved noticeably. The streamlined platform has reduced barriers to learning and enabled students to work more independently and efficiently.

				Ongoing support is provided as needed, but overall student confidence has grown quickly. Regular reviews of the implementation have shown that the current level of support is appropriate and effective. As both staff and students have adapted well, the focus has shifted from intensive training to maintaining quality, identifying small areas for refinement, and ensuring that the platform continues to meet teaching and learning needs. The term-by-term reflection process has confirmed that the transition has been successful and sustainable.
Leadership Through Service	To review the structure of how we support and monitor our service programme. To develop a student leadership/ mentoring programme in Years 7-13 that grow tuakana-teina relationships.	SLT DRS Student leaders All staff	Communicate the changes to the service programme to all students and Whānau Teachers. Head Girls to review the way service is supported and monitored and provide a structure in which the Yr 13's own this moving forward. Establish and communicate what our current buddy systems within whānau is with Yr13, whānau teachers, new students and parents.	**Service Programme Promotion and Recognition** Opportunities were provided for the Head Girls to promote the updated Service Programme and the revised expectations around service hours. Their leadership ensured that students across all year levels were well-informed and engaged with the new structure. In addition,

			Review and document all areas of school where a buddy/tuakana-teina system exists. Based on what we have, review what we can improve on to establish robust tuakana-teina systems. Ideas: a day where Yr 12 students learn how to run whanau activities as Yr 13 leaders.	Outstanding Service Awards were introduced at Prizegiving to formally recognise students who go beyond the school's service requirements. This addition strengthens the culture of giving and acknowledges exceptional contributions to the wider community. **Tuakana-Teina Review and Next Steps** A full review of the current tuakana-teina opportunities across the school was completed. This review identified where strong peer-support relationships already exist and where potential gaps remain. The findings will be shared with the new Deputy Principal responsible for School Planning in 2026. From there, further work will be undertaken to strengthen current practice and ensure that meaningful tuakana-teina opportunities are available in all areas of the school where support, guidance, and mentorship are needed.

Sense of Belonging	To review the current structure and purpose of Whānau groups to ensure that it is meeting the needs of students and staff.	SLT Staff Students	Form a Review Committee with a variety of stakeholders included in the review team. Survey students asking for feedback on whānau and its structure in the school. Survey staff asking for feedback on the whānau structure in the school. Survey parents asking for feedback on the current whānau structure.	This goal was placed on hold, as the scope of the review required a far more in-depth investigation than initially anticipated. A meaningful review would need to consider not only the purpose and function of Whānau, but also wider implications for staffing and the overall school structure. In 2026, the Deputy Principal responsible for School Planning will lead this more comprehensive review. They will work alongside the Principal and the Board as part of the development of the school's new strategic direction.
	To update our school website content	SLT Board Communication & Print Administrator Office Manager	To update our school website content To review our current website and determine what needs updating. Get new marketing videos made.	In 2025, work was undertaken to ensure the school website remained up to date with current information and operational changes. This included updating staffing details, maintaining accurate calendar information, and completing the coding required to ensure seamless connections between the school website, KAMAR, and the school app.

				These updates improved the accuracy and functionality of the site for students, staff, and whānau. For 2026, a full review and update of the entire website is planned. This will focus on modernising the site, streamlining navigation, and ensuring that the design reflects current best practice in school communication. Additional funding will be required in 2026 to support this redevelopment.
	Document our school's Ka Hikitia and Tapasā strategies.	SLT	1. Summarise key learnings from Tapasā PL with Tui Turia to share with staff for effective use in classrooms. 2. SLT to take part in Poutama Pounamu PL to support the development and implementation of Ka Hikitia strategies	Between December 2024- September 2025, SLT worked through the five modules of Poutama Pounama (Uni of Waikato) 1. Agentic Response to reforming New Zealand society - The experiences of Māori in New Zealand schools - how equity, excellence and belonging contributes to student wellbeing. 2. Culture, Language and Identity - The experiences of Māori in New Zealand schools - how

				culture, language and identity contribute to student wellbeing and achievement. 3. Cultural Relationships for Responsive Pedagogy - How the cultural relationships teachers have with their students provide a strong foundation for responsive pedagogy. 4. Educationally Powerful Connections - Connecting effectively with home communities to increase educational benefits for students and teachers. 5. Ako: Critical Contexts for Change - How evidence informed theory of action can support more critical school reform. As a result of the work and learning SLT did over this nine month period these are the actions that the school

				will be taking in 2026 to support the development and implementation of Ka Hikitia strategies: 1. Dr Hona Black was invited to present to all staff on the Treaty and its relevance for us as teachers today. This framing supported staff to develop a deeper understanding of the experiences of Māori in NZ schools historically. 2. Professional Learning offered to staff in 2026 on Cultural Relationships and Culturally Responsive Pedagogies. 3. Annual goal of SMART Goal Setting with Māori Whānau in 2026.

MARIST COLLEGE
ANNUAL GOALS
2026

Empowerment in Mary's Way, Whakamana i te Ara o Maria
Fostering a sense of self -worth and confidence in each person so they may fulfil their potential for excellence
"Behold, I am the handmaid of the Lord; let it be to me according to your word"
(Luke 1: 38)

2026 Annual Goals		Who	Actions
Catholic Education **Te Wakatupu Mā Te Mātauranga: Growth of Knowledge.**	• To provide opportunities for students to participate in reconciliation.	Principal DRS Assistant DRS RE Teachers	1. DRS to facilitate all Year 10 students take part in reconciliation at St Mary's Parish. 2. To prepare students to engage in reconciliation to ensure that it is meaningful and has purpose. 3. To collate and advertise reconciliation opportunities across Parishes to enable all students to attend in their own time.
	• To support spiritual growth with the sharing of prayer during 'staff reflection' at the start of briefings.	Principal DRS Assistant DRS	1. Ensure staff know the importance of sharing morning prayer. 2. Support staff with resources to share prayer. 3. Have tagged staff assigned to important days on the catholic calendar so the meaning of these is shared with staff, together with prayer.
	• To make our school values and school history visible in the school.	Principal Principal's PA Marist Sisters Communication and print administrator All Staff	1. To look for ways to make our school values visible in classrooms, assemblies, and the school environment. 2. Display our school motto around the school. 3. Create stations throughout the school sharing our school's history. Other possible suggestions include visibility of values - more murals, in classrooms as an info poster, learning about values in whanau time.

			Could be part of Visual Arts Committee- poster competition for school.
	4. To broaden our liturgical music to include songs from different nationalities.	Principal DRS TIC Liturgical Music Student Cultural leader/ Student special character	2. By the end of 2026 the school will have introduced three new songs that represent different cultures.
	5. To empower students to set a sustainability goal for 2026.	DP School Development TIC of Environmental Group Environmental Group All staff and students	5. To develop, implement and review an environmental goal for 2026 6. Ensure this goal and action is documented.
	6. To engage with the Society of Mary and complete a review of our school Catholic Marist character.	Society of Mary Principal Board	1. To engage with Justin Boyle to complete a review of our Catholic Marist special character now that our Catholic Education Review has been moved to a five-year cycle.
Academic Success	• 100% students will gain University Entrance • 45% of our NCEA certificates will be endorsed with Excellence at Levels 2 and 3 • 100% of Level 1 students complete the year with literacy and numeracy credits. • 25 Scholarships in 2026 across Level 2 and 3.	SLT DP Curriculum Inclusive Learning Department Curriculum Leaders All teaching staff Academic Dean	10. To create a scholarship action plan to improve external scholarship results. This will include staff consultation. 11. To pilot timetabled scholarship classes for Religious Education. 12. Academic Deans to track certificate endorsement at NCEA Levels 2 and 3 and mentor students on the cusp of achieving endorsement at both merit and excellence level.

			13. To document ways departments are contributing to the success of these goals through their department action plans. 14. All departments review programmes at the end of each year to adapt for new learnings.
	• To increase the number of Māori and Pacific students gaining certificate endorsement at L2 & L3.	SLT Academic Dean Curriculum Leaders All teachers	4. To track and support Māori and Pacific students in Years 12 and 13 to gain certificate endorsement. 5. To provide additional opportunities for Māori and Pacific student access mentoring to support the achievement of certificate endorsement. 6. To engage in culturally sustaining professional development for staff to support this goal.
	• To establish a system for reporting on student achievement in Years 7-10 to the Board on a regular basis.	SLT Academic Dean Curriculum Leaders. Principal’s Nominee/Data staff member	1. Review data we report to Whānau, Teachers and Board. 2. Provide opportunities for Academic Deans and homeroom teacher to share data with staff. 3. Improve school systems for reporting junior achievement data to the Board.
	• To pilot the Cambridge curriculum in English, Science and Mathematics in Years 10 and 11.	SLT Academic Deans CL English CL Maths Enhanced Learning Department	1. Ensure departments have the skills and experience to deliver the Cambridge Curriculum. 2. Review using key stakeholders (staff, students and parents).

	• To develop a plan to promote a variety of careers to students at all levels including non-university pathways. • To provide students with options to study abroad once they finish school.	SLT Deans Careers Advisor CL	4. To investigate and approve different speakers to present on career pathways beyond university institutions. 5. To investigate ways students can access information on international learning institutions. 6. To create a school partnership with a study abroad organisation.
	• To refurbish our science classrooms to create state of the art modern facilities for our students.	Board of Trustees Principal Property Manager Science Department	• Actions sit with Property Manager, Diocese and contractors.
Leadership through Service	• To embed our new service programme structure and continue to celebrate students who serve.	SLT Student leaders All staff	10. Communicate how the service programme runs to all students and Whānau Teachers. 11. Establish a student service committee to promote service opportunities. 12. Ensure service is celebrated at assemblies and prizegiving.
	• To map student leadership across the school.	DP – School Development	1. To review and document where the school provides leadership opportunities for students in each year level. 2. To create a framework for TIC to support student leaders in their roles.
	• Explore mentoring programmes in Years 7-13 that could be used in the future	DP – School Development SCT	1. Through the Whānau Group review, investigate options for mentoring/peer support/tuakana teina.

	• To implement our new strategic direction for sport. • To create a space in the school that can be established as a fitness centre for students.	Principal Board Director of Sport	1. To complete final review of new strategic direction plan and implement changes identified in the review. 2. To work with the Board to establish a fitness centre for students. This goal is based off students and parent feedback from our Sports Review from 2025.
	• To continue the review of our International Travel policies and processes.	Board	1. The Board will review our current International Travel policies for staff traveling abroad for professional development and international recruitment purposes. 2. The Board will review our current International Travel policies for staff and students traveling abroad on school organised trips. 3. The Board will review the financial documenting of international budgets.
Sense of Belonging	• To review the current structure and purpose of Whānau time to ensure that it is meeting the needs of students and staff.	SLT Staff Students	8. Survey stakeholders. 9. Based on feedback develop an updated model for Whānau Group and implement.
	• To update our school website	Principal DP Administration Board Communication & Print Administrator Office Manager	1. To review our current website and determine what needs updating. 2. Get new marketing videos made. 3. Review our school needs based on printing and digital communications. 4. Create a process to ensure continual school website updates.

	• Co-construct a new professional growth model with staff.	SLT DP Administration	1. Ensure our new model increases transparency, includes classrooms observations and student voice. 2. PLD for staff on My Rawa
	• To work with current Māori whānau to establish SMART goals to work towards for the next three years.	SLT Board Whānau/Students	1. Document key minutes, decisions and actions decided on at Hui and communicate with wider whānau. 2. Develop an annual Hui where SMART goals are set and reviewed.
	• 100% of students attending school 90% of the time	Government Board Aces School	1. To implement our school attendance plan with the goal of raising student attendance
	• To create a documentary of our school's history in preparation for our 100 Jubilee.	Principal Board Marist Sisters Contractor	1. Employ a media consultant to plan and create our school documentary with support of the Sisters and SLT.
	• To provide opportunities for staff to improve their wellbeing spiritually, mentally and physically.	Principal Board Staff	1. To provide support for staff to run/walk the Auckland Marathon. 2. To provide opportunities for staff to participate in professional development that grows both classroom practice and provides self-growth for staff. 3. To provide opportunities to grow leadership among new staff. 4. To provide opportunities for staff to socialise out of school hours with the support of the school social club.

APPENDIX 1

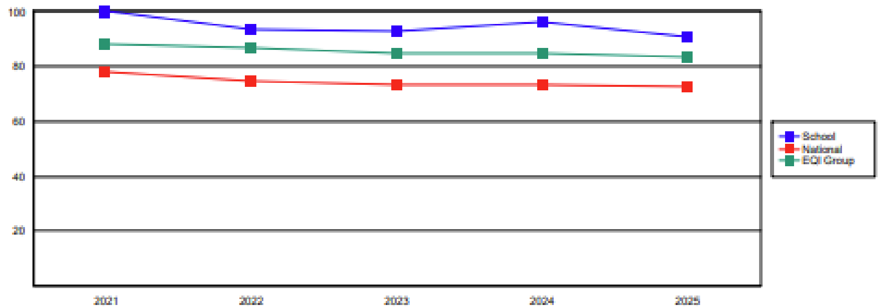
Achievement in NCEA and UE: Marist College

Generated 9-Jan-2026

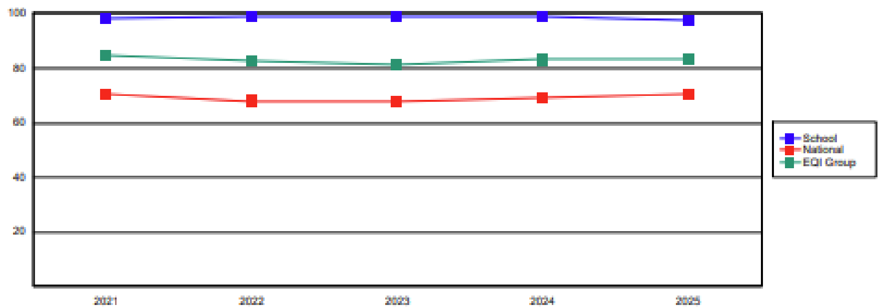
PR2 - Enrolment Based Cumulative Overall Results

	Marist College						National			Fewer Socioeconomic Barriers (School Equity Index Group)		
Academic Year	Year 12 NCEA L2	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 NCEA L3	Year 13 UE	Year 13 UE	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
2021	78 / 78	100.0	107 / 109	98.2	101 / 109	92.7	77.9	70.5	51.9	88.1	84.6	73.0
2022	106 / 113	93.8	73 / 74	98.6	70 / 74	94.6	74.9	68.2	50.3	87.0	82.9	71.4
2023	79 / 85	92.9	100 / 101	99.0	95 / 101	94.1	73.2	67.7	49.7	84.6	81.5	70.6
2024	109 / 113	96.5	78 / 79	98.7	77 / 79	97.5	73.6	69.4	50.6	84.7	83.0	71.7
2025	103 / 113	91.2	105 / 108	97.2	98 / 108	90.7	72.7	70.4	49.9	83.7	83.1	70.1

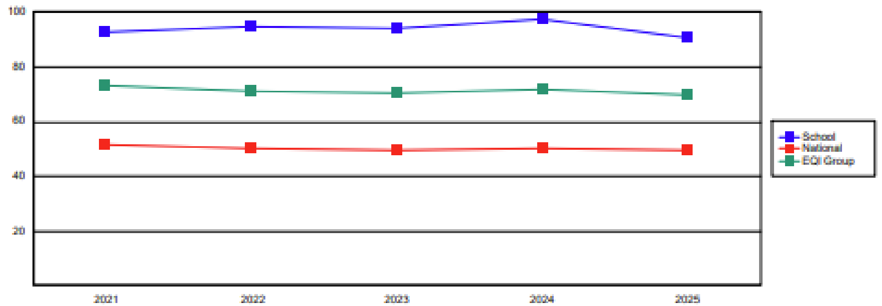
Year 12 - NCEA Level 2



Year 13 - NCEA Level 3



Year 13 - University Entrance



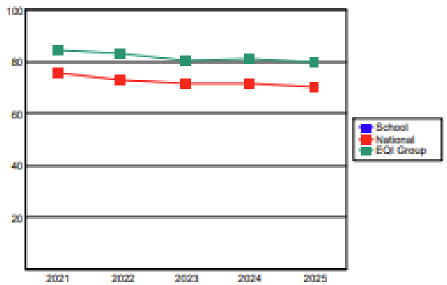
Achievement in NCEA and UE: Marist College

Generated 9-Jan-2026

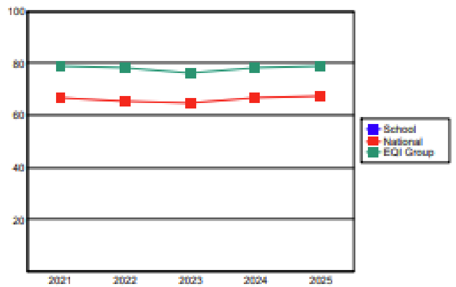
PR2 - Enrolment Based Cumulative Results by Gender

Academic Year	Marist College: Year 12 NCEA L2	Marist College: Year 12 NCEA L2	Marist College: Year 13 NCEA L3	Marist College: Year 13 NCEA L3	Marist College: Year 13 UE	Marist College: Year 13 UE	National: Year 12 NCEA L2	National: Year 13 NCEA L3	National: Year 13 UE	Fewer Socioeconomic Barriers (School Equity Index Group): Year 12 NCEA L2	Fewer Socioeconomic Barriers (School Equity Index Group): Year 13 NCEA L3	Fewer Socioeconomic Barriers (School Equity Index Group): Year 13 UE
Male												
2021							76.0	66.8	45.5	84.5	79.0	65.0
2022							73.3	65.6	44.9	83.2	78.0	64.5
2023							71.8	64.8	44.0	80.8	76.2	63.3
2024							71.7	66.9	44.7	81.3	78.0	64.0
2025							70.4	67.4	43.4	80.1	79.0	62.5
Female												
2021	78 / 78	100.0	107 / 109	98.2	101 / 109	92.7	79.8	74.0	57.7	91.7	89.9	80.7
2022	106 / 113	93.8	73 / 74	98.6	70 / 74	94.6	76.6	70.5	55.3	90.7	87.6	78.1
2023	79 / 85	92.9	100 / 101	99.0	95 / 101	94.1	74.7	70.3	54.9	88.5	86.6	77.6
2024	109 / 113	96.5	78 / 79	98.7	77 / 79	97.5	75.6	71.9	56.1	88.3	88.1	79.4
2025	103 / 113	91.2	105 / 108	97.2	98 / 108	90.7	75.2	73.5	56.2	87.6	87.5	77.9

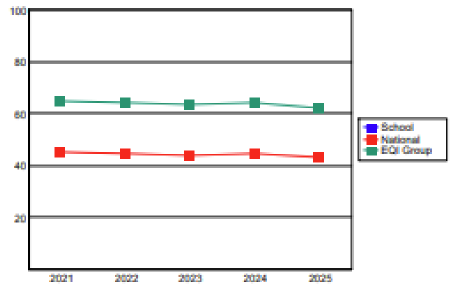
Year 12 NCEA Level 2 - Male



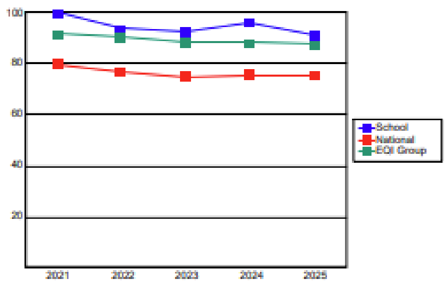
Year 13 NCEA Level 3 - Male



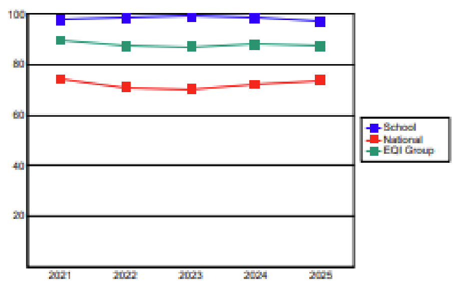
Year 13 University Entrance - Male



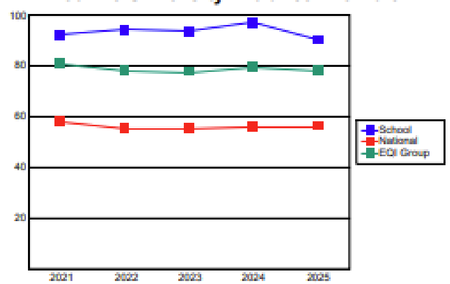
Year 12 NCEA Level 2 - Female



Year 13 NCEA Level 3 - Female



Year 13 University Entrance - Female



Achievement in NCEA and UE: Marist College

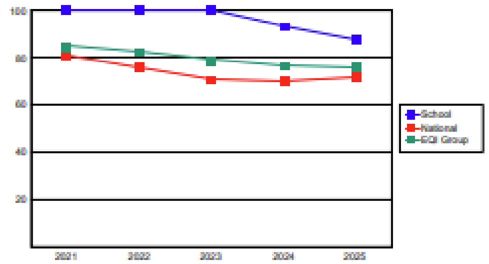
Generated 9-Jan-2026

PR2 - Enrolment Based Cumulative Results by Ethnicity

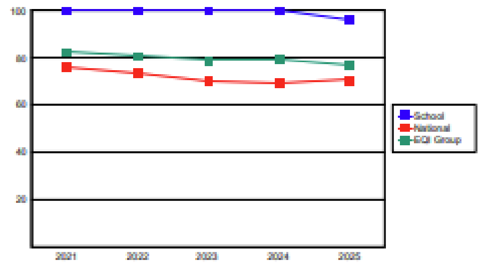
	Marist College						National			Fewer Socioeconomic Barriers (School Equity Index Group)		
Academic Year	Year 12 NCEA L2	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 NCEA L3	Year 13 UE	Year 13 UE	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
Asian												
2021	22 / 22	100.0	28 / 28	100.0	27 / 28	96.4	81.1	76.2	63.4	84.8	82.5	74.9
2022	33 / 33	100.0	21 / 21	100.0	21 / 21	100.0	76.0	73.6	61.3	82.3	80.9	73.1
2023	20 / 20	100.0	32 / 32	100.0	32 / 32	100.0	70.7	70.1	58.1	78.9	79.1	72.2
2024	27 / 29	93.1	20 / 20	100.0	20 / 20	100.0	70.1	69.6	57.9	76.6	79.4	72.3
2025	28 / 32	87.5	25 / 26	96.2	25 / 26	96.2	71.6	70.5	57.0	76.1	77.1	67.6
European												
2021	44 / 44	100.0	59 / 60	98.3	56 / 60	93.3	81.2	73.2	57.2	90.2	86.9	75.9
2022	60 / 63	95.2	39 / 40	97.5	37 / 40	92.5	79.4	71.6	56.0	89.8	85.7	74.7
2023	47 / 51	92.2	55 / 55	100.0	53 / 55	96.4	78.0	71.4	55.5	88.1	84.2	73.2
2024	60 / 61	98.4	45 / 46	97.8	45 / 46	97.8	78.6	72.8	55.6	89.3	85.8	74.4
2025	56 / 58	96.6	57 / 59	96.6	55 / 59	93.2	77.6	73.5	54.8	88.9	87.0	74.2
Māori												
2021	11 / 11	100.0	9 / 9	100.0	7 / 9	77.8	68.3	58.5	31.7	84.9	79.2	60.7
2022	9 / 11	81.8	11 / 11	100.0	9 / 11	81.8	64.1	55.7	30.9	81.9	77.0	56.9
2023	2 / 4	50.0	10 / 10	100.0	9 / 10	90.0	64.6	56.3	31.2	80.6	75.3	58.4
2024	9 / 9	100.0	2 / 2	100.0	2 / 2	100.0	65.4	59.0	31.9	83.3	78.9	60.5
2025	10 / 11	90.9	10 / 10	100.0	10 / 10	100.0	64.2	61.5	31.9	81.7	81.0	59.3
Middle Eastern/Latin American/African												
2021	1 / 1	100.0					78.0	70.3	56.0	81.0	79.4	67.6
2022	3 / 3	100.0	1 / 1	100.0	1 / 1	100.0	73.3	67.4	51.4	79.9	74.8	63.7
2023			3 / 3	100.0	3 / 3	100.0	69.4	66.9	51.4	77.7	76.4	64.7
2024	3 / 3	100.0					69.5	67.6	52.9	78.3	77.4	66.2
2025	2 / 2	100.0	3 / 3	100.0	3 / 3	100.0	68.3	67.4	49.6	75.8	78.7	64.8
Other Ethnicity												
2021			1 / 1	100.0	1 / 1	100.0	78.5	72.9	55.1	87.5	81.4	70.6
2022	1 / 1	100.0					77.0	66.3	53.4	88.0	80.2	72.5
2023	1 / 1	100.0	1 / 1	100.0	1 / 1	100.0	73.9	65.5	48.7	86.3	75.5	66.9
2024	1 / 1	100.0	1 / 1	100.0	1 / 1	100.0	74.4	72.3	56.7	83.1	84.6	73.4
2025	2 / 2	100.0	1 / 1	100.0	1 / 1	100.0	74.6	71.0	53.9	83.2	83.6	72.0
Pacific Peoples												
2021	19 / 19	100.0	30 / 31	96.8	29 / 31	93.5	71.5	64.9	33.0	83.2	76.2	51.7
2022	27 / 32	84.4	19 / 19	100.0	16 / 19	84.2	67.3	59.4	28.7	80.8	71.8	46.8
2023	17 / 20	85.0	26 / 27	96.3	23 / 27	85.2	65.0	60.4	29.8	76.7	71.4	51.6
2024	28 / 31	90.3	18 / 18	100.0	17 / 18	94.4	65.8	64.6	32.2	78.3	75.4	52.1
2025	28 / 31	90.3	28 / 30	93.3	23 / 30	76.7	64.5	66.3	33.4	76.9	77.0	50.4

PR2 CHARTS - Enrolment Based Cumulative Results by Ethnicity: Marist College

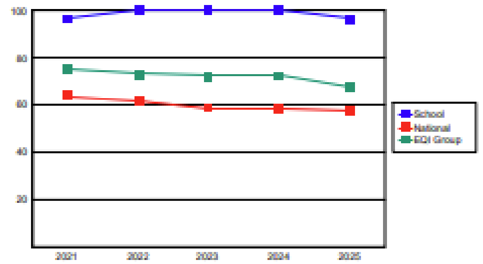
Year 12 NCEA Level 2 - Asian



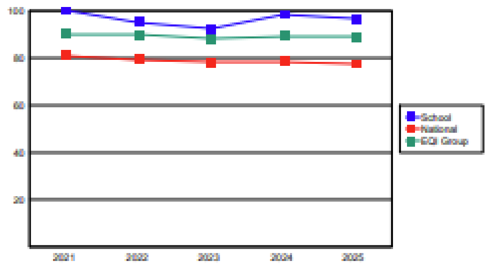
Year 13 NCEA Level 3 - Asian



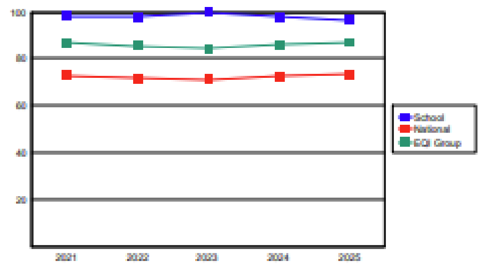
Year 13 University Entrance - Asian



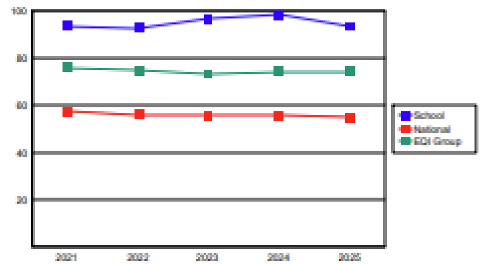
Year 12 NCEA Level 2 - European



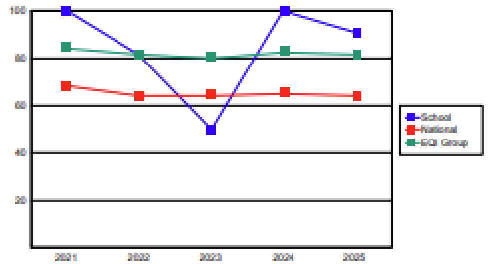
Year 13 NCEA Level 3 - European



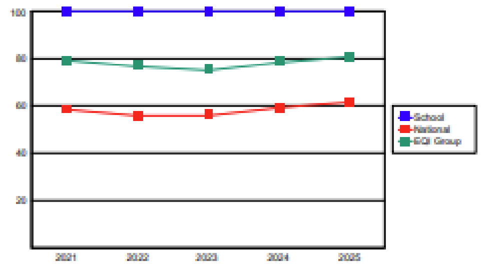
Year 13 University Entrance - European



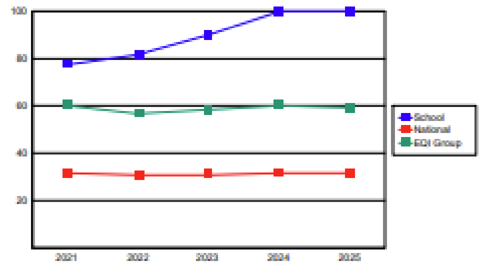
Year 12 NCEA Level 2 - Māori



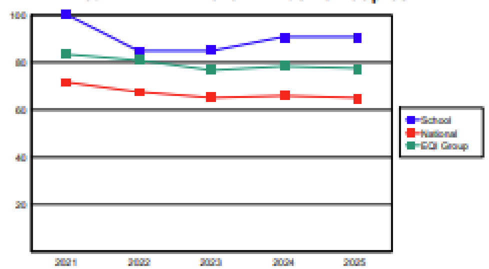
Year 13 NCEA Level 3 - Māori



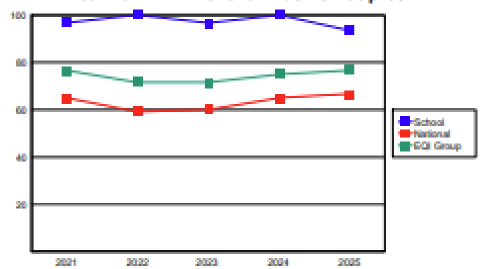
Year 13 University Entrance - Māori



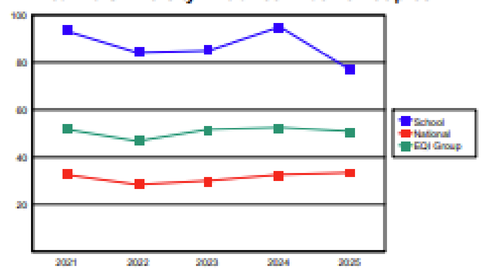
Year 12 NCEA Level 2 - Pacific Peoples



Year 13 NCEA Level 3 - Pacific Peoples



Year 13 University Entrance - Pacific Peoples



Compliance with Education and Training Act 2020 requirements to be a good employer for the year ending 31 December 2025.

The following questions address key aspects of compliance with a good employer policy:

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	We have an active health and safety committee that meet each month and report to the Board each month. SLT review staff wellbeing two times per week in SLT meetings and provide support when needed. We are an EAP school.
What is in your equal employment opportunities programme? How have you been fulfilling this programme?	All staff are eligible for ongoing professional development including full staff only learning days and individual funding for personal professional development. All staff are eligible for Board of Trustee scholarships for individual professional development. All staff are eligible for employment opportunities when they arise, and these are always promoted internally.
How do you practise impartial selection of suitably qualified persons for appointment?	This is done through looking for the special skills required for each position and the CV of applicants that apply. References are checked before interviews to ensure suitability for the role. This allows us to make sure no one is missed out in the shortlisting processes.
How are you recognising, – The aims and aspirations of Maori, – The employment requirements of Maori, and – Greater involvement of Maori in the Education service?	We have increased the number of middle management positions in the school to develop Māori leadership. These include: Kaumātua Teacher in charge of Kapa Haka Māori liaison teacher
How have you enhanced the abilities of individual employees?	Through ongoing school wide and individual professional development and personal growth systems.
How are you recognising the employment requirements of women?	Over 95% of our staff are female.

How are you recognising the employment requirements of persons with disabilities?	We currently have no staff with disabilities however we have the capabilities to support new staff with disabilities if needed.

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

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

MARIST COLLEGE
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KIWISPORT

Kiwisport is a Government funding initiative to support students' participation in organised Sport. In 2025, the school received $18,776 (excluding GST). The funding was spent on promoting sport in the school, including a significant proportion used to pay for a sport coordinator assistant. (2024 $18,029).