

NAENAE COLLEGE

ANNUAL FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2025



Principal:	Chris Taylor
School Address:	910 High St, Avalon, Lower Hutt
School Postal Address:	PO Box 31171, Lower Hutt 5040
School Phone:	04 567 7175
School Email:	admin@naenae-college.school.nz
Ministry Number:	259
Accounting/Service Provider:	Accounting For Schools Limited

NAENAE COLLEGE

Annual Financial Statements - For the year ended 31 December 2025

Index

Page	Statement
1	Statement of Responsibility
2	Statement of Comprehensive Revenue and Expense
3	Statement of Changes in Net Assets/Equity
4	Statement of Financial Position
5	Statement of Cash Flows
6 - 11	Statement of Accounting Policies
12 - 21	Notes to the Financial Statements
	Other Information
22	Members of the Board
23	Kiwisport / Employment Policy Statement
	Statement of Variance

NAENAE 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.



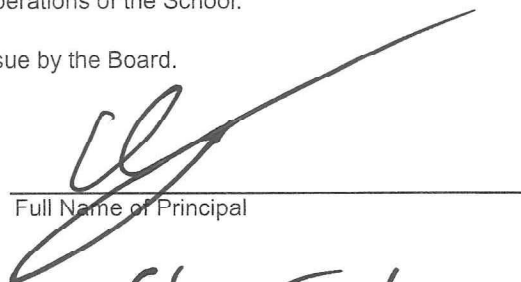
Full Name of Presiding Member



Signature of Presiding Member

29 May 2026

Date:



Full Name of Principal



Signature of Principal

29 May 2026

Date:

NAENAE 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	12,742,446	5,285,259	13,686,220
Locally Raised Funds	3	158,817	50,000	168,972
Interest		48,412	40,000	84,807
Total Revenue		12,949,675	5,375,259	13,939,999
Expenses				
Locally Raised Funds	3	111,379	158,400	98,898
Learning Resources	4	9,524,180	2,055,570	9,114,626
Administration	5	1,469,564	980,770	2,056,202
Interest		9,468	5,000	8,215
Property	6	2,632,287	2,571,550	2,594,002
Loss on Disposal of Property, Plant and Equipment		-	-	-
Total Expenses		13,746,878	5,771,290	13,871,943
Net Surplus/(Deficit) for the year		(797,203)	(396,031)	68,056
Total Comprehensive Revenue and Expense for the Year		(797,203)	(396,031)	68,056

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

NAENAE COLLEGE

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

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Balance at 1 January	3,342,871	3,160,021	3,160,016
Total comprehensive revenue and expense for the year	(797,203)	(396,031)	68,056
Contribution - Furniture and Equipment Grant	114,726	-	114,799
Equity at 31 December	<u>2,660,394</u>	<u>2,763,990</u>	<u>3,342,871</u>
Accumulated comprehensive revenue and expense	2,660,394	2,763,990	3,342,871
Equity at 31 December	<u>2,660,394</u>	<u>2,763,990</u>	<u>3,342,871</u>

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.

NAENAE COLLEGE

Statement of Financial Position

As at 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Current Assets				
Cash and Cash Equivalents	7	1,296,433	2,160,388	1,186,888
Accounts Receivable	8	663,855	9,000	631,881
Funds due for Capital Works Projects	19	327,121	-	263,815
GST Receivable		27,933	22,000	107,669
Inventories	9	22,521	15,000	13,866
Investments	10	1,291,053	-	1,034,848
Prepayments		29,731	7,700	27,645
		<u>3,658,648</u>	<u>2,214,088</u>	<u>3,266,612</u>
Current Liabilities				
Accounts Payable	12	1,339,274	290,000	864,965
Borrowings	13	23,005	23,005	23,005
Finance Lease Liability - Current Portion	16	44,859	17,700	37,861
Funds held for Capital Works Projects	19	510,882	-	13,052
Funds held in Trust - HVAC	18	242,088	300,000	246,126
McCarthy Trust		18,300	-	13,248
Naenae College Trust		22,650	-	22,650
Provision for Cyclical Maintenance	15	63,000	-	-
Revenue Received in Advance	14	61,842	90,000	59,827
		<u>2,325,901</u>	<u>720,705</u>	<u>1,280,734</u>
Working Capital Surplus/(Deficit)		1,332,747	1,493,383	1,985,878
Non-current Assets				
Property, Plant and Equipment	11	1,824,312	1,719,871	1,848,221
		<u>1,824,312</u>	<u>1,719,871</u>	<u>1,848,221</u>
Non-current Liabilities				
Borrowings	13	23,005	15,000	46,010
Finance Lease Liability	16	53,635	61,000	70,940
Funds held in Trust - J Hendren Trust	17	15,125	-	15,125
Provision for Cyclical Maintenance	15	404,899	373,264	359,153
		<u>496,665</u>	<u>449,264</u>	<u>491,228</u>
Net Assets		<u><u>2,660,394</u></u>	<u><u>2,763,990</u></u>	<u><u>3,342,871</u></u>
Equity		<u><u>2,660,394</u></u>	<u><u>2,763,990</u></u>	<u><u>3,342,871</u></u>

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

NAENAE COLLEGE

Statement of Cash Flows

For the year ended 31 December 2025

		2025	2025	2024
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		3,913,033	3,685,259	4,472,659
Locally Raised Funds		155,701	141,000	206,181
Goods and Services Tax (net)		83,354	(2,000)	(90,661)
Payments to Employees		(2,487,979)	(2,184,363)	(2,420,303)
Payments to Suppliers		(1,587,201)	(1,842,536)	(1,865,135)
Interest Paid		(9,468)	(5,000)	(8,215)
Interest Received		46,232	42,500	81,915
Net cash from / (to) the Operating Activities		113,672	(165,140)	376,441
Cash flows from Investing Activities				
Purchase of PPE (and Intangibles and Work in Progress)		(66,223)	(692,871)	(490,950)
Proceeds from Sale of Investments		1,034,848	-	(1,034,848)
Net cash from / (to) the Investing Activities		968,625	(692,871)	(1,525,798)
Cash flows from Financing Activities				
Furniture and Equipment Grant		114,722	754,740	114,799
Finance Lease Payments		(205,335)	48,700	(39,504)
Loans Received		(23,005)	(54,015)	(23,005)
Funds on Behalf of other Parties		431,919	(111,065)	(637,966)
Net cash from Financing Activities		318,301	638,360	(585,676)
Net increase / (decrease) in cash and cash equivalents		1,400,598	(219,651)	(1,735,033)
Cash and cash equivalents at the beginning of the year	7	1,186,888	2,380,039	2,921,921
Cash and cash equivalents at the end of the year	7	2,587,486	2,160,388	1,186,888

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

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

NAENAE COLLEGE

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

1. Statement of Accounting Policies

a) Reporting Entity

Naenae 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 reports 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 in accordance with generally accepted accounting practice. The financial statements have been prepared in accordance with 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 expenditure 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

A school recognises its obligation to maintain the Ministry'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 long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at note 15.

NAENAE COLLEGE

For the year ended 31 December 2025

Notes to the Financial Statements

1. Statement of Accounting Policies

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 23b.

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 Crown and managed by the Ministry of Education on behalf of the Crown. 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 which are owned by the Crown. The School's use of the land and buildings as occupant is based on a property occupancy document as gazetted by the Ministry. The expense is based on an assumed market rental yield on the value of land and buildings as used for rating purposes.

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.

NAENAE COLLEGE

For the year ended 31 December 2025

Notes to the Financial Statements

1. Statement of Accounting Policies

Donations, Gifts and Bequests

Donations, gifts and bequests are recognised as an asset and revenue when the right to receive funding or the asset has been established unless there is an obligation to return funds if conditions are not met. If conditions are not met funding is recognised as revenue in advance and recognised as revenue when conditions are satisfied.

Interest Revenue

Interest Revenue earned on cash and cash equivalents and investments is recorded as revenue in the period it is earned.

d) Operating Lease Payments

Payments made under operating leases are recognised in the Statement of Comprehensive Revenue and Expense on a straight line basis over the term of the lease.

e) Finance Lease Payments

Finance lease payments are apportioned between the finance charge and the reduction of the outstanding liability. The finance charge is allocated to each period during the lease term on an effective interest basis.

f) Cash and Cash Equivalents

Cash and cash equivalents include cash on hand, bank balances, deposits held at call with banks, and other short term highly liquid investments with original maturities of 90 days or less, and bank overdrafts. The carrying amount of cash and cash equivalents represent fair value.

g) Accounts Receivable

Short-term receivables are recorded at the amount due, less an allowance for expected credit losses (uncollectable debts). The schools receivables are largely made up of funding from the Ministry of Education, therefore the level of uncollectable debts is not considered to be material. However, short-term receivables are written off when there is no reasonable expectation of recovery.

h) Inventories

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

i) 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 not trivial.

j) Property, Plant and Equipment

Land and buildings owned by the Crown 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.

NAENAE COLLEGE

For the year ended 31 December 2025

Notes to the Financial Statements

1. Statement of Accounting Policies

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:

Building Improvements	50 years
Furniture and equipment	5 - 20 years
Information Technology	3 - 5 years
Motor Vehicles	5 years
Leased Assets held under a Finance Lease	3 - 5 years
Library resources	12.5% Diminishing value

k) Impairment of property, plant, and equipment and intangible assets

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

Non cash generating assets

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

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

In determining fair value less costs to sell the school engages an independent valuer to assess market value based on the best available information. The valuation is based on [details of the valuer's approach to determining market value (*i.e.* what valuation techniques have been employed, comparison to recent market transaction etc.)].

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

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

NAENAE COLLEGE

For the year ended 31 December 2025

Notes to the Financial Statements

1. Statement of Accounting Policies

l) Accounts Payable

Accounts Payable represents liabilities for goods and services provided to the School prior to the end of the financial year which are unpaid. Accounts Payable are recorded at the amount of cash required to settle those liabilities. The amounts are unsecured and are usually paid within 30 days of recognition.

m) Employee Entitlements

Short-term employee entitlements

Employee benefits that are due to be settled within 12 months after the end of the period in which the employee renders 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 also annual leave earned, by non teaching staff, to but not yet taken at balance date.

Long-term employee entitlements

Employee benefits that are not expected to be settled wholly before 12 months after the end of the reporting period in which the employee provides the related service, such as retirement and long service leave, have been calculated on an actuarial basis.

The calculations are based on the likely future entitlements accruing to employees, based on years of service, years to entitlement, the likelihood that employees will reach the point of entitlement, and contractual entitlement information, and the present value of the estimated future cash flows. Remeasurements are recognised in surplus or deficit in the period in which they arise.

n) Revenue Received in Advance

Revenue received in advance relates to fees received from grants 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 earned.

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

o) Funds Held in Trust

Funds are held in trust where they have been received by the School for a specified purpose, or are being held on behalf of a third party and these transactions are not recorded in the Statement of Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

p) Funds held for Capital works

The school directly receives funding from the Ministry of Education for capital works projects that are included in the School five year capital works agreement. These funds are held on behalf and for a specified purpose as such these transactions are not recorded in the Statement of Revenue and Expense.

The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

q) Shared Funds

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. In instances where funds are outside of the School's control, these amounts are not recorded in the Statement of Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose.

NAENAE COLLEGE

For the year ended 31 December 2025

Notes to the Financial Statements

1. Statement of Accounting Policies

r) Provision for Cyclical Maintenance

The property from which the School operates is owned by the Crown, and is vested in the Ministry. The Ministry has gazetted a property occupancy document that sets out the Board's property maintenance responsibilities. The Board is responsible for maintaining the land, buildings and other facilities on the School site 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, 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.

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.

s) Financial Instruments

The School's financial assets comprise cash and cash equivalents, accounts receivable, and investments. All of these financial assets, except for investments that are shares, are initially recognised at fair value and subsequently measured at amortised cost, using the effective interest method.

The School's financial liabilities comprise accounts payable, borrowings, finance lease liability, and painting contract liability. Financial liabilities are 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.

t) Borrowings

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

u) 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 statements of cash flows.

Commitments and contingencies are disclosed exclusive of GST.

v) Budget Figures

The budget figures are extracted from the School budget that was approved by the Board at the start of the year.

w) 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.

NAENAE COLLEGE

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

2. Government Grants

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Government Grants - Ministry of Education	4,092,809	3,184,394	4,985,224
Teachers' Salaries Grants	6,390,143	-	6,442,158
Use of Land and Buildings Grants	1,561,930	1,600,000	1,647,517
Other Government Grants	275,972	48,573	166,412
Lyriks Revenue	421,592	452,292	444,909
	<u>12,742,446</u>	<u>5,285,259</u>	<u>13,686,220</u>

3. Locally Raised Funds

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

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Revenue			
Fundraising & Community Grants	17,835	-	16,858
Other Revenue	114,037	50,000	126,017
Trading	12,269	-	12,444
Fees for Extra Curricular Activities	14,675	-	13,653
	<u>158,817</u>	<u>50,000</u>	<u>168,972</u>
Expenses			
Extra Curricular Activities Costs	75,733	152,300	74,878
Trading	30,761	5,000	16,390
Fundraising and Community Grant Costs	1,328	-	130
Other - BOT Marae Costs	2,557	-	6,500
Other Revenue	1,000	1,100	1,000
	<u>111,379</u>	<u>158,400</u>	<u>98,898</u>
<i>Surplus for the year Locally raised funds</i>	<u>47,438</u>	<u>(108,400)</u>	<u>70,074</u>

4. Learning Resources

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Curricular	320,082	503,630	327,275
Information and Communication Technology	-	5,000	-
Extra-Curricular Activities	192,230	146,350	157,111
Employee Benefits - Salaries	8,346,665	761,690	7,980,301
Library Resources	68,993	67,500	85,682
Lyriks, RTL, Truancy Costs	274,322	313,400	271,321
Staff Development	36,729	35,000	31,959
Depreciation	285,161	223,000	260,977
	<u>9,524,180</u>	<u>2,055,570</u>	<u>9,114,626</u>

NAENAE COLLEGE

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

5. Administration

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	18,713	20,200	17,994
Board of Trustees Fees	7,000	7,000	4,910
Board of Trustees Expenses	18,857	25,000	17,244
Communication	25,755	17,000	23,245
Consumables	271,651	240,120	236,011
Employee Benefits - Salaries	655,028	535,500	491,763
Healthy School Lunches Programme	397,439	-	1,123,886
Insurance	22,627	19,200	19,059
Legal Fees	18,296	15,000	32,176
Other	5,000	81,250	66,835
Service Providers, Contractors and Consultancy	29,199	20,500	23,079
	<u>1,469,564</u>	<u>980,770</u>	<u>2,056,202</u>

6. Property

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	232,942	238,000	231,309
Cyclical Maintenance Expense	108,747	97,000	86,083
Employee Benefits - Salaries	218,099	155,000	204,606
Grounds	74,273	91,000	65,512
Heat, Light and Water	141,471	131,400	134,215
Rates	15,274	21,400	16,670
Repairs and Maintenance	279,551	232,750	208,090
Security	-	5,000	-
Use of Land and Buildings	1,561,930	1,600,000	1,647,517
	<u>2,632,287</u>	<u>2,571,550</u>	<u>2,594,002</u>

The use of land and buildings figure represents 5% of the school's total property value. Property values are established as part of the nation-wide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

NAENAE COLLEGE

For the year ended 31 December 2025

Notes to the Financial Statements

7. Cash and Cash Equivalents

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Cash on Hand	300	300	300
Bank Current Account	649,570	570,000	416,302
Bank Call Account	298,508	370,088	210,299
Short-term Bank Deposits	348,056	1,220,000	559,987
	<u>1,296,433</u>	<u>2,160,388</u>	<u>1,186,888</u>

Cash equivalents and bank overdraft for Cash Flow Statement

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

Of the \$2,587,486 Cash and Cash Equivalents, \$535,004 is held by the School on behalf of the Ministry of Education. These funds have been provided by the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings. The funds are required to be spent in 2025 on Crown owned school buildings.

8. Accounts Receivable

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Receivables	5,133	9,000	-
Interest Receivable	8,089	-	5,909
Teacher Salaries Grant Receivable	650,633	-	625,972
	<u>663,855</u>	<u>9,000</u>	<u>631,881</u>
Receivables from Exchange Transactions	13,222	9,000	5,909
Receivables from Non-Exchange Transactions	650,633	-	625,972
	<u>663,855</u>	<u>9,000</u>	<u>631,881</u>

9. Inventories

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Stationery	19,532	-	-
School Uniforms	2,989	15,000	13,866
	<u>22,521</u>	<u>15,000</u>	<u>13,866</u>

10. Investments

The School's investment activities are classified as follows:

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Current Asset			
Short-term Bank Deposits	1,291,053	-	1,034,848

NAENAE COLLEGE

For the year ended 31 December 2025

Notes to the Financial Statements

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Transfer from WIP	Depreciation	Total (NBV)
2025	\$	\$	\$	\$	\$	\$
Building Improvements	819,140	40,090	-	-	(38,502)	820,728
Furniture and Equipment	579,918	126,046	-	-	(88,361)	617,603
Information Technology	250,181	60,148	-	-	(100,430)	209,899
Motor Vehicles	55,588	-	-	-	(12,836)	42,752
Leased Assets	102,886	27,300	-	-	(39,835)	90,351
Library Resources	40,508	7,667	-	-	(5,196)	42,979
Balance at 31 December 2025	1,848,221	261,251	-	-	(285,160)	1,824,312

The net carrying value of equipment held under a finance lease is \$90,351 (2024: \$102,886).

	2025 Cost or Valuation \$	2025 Accum Depn \$	2025 Net Book Value \$	2024 Cost or Valuation \$	2024 Accum Depn \$	2024 Net Book Value \$
Building Improvements	1,053,012	(232,284)	820,728	1,012,922	(193,782)	819,140
Furniture and Equipment	1,324,395	(706,793)	617,603	1,198,350	(618,432)	579,918
Information Technology	1,137,138	(927,239)	209,899	1,076,990	(826,809)	250,181
Motor Vehicles	181,804	(139,053)	42,752	181,804	(126,216)	55,588
Leased Assets	168,423	(78,072)	90,351	141,122	(38,236)	102,886
Library Resources	137,389	(94,410)	42,979	129,722	(89,214)	40,508
Balance at 31 December 2024	4,002,162	(2,177,850)	1,824,312	3,740,910	(1,892,689)	1,848,221

12. Accounts Payable

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Creditors	306,275	240,000	153,633
Accruals	249,932	-	28,518
Employee Entitlements - salaries	650,633	-	625,972
Employee Entitlements - leave accrual	132,433	50,000	56,842
	1,339,274	290,000	864,965
Payables for Exchange Transactions	1,206,841	240,000	808,123
Payables for Non-exchange Transactions - Other	132,433	50,000	56,842
	1,339,274	290,000	864,965

The carrying value of payables approximates their fair value.

NAENAE COLLEGE

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

13. Borrowings

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Loans due in one year	23,005	23,005	23,005
Loans due after one year	23,005	15,000	46,010
	<u>46,010</u>	<u>38,005</u>	<u>69,015</u>

The school has borrowings at 31 December 2025 of \$46,010 . This loan is from the Energy Efficiency and Conservation Authority (EECA) for LED Lighting. The loan is unsecured and is interest free.

14. Revenue Received in Advance

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Other revenue in Advance	61,842	90,000	59,827
	<u>61,842</u>	<u>90,000</u>	<u>59,827</u>

15. Provision for Cyclical Maintenance

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Provision at the Start of the Year	359,153	359,153	296,000
Increase to the Provision During the Year	108,747	14,111	86,083
Use of the Provision During the Year	-	-	(22,930)
Provision at the End of the Year	<u>467,900</u>	<u>373,264</u>	<u>359,153</u>
Cyclical Maintenance - Current	63,000	-	-
Cyclical Maintenance - Non current	404,899	373,264	359,153
	<u>467,900</u>	<u>373,264</u>	<u>359,153</u>

The schools cyclical maintenance schedule details annual painting to be undertaken, the costs associated to this annual work will vary dependent on the requirements during the year. This plan is based on the schools 10 Year Property plan prepared by a Ministry Engaged Consultant.

NAENAE COLLEGE

For the year ended 31 December 2025

Notes to the Financial Statements

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	51,302	17,700	37,861
Later than One Year and no Later than Five Years	58,278	61,000	70,940
Future Finance Charges	(11,085)	-	-
	<u>98,495</u>	<u>78,700</u>	<u>108,801</u>
Represented By			
Finance Lease Liability - Current	44,859	17,700	37,861
Finance Lease Liability - Non current	53,635	61,000	70,940
	<u>98,495</u>	<u>78,700</u>	<u>108,801</u>

17. Funds held in Trust - J Hendren Trust

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Funds Held in Trust - J Hendren Trust	15,125	-	15,125
	<u>15,125</u>	<u>-</u>	<u>15,125</u>

These funds are held in trust to assist students with advanced studies in music.

18. Funds held in Trust - Hutt Valley Activity Centre

Naenae College is the lead school funded by the Ministry of Education to provide the umbrella service for the Hutt Valley Activity Centre.

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Funds Held at Beginning of the Year	246,126	246,126	199,674
<i>Revenue</i>			
Funds received from the Ministry of Education	128,515	177,030	234,574
Total funds available	<u>374,641</u>	<u>423,156</u>	<u>434,248</u>
<i>Expenses</i>			
Employee Benefit - Salaries	43,152	85,000	44,206
Administration	22,795	58,242	34,179
Property	50,454	19,150	174,667
	<u>116,401</u>	<u>162,392</u>	<u>253,052</u>
Funds Held at Year End	<u>242,088</u>	<u>300,000</u>	<u>246,126</u>

These assets and liabilities form part of the school's assets and liabilities and are presented on the school's statement of financial position.

NAENAE COLLEGE

For the year ended 31 December 2025

Notes to the Financial Statements

19. Funds Held for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects. The amount of cash held on behalf of the Ministry for capital works project is included under cash and cash equivalents in note 7.

2025		Opening Balances	Receipts from MoE	Payments	BOT Contribution/ (Write-off to R&M)	Closing Balances
		\$	\$	\$	\$	\$
Admin Upgrade	<i>In progress</i>	(143,781)	-	-	-	(143,781)
Block XA Roof Repair	<i>Completed</i>	(4,709)	-	-	4,709	-
Electrical Repairs & Replacement	<i>Completed</i>	(479)	-	-	479	-
Hardscaping Project	<i>In progress</i>	(103,238)	-	(77,037)	-	(180,275)
Learning Support Upgrade	<i>Completed</i>	1,875	-	-	(1,875)	-
Music	<i>In progress</i>	(3,065)	-	-	-	(3,065)
Platform Lift	<i>Completed</i>	(1,256)	-	-	1,256	-
Roof	<i>In progress</i>	11,177	2,535,249	(2,011,422)	-	510,882
Student Toilet Upgrade	<i>Completed</i>	(7,287)	-	-	7,287	-
Totals		(250,763)	2,535,249	(2,088,459)	11,856	183,761

Represented by:

Funds Held on Behalf of the Ministry of Education

510,882

Funds Due from the Ministry of Education

(327,121)

183,761

2024		Opening Balances	Receipts from MoE	Payments	BOT Contribution / (Write-off to R&M)	Closing Balances
		\$	\$	\$	\$	\$
Admin Upgrade	<i>In progress</i>	449,643	1,260,295	(1,853,719)	-	(143,781)
Block XA Roof Repair	<i>In progress</i>	(4,709)	-	-	-	(4,709)
Electrical Repairs & Replacement	<i>In progress</i>	1,054	-	(1,533)	-	(479)
Hardscaping Project	<i>In progress</i>	(14,101)	500,290	(589,427)	-	(103,238)
Learning Support Upgrade	<i>In progress</i>	1,875	-	-	-	1,875
Music	<i>In progress</i>	(3,065)	-	-	-	(3,065)
Platform Lift	<i>In progress</i>	(7,334)	7,375	(1,297)	-	(1,256)
Roof	<i>In progress</i>	17,579	245,000	(251,402)	-	11,177
Student Toilet Upgrade	<i>In progress</i>	(7,287)	-	-	-	(7,287)
Totals		433,655	2,012,960	(2,697,378)	-	(250,763)

Represented by:

Funds Held on Behalf of the Ministry of Education

13,052

Funds Due from the Ministry of Education

(263,815)

(250,763)

NAENAE COLLEGE

For the year ended 31 December 2025

Notes to the Financial Statements

20. Related Party Transactions

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

Related party disclosures have not been made for transactions with related parties that are within a normal supplier or client/recipient relationship on terms and 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.

21. Remuneration

Key management personnel compensation

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

	2025 Actual \$	2024 Actual \$
<i>Board Members</i>		
Remuneration	7,000	4,910
<i>Leadership Team</i>		
Remuneration	613,488	663,519
Full-time equivalent members	4.00	3.00
Total key management personnel remuneration	620,488	668,429
Total full-time equivalent personnel	4.00	3.00

There are 8 members of the Board excluding the Principal. The Board had held 10 meeting minutes of the Board in the year. As well as these regular meetings, including preparation time, the Presiding Member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal

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

	2025 Actual \$000	2024 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	190 - 200	190 - 200
Benefits and Other Emoluments	5 - 6	5 - 6

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	22	11
110 - 120	13	14
120 - 130	4	3
130 - 140	2	3
	41	31

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

NAENAE COLLEGE

For the year ended 31 December 2025

Notes to the Financial Statements

22. Contingencies

There are no contingent liabilities and no contingent assets (except as noted below) 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 school boards of trustees, 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 of 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 additional funding for both the Support Staff in Schools' Collective Agreement (CA) Settlement and the Teacher Aide Pay Equity Settlement. 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.

23. Commitments

(a) Capital Commitments

As at 31 December 2025 the Board has contracts for capital works as follows:

Contract Name	Contract Amount	Spend To Date	Remaining Capital Commitment
Admin Upgrade	3,119,845	2,957,711	162,134
Hardscaping Project	750,000	749,065	935
Roofing Project	6,260,000	2,384,705	3,875,295
Total	10,129,845	6,091,481	4,038,364

(b) Operating Commitments

As at 31 December 2025 the Board had not entered into any operating agreements.
(Operating commitments at 31 December 2024: \$nil)

NAENAE COLLEGE

For the year ended 31 December 2025

Notes to the Financial Statements

24. Financial Instruments

The carrying amount of financial assets and liabilities in each of the financial instrument categories are as follows:

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
Financial assets measured at amortised cost			
	\$	\$	\$
Cash and Cash Equivalents	1,296,433	2,160,388	1,186,888
Receivables	663,855	9,000	631,881
Total Financial Assets Measured at Amortised Cost	<u>1,960,289</u>	<u>2,169,388</u>	<u>1,818,769</u>
Financial liabilities measured at amortised cost			
Payables	1,339,274	290,000	864,965
Non-Exchange Liabilities - Loans	46,010	38,005	69,015
Finance Leases	98,495	78,700	108,801
Total Financial Liabilities Measured at Amortised Cost	<u>1,483,778</u>	<u>406,705</u>	<u>1,042,781</u>

25. Events After Balance Date

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

26. Comparatives

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

NAENAE COLLEGE

Members of the Board

For the year ended 31 December 2025

Name	Position	How position on Board gained	Occupation	Term expired/expires
Milica Ziavanovic	Presiding Member	Elected		September 2028
Karen Shepherd	Deputy Chair	Elected	Teacher Aide	Resigned effective July 2025
Derek Saumolia	Parent Representative	Elected		September 2025
Loudeen Parsons	Parent Representative	Elected	Social Policy Researcher	September 2025
Daniel Bowbyes	Parent Representative	Selected June 2025		September 2028
Zinh Yee Liew		Co-opted		September 2025
Kamaia Renata	Staff Representative			September 2025
Liana Fecteau	Student Representative		Student	September 2025
Chris Taylor	Principal	Appointed Feb 2023	Principal	
Arif Ali	Parent Representative	Elected		September 2028
Kelly Palmer	Parent Representative	Elected		September 2028
Hoani Smith	Parent Representative	Elected		September 2028
Rebekah Gaffney	Staff Representative			
Kiera Harrison	Student Representative		Student	

NAENAE COLLEGE

Kiwisport Statement / Employment Policy Statement For the year ended 31 December 2025

Kiwisport is a Government funding initiative to support students participation in organised sport.

In 2025 the School received total Kiwisport funding of \$21,891 (2024: \$21,279).

The funding was spent on employing a Sports Director to assist in promoting and organising sport in the College and on coach education.

Statement of Compliance with Employment Policy

For the year ended 31 December 2025 the Naenae College Board:

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

Independent auditor's report

To the readers of the financial statements of Naenae College for the year ended 31 December 2025

The Auditor-General is the auditor of Naenae College (the School). The Auditor-General has appointed me, Michael Rania, using the staff and resources of Moore Markhams Wellington Audit, to carry out the audit of the financial statements of the School on pages 2 to 21, that comprise the statement of financial position as at 31 December 2025, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

Opinion

We have audited the financial statements of the School on pages 2 to 21, which comprise the statement of financial position as at 31 December 2025, and the statement of comprehensive income, statement of changes in equity and statement of cash flows for the year then ended, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion, the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2025, and
 - its financial performance and its 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 (Public Sector PBE Standards RDR)

Our audit was completed on 29 May 2026. This is the date at which our opinion is expressed.

The basis for our opinion is explained below. In addition, we outline the responsibilities of the Board and our responsibilities relating to the financial statements, we comment on other information, and we explain our independence.

Basis for 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 opinion.

Responsibilities of the Board for the financial statements

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

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.

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

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board is required to prepare an annual report which includes the annual financial statements and the audit report, as well as a Statement of Variance, an Evaluation of the School's Students' Progress and Achievement, a Statement of Compliance with Employment Policy, and a Statement of KiwiSport funding. The Board is responsible for the other information that it presents alongside its annual financial statements.

The other information obtained at the date of our audit report includes copies of the Statement of Variance, Evaluation of the School's Students' Progress and Achievement, Statement of Compliance with Employment Policy, 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.



Michael Rania | **Moore Markhams Wellington Audit**
On behalf of the Auditor-General | Wellington, New Zealand

NAENAE COLLEGE



Annual Plan 2025 Analysis of Variance Report

Contents

Strategic Plan Review	3
Principals' reflection on 2025 Strategic Plan	6
Positive	6
Work on	8
2025 Annual Plan Variance Statement	9
Summary of Faculty reports.....	12
Appendices	17
Appendix A: Academic Data.....	17
Appendix B: Attendance Data	32
Appendix C: Internal Data	35
Appendix D: Faculty Reports.....	40
Appendix E: Hauora action plan	41
Appendix F: Literacy action plan	43
Appendix G: Numeracy action plan	45

Strategic Plan Review

Focus	Development goals	Development plan outlines	2025				Current Outcome targets from development plans	
			T1	T2	T3	T4		
Tuakiritanga Bicultural citizenship and cultural identity	1.1	A PLD programme will be developed to ensure all kaimahi (staff) are growing in their understanding of Te Ao Māori, te reo, Aotearoa history and the cultural identity and values of all ākonga	1.1 Te Ao Māori, te reo Māori and Aotearoa History					Revisit te tiriti work from last year's Niho Taniwha course using the "understanding Te Tiriti" handbook to continue developing teachers cultural competence and see this transferred into classroom practice. This will be evaluated by use of a survey to ascertain staff level of understanding of te tiriti facts and how these have influenced NZ society and the education space.
	1.2	Māori ākonga will be nurtured to experience success as Māori	1.2 Māori Achievement					To imbed and enhance the gains made by the Māori achievement committee so that they can drive the improvement in students engagement and achievements. Grow numbers of community who attend the 3 hui per year by 10% Evaluate the effectiveness of TAMKIV and Mana Tangata programmes at delivering a Te Ao Māori perspective for students, and look to how learnings from these can be implemented across the whole LAR program for 2026 Improve the outcomes of those students who are part of the targeted chronic attendance group by reducing the number down from 54 to 45 by the end of the year.
	1.3	To improve qualification outcomes for Pasifika ākonga	1.3 Pasifika Achievement					
	1.4	All ākonga will grow in their understanding of the kura Uara (values), tikanga Māori, te reo, Aotearoa history and their own cultural identity as a citizen of Aotearoa/NZ	1.4 Uara. cultural identity and bicultural citizenship					Improve engagement (and therefore attendance) for all students through connection to our Uara and our Whānau system. This will be achieved collectively by the pastoral team by focusing on attendance systems, academic mentoring, LAR programme, student leadership and implementation of a whānau points system.
Hauora Promoting wellbeing for all.	2.1	To improve the understanding and uptake of restorative practices across our kura through deliberate professional learning and teaching for staff, students, and community.	2.1 Restorative Practice					Strengthen and upskill teaching staff on 'restorative chats' to help students manage themselves and learn to keep 'the small things small'
	2.2	Ensure all ākonga in Y9-11 receive a quality health education programme, consistent with the te whare tapa wha model. This includes sharing resource material with whanau.	2.2 Health Education programme					To review (in consultation with the community) the needs of students for health education and use this to develop a plan for teaching and learning for 2025/26
	2.3	Develop the graduate profile model to prepare for personalised annual improvement plans for all ākonga	2.3 Career Guidance and Transition Education					To ensure all ākonga have access to and engage in a career education programme that develops a strong sense of self and work-ready skills and establishes connections across life, learning and the world of work.

Focus	Development goals	Development plan outlines	2025			Current Outcome targets from development plans	
Mana Tangata Student achievement through quality teaching	3.1	To ensure all staff receive the professional development and resources to play their part in delivering on the annual plan.	3.1 Kaimahi Professional Learning				To deliver a PLD plan based on the annual plan strategic goals with 85% of staff satisfied or very satisfied that it has met their needs by the end of 2025. PLD focus areas for 2024: 1.4: Uara, cultural identity and bicultural citizenship 3.2: Schoolwide literacy plan 3.4: Numeracy
	3.2	To improve Literacy Skills in the key areas of Reading and Writing through a targeted approach across all curriculum areas in Years 9 - 11 and within the LAR curriculum	3.2 Schoolwide literacy plan				Student achievement in NCEA will not be impeded by their literacy levels, with the goal that 90% of students will pass the Literacy Common Assessment Activity by the end of Y11. In 2024, the target is for Reading pass rates in year 11 to rise to 75% and Writing pass rates to rise to 66%.
	3.3	To ensure all ākonga in the junior school are taught the necessary numeracy skills to achieve the NCEA numeracy CAA requirements	3.3 Numeracy				CAA - 70% of Students at Naenae College who undertake CAA during the 2025 academic year will pass. Numeracy from NCEA Level One - 80% of students at Naenae College will have attained NCEA Level One Numeracy by the end of their schooling.
	3.3	Deliver a quality LAR teaching programme for each year level which embeds the school values, strengthens belonging, and encourages engagement and academic success	3.4 Learning Advisor Rōpū programme				Creating a cohesive LAR programme that meets the needs of the whole student body, including year plan, term plan, units of work and resources.
	3.5	Promote and celebrate excellence at every level in the school in culturally appropriate ways.	3.5 Celebration of achievement				Celebration of success evening in Term 3 for Pasifika and Māori, as well as appropriate end of year Prizegiving
Tukunga School kawa that supports student learning	4.1	To develop and maintain a comprehensive longitudinal database to drive continuous improvement across all elements of the strategic plan.	4.1 Monitoring and evaluation				Create whole school monitoring and evaluation systems to inform decision making from a strategic viewpoint, in the following areas by end 2025: Tukunga 4.2 Attendance and Engagement Student wellbeing Academic tracking Student graduation profile
	4.2	To raise attendance and engagement to pre-covid levels	4.2 Attendance and engagement				Raise regular attendance from 31% to 55% Improve attendance systems and monitoring of those systems in LAR Reduce irregular attendance from 22% to 15% Improve attendance systems and monitoring of systems with Whānau heads Targeted response to irregular attendance within European students within the year 11 & 12 cohort Reduce moderate attendance from 15% to 10% Improve attendance systems and monitoring of systems with Whānau heads, Guidance team and SLT Targeted response for medical absences to reduce from 27% down to 20% within year 10 & 11 who identify as Asian and European Reduce chronic attendance from 26% to 20% Improve attendance systems and monitoring of systems with Guidance team and SLT

Focus	Development goals	Development plan outlines	2025		Current Outcome targets from development plans
Hononga Connecting school, home, and places of learning and work.	5.1 To develop and maintain active partnerships with Kahui Ako, whanau/caregivers, iwi and community groups , tertiary education providers and relevant employers to enhance learning outcomes and future pathways for ākongā.	5.1 Communication and partnerships			Evaluation of Schoolbridge application with 80% satisfied or very satisfied
Rawa Resource development and financial management	6.1 To ensure a high standard of care and maintenance of school facilities	6.1 Maintenance and care of facilities			Create a year plan of maintenance that the Property Manager can use to ensure regular maintenance and care of facilities Direct management of property team to insure quality and standards are improved
	6.2 To ensure the property plan supports the strategic goals of the kura	6.2 Capital works and 10 year property plan			Create a new 10YA Property Plan with MOE for 2025 to 2035
	6.3 There will be astute financial management with resources targeted to meet the priorities of this plan	6.3 Budget Planning			Create a business plan to manage finances and non committed funds

Principals' reflection on 2025 Strategic Plan

Positive

1.1 Staff growing in their understanding of Te Tiriti o Waitangi

Staff had PLD that followed on from last year, looking at 'how' to implement Te Tiriti in the classroom. There was also 3 select groups (SLT, Guidance team, and Teaching & Learning Team) who undertook some further PLD on using the "Niho Taniwha" framework to enhance our practice within the Kura.

1.3 Improvement in Pasifika achievement

The Pasifika improvement plan was launched at the end of 2024 and there is already evidence of success in this space. Percentage pass rates are up and on par with similar equity index schools in Year 11. In year 12 & 13 they are up by over 10% from the previous year and in year 13 are at or above the relevant national average indicators.

1.4 Pastoral care more closely linked with our Uara

The focus of this year was on linking behaviours with our values and using them to drive improvement in the domain of pastoral care. Each whānau head was asked to choose a specific area to focus on for improvement within their whānau. Attendance was a target area for 3 of the 4 and this was reflected in the overall improvement within the Kura.

There was an increased emphasis on messaging through assemblies, whānau assemblies, communication home and on social media. The messages were about linking our values with positive behaviours.

2.3 Career Guidance and Transition Programme

This is an area of huge success. There are many examples of successful initiatives being run within the Kura for help students transition into either further study, university or work force. There are further detailed in the department reports. This area is a significant point of difference for our Kura and should be celebrated.

3.1 Staff Professional Learning and Development (PLD)

Our PLD programme is an area of strength. We focus on only a few key areas and do not change those around each year. All PLD is delivered internally utilising the strengths of the staff instead of spending money on outside presenters who have limited understanding of our context. The improvement in pastoral care, literacy and numeracy is reflected in the attention given to those areas over the last two years in PLD space.

3.2 Whole school literacy

This is an area that is showing improvement (see results in Annual Variance plan)

3.3 Whole school numeracy

This is an area that is showing improvement (see results in Annual Variance plan)

3.4 Learning Advisory Roopu programme

This was excellent this year with one staff member assigned to this and delivering fantastic results. The Programme was delivered in a cohesive framework across the whole school when in previous years one person was responsible for each year group. An evaluation survey of this programme spoke to the success of the programme from a student perspective. However, there was a variability of delivery from teacher to teacher. Staff that used the programme had success and students were very happy. Those that did not deliver the whole programme or only parts of it had limited success.

3.5 Celebration of success

The Māori and Pasifika celebration of success evening were very successful. Numbers of both were high again and feedback from them was very positive. Our formal celebrations of success at the end of the year included Service Academy "March Out", both Senior & Junior Prizegiving and Senior Graduation were once again well attended and feedback was positive.

A new initiative this year was to change the name of our merit assemblies to Te Huniga Kaiaka (High Achievers Ceremony), change up the format and invite whānau along. This proved to be very successful with many excellent comments from parents.

4.1 Monitoring of data for evaluation

This is an area that has grown in 2025. The use of data has always been a key driver of the principal, however this year SLT and other significant staff used a lot more data to inform programmes and practice. The new strategic plan for 2026-2028 is an example of this with data included in evaluation and used to set new targets.

5.1 Communication with 'Schoobridge' application

The goal this year was to imbed the use of Schoolbridge as a primary form of communication with home. There has been new process added for subject selection, conference bookings, and Education Outside The Classroom (EOTC). This has seen a steady increase in numbers using this platform.

6.2 10-year property plan

This was created in consultation with the BOT and Ruruku (our Property Management consultants). This was well thought out and submitted to the Ministry of Education for review and approval. We await their decision around this plan.

6.3 Business plan

This was created and tabled as part of the new three-year strategic plan for 2026 to 2028 for the BOT to consider. In this the BOT set a base line surplus to not exceed, spending of excess surplus over the three-year period as well as setting aside annual funding surplus for maintenance, and asset replacement.

Work on

1.2 Māori achievement

While there have been some improvements in this area the academic success and attendance of Māori students is still a work. Our Year 11 pass rate improved from 25 to 47%. In year 12 there was a 27% improvement, in year 13 there was a decline in pass rates from 66 down to 57 %.

However, the reason this is still a work on is the below average pass rates of Māori students across the country. While we have improved, we do not believe it is good enough, yet! Māori students are still underperforming compared to other ethnicities.

Māori regular attendance statistics rose from 71% in 2024 to 73% in 2025. This is on the back of a significant reduction in chronic attendance from an average of 95 students below 70% in 2024 down to 64 students in 2025.

2.1 Restorative practices within pastoral care

This is a continued area to work on as in 2024 we unable to employ a dedicated lead restorative practitioner because there are limited people within the country who can fill this roll. We have attempted to promote within the school and upskill but have had limited success. One of the staff identified as a possibility moved away from Wellington at the end of the year to be with family, the other one has said that after some further thought they are no longer able to dedicate the time required to learn and upskill.

2.2 Health Education consultation with the community

This was removed as a requirement by the current government so we have moved this into the next strategic plan and will carry this out on our own as we believe its still important to ask the community what if anything they want to be included in our Health and Sexuality Education programme.

4.2 Attendance

There have been shifts in this area (see Annual Variance report for full details). However, it remains as a work on as we are still short of what is expected as national targets are set for regular attendance across the country.

6.1 Property Maintenance Plan

This year there was a maintenance plan created by the Property Manager and shown to the Resource Committee of the Board of Trustees. However, this is not a live document as yet and will need plenty more work to become an annual plan that is followed.

2025 Annual Plan Variance Statement

		Whole School Goals	Targets	Result	Variance
Tuakiritanga Bicultural citizenship and cultural identity	1.4	All ākonga will grow in their understanding of the college Uara, Tikanga Māori, te reo Māori, Aotearoa history and their own cultural identity as a citizen of Aotearoa/NZ	Improve engagement (and therefore attendance) for all students through connection to our Uara and our Whānau system. This will be achieved collectively by the pastoral team by focusing on attendance systems, academic mentoring, LAR programme, student leadership and implementation of a whānau points system.	Improvement in engagement is difficult to measure, and even more difficult to connect to the use of values. In this case attendance and Pastoral counts from KAMAR have been used See Appendix B: Attendance See Appendix E: Houra	In 2025 there was a reduction (avg. across all 4 terms on 'Everyday matters report') <ul style="list-style-type: none"> • ? marks from 3.94 to 3.7 % • T from 4.00 to 2.93% • Regular attendance rose from 37.5 to 49% • Chronic attendance reduced from 26.5 to 17.75 % In 2025 our KAMAR data indicated <ul style="list-style-type: none"> • Reduction in standdowns for Māori students from 21 to 7% • Total of 5,506 negative pastoral counts • Total of 3,102 positive pastoral intervention counts, of those the highest count was values vouchers of 1,391
Mana Tangata Student achievement through quality teaching	3.2	To improve Literacy Skills in the critical areas of Reading and Writing through a targeted approach across all curriculum areas in Years 9 - 11 and within the LAR curriculum	CAA - 70% of Students at Naenae College who undertake CAA during the 2025 academic year will pass. (<u>National Rates from 2024</u> - Reading 69.6, Writing 66.1) Literacy from NCEA Level One - 90% of students at Naenae College will have attained NCEA Level One Literacy by the end of their schooling.	See Appendix A: Academic Data See Appendix F: Literacy Data	Data from NCEA shows <ul style="list-style-type: none"> • Literacy pass rates for Y11 increased from 58 to 73%, in Y12 there was a 2 % decline and Y13 rose from 88 to 93% • The overall cumulative pass rate of 93% reached the target goal of 90%, and was above national indicators <p>These results are cumulative for the CAA tests twice a year and continued NCEA assessments within classes. These cumulative results suggest that for our students' assessments outside of the CAA assessments are still a method of assessment that is more effective for our students.</p>

					<p>Regarding just the CAA tests, data from our own tracking shows:</p> <ul style="list-style-type: none"> • CAA reading results dropped from 70 to 65%. • CAA writing results dropped from 66 to 65%. <p>This variance can be explained when considering that in 2025 we lowered the bar for students sitting the CAA from 4A down to 4B to include more students in the testing. In 2025 we entered 88 more students into the Reading assessment, and 101 more into the writing assessment.</p> <p>This increase in students sitting the assessment was related to lowering the entrance criteria. In this case that means students will lower curriculum levels has also correlated with lower pass rates.</p>
Mana Tangata Student achievement through quality teaching	3.3	To ensure all ākonga in the junior school are taught the necessary numeracy skills to achieve the NCEA numeracy CAA requirements	<p>CAA - 70% of Students at Naenae College who undertake CAA during the 2025 academic year will pass.</p> <p>Numeracy from NCEA Level One - 80% of students at Naenae College will have attained NCEA Level One Numeracy by the end of their schooling.</p>	<p>See Appendix A: Academic Data See Appendix G: Numeracy Data</p>	<p>Data from NCEA shows</p> <ul style="list-style-type: none"> • Numeracy pass rates for Y11 increase from 55 to 64%, declined in Y12 and rose in Y13 from 89 to 94% • This exceeded the national indicator <p>Regarding just the CAA tests, data from our own tracking shows:</p> <ul style="list-style-type: none"> • Increase in pass rate from 41 to 60% <p>While this does not match the target goal the variance can be explained when considering that in 2025, we lowered the bar for students sitting the CAA from 4A down to 4B to include more students in the testing.</p> <p>This data shows we can meet our target goal of leavers being able to gain Numeracy. We continue to be able to help students get there if they stay at school and keep working we us.</p>

<p>Tukunga School kawa that supports student learning</p>	<p>4.2</p>	<p>To raise attendance and engagement to pre-covid levels.</p> <p>NOTE: Adjusted to MOE Stepped Attendance Response (STAR)</p> <table border="1" data-bbox="371 475 725 576"> <thead> <tr> <th>Student Categories</th> <th>Student with</th> <th>Equivalent to</th> </tr> </thead> <tbody> <tr> <td>Regular attendance</td> <td>over 90% attendance</td> <td>missing fewer than</td> </tr> <tr> <td>Irregular absence</td> <td>more than 80% and up to 90% attendance</td> <td>absent for between</td> </tr> <tr> <td>Moderate absence</td> <td>more than 70% and up to 80% attendance</td> <td>absent for between</td> </tr> <tr> <td>Chronic absence</td> <td>70% attendance or less</td> <td>absent for 15 days</td> </tr> </tbody> </table>	Student Categories	Student with	Equivalent to	Regular attendance	over 90% attendance	missing fewer than	Irregular absence	more than 80% and up to 90% attendance	absent for between	Moderate absence	more than 70% and up to 80% attendance	absent for between	Chronic absence	70% attendance or less	absent for 15 days	<ul style="list-style-type: none"> • Raise regular attendance from 31% to 55% <ul style="list-style-type: none"> • Improve attendance systems and monitoring of those systems in LAR • Reduce irregular attendance from 22% to 15% <ul style="list-style-type: none"> • Improve attendance systems and monitoring of systems with Whānau heads • Targeted response to irregular attendance within European students within the year 11 & 12 cohort • Reduce moderate attendance from 15% to 10% <ul style="list-style-type: none"> • Improve attendance systems and monitoring of systems with Whānau heads, Guidance team and SLT • Targeted response for medical absences to reduce from 27% down to 20% within year 10 & 11 who identify as Asian and European • Reduce chronic attendance from 26% to 20% <ul style="list-style-type: none"> • Improve attendance systems and monitoring of systems with Guidance team and SLT • Targeted response to Chronic absences in Māori students within the year 12 & 13 cohorts 	<p>See Appendix B: Attendance data</p>	<p>Attendance data is calculated as an average over the 4 terms.</p> <ul style="list-style-type: none"> • In 2025 regular attendance rose from 37.5 to 49%. This is a significant increase but does not reach the target goal of 55% • In 2025 irregular attendance reduced from 23.5 to 21.25%. This is an improvement however does not reach the set goal of 15%. Targeted interventions at for European students were not as effective as expected. • In 2025 moderate attendance reduced from 12.75 to 11.75%. This was close to the set target 10%. The target approach was to challenge medical attendance as we felt many excuses were being used. This seems to have had some impact. However, there is only a 0.7% decrease in medicals across the whole school • In 2025 chronic attendance reduced from 26.5 to 17.75%. This is a significant shift and meets the target goal of 20%. The extra funding and resourcing from the BOT into the guidance team, with an extra social worker and whānau support worker is paying dividends in this area. • This area is still overrepresented by Māori students. However, there has been a reduction from (on average across 4 terms) from 95 Māori students in 2024 down to 64 Māori students with Chronic attendance in 2025.
Student Categories	Student with	Equivalent to																		
Regular attendance	over 90% attendance	missing fewer than																		
Irregular absence	more than 80% and up to 90% attendance	absent for between																		
Moderate absence	more than 70% and up to 80% attendance	absent for between																		
Chronic absence	70% attendance or less	absent for 15 days																		

Summary of Faculty reports

Learning Support Department

- **Summary Statement:** The department is focused on empowering every learner through the Mana Tangata strand, successfully driving a 12% increase in overall CAA achievement through targeted interventions, while also focusing on stabilizing staff and improving outcomes for specific student groups.
- **Highlights (2025):**
 - A **12% increase in overall CAA achievement** compared to 2024.
 - Significant success for students utilizing **Special Assessment Conditions (SAC)** provisions, confirming the efficacy of targeted support.
 - Successful growth of internal leadership, with staff taking on management of Student Referral forms and testing allocations.
 - Secured Ollie Kryjen for 2026 to support Year 9 transitions and maternity leave cover.
- **Areas to Improve / Concerns (2026 Focus):**
 - High staff turnover in 2025 required considerable adaptability from the team.
 - Focus for 2026 is to **close the achievement gap for Pasifika males** in external reading standards.
 - Need to address **transition anxiety** for junior school students.

Pasifika Performing Arts (PPA)

- **Summary Statement:** PPA continues to be a high-performing learning area with exceptionally strong achievement outcomes at Levels 2 and 3 (over 94% pass rate), reflecting high student engagement, a strong proportion of Excellence credits, and a successful culturally-centred approach.
- **Highlights (2025):**
 - Overall pass rates were **94.2% at Level 2** and **97.4% at Level 3**.
 - A **significant proportion of credits were awarded at Excellence level**, demonstrating genuine academic depth.
 - The **tuākana-teina approach** (older students mentoring younger) was central to the successful pedagogy.
 - Successfully integrated external tutors from **Taumata Whitireia** to strengthen choreographic skills.
- **Areas to Improve / Concerns (2026 Focus):**
 - A **small disparity in male achievement** remains a focus for targeted support.
 - **Confidence among Year 13 students** and development of **leadership, commitment, and communication** skills were noted as areas for further development.
 -

English Department

- **Summary Statement:** The department successfully secured 76% of available credits in ENG100 but identified a need to improve outcomes for Māori and Pasifika students and lift the proportion of higher-level achievement (Merit and Excellence).

- **Highlights (2025 ENG100):**
 - Students secured **76%** of the available credits in ENG100 overall.
 - 75% of surveyed students felt they had learnt new skills, and 85% felt prepared for the AS1.1 assessment.
 - Explicit teaching of texts and various scaffolded strategies proved successful in improving student outcomes.
- **Areas to Improve / Concerns (2026 Focus):**
 - Māori and Pasifika students achieve at noticeably **lower levels** than the cohort average.
 - Need to focus on translating strong engagement into **higher-level outcomes** (Merit/Excellence).
 - Teachers need to support students to move beyond descriptive responses into explanation and analysis.

Mathematics Department

- **Summary Statement:** The department achieved significant improvement in the CAA Numeracy pass rate (from 13.5% to 25.7%) and overall Level 1 achievement in 2025, but faces ongoing challenges with low attendance, NCEA Level 2 results, and student literacy skills for problem-solving.
- **Highlights (2025):**
 - Numeracy CAA pass rate in NUM100 **improved to 25.7%** (up from 13.5% in 2024).
 - MAT100 pass rate for 14 or more credits **increased to 70%** (up from 63.6% in 2024).
 - New staff joined, and professional development on the Numeracy CAA improved staff understanding.
- **Areas to Improve / Concerns (2026 Focus):**
 - **NCEA Level 2 results** need to improve across all three courses.
 - **Literacy strategies** (reading and comprehension) remain a major barrier for students when explaining how they solve problems.
 - Need to provide **ongoing support for NUM100**, starting in junior school, and improve student attendance and engagement.

Social Sciences Faculty

- **Summary Statement:** After rebuilding, the faculty successfully refined its processes, leading to improved staff assessment expertise and the integration of numeracy into junior programs. The focus for 2026 is on strengthening explicit literacy and ensuring all students attempt every internal standard for opportunities for excellence.
- **Highlights (2025):**
 - **Increased overall competency of staff** and assessment expertise; two staff members completed their training teacher programmes.
 - Successfully **integrated numeracy** into junior programmes, which is reflected in the school's overall numeracy performance.
 - The 2025 Dux had a full Social Sciences load, reflecting the opportunities for **excellence** in the faculty's subjects.

- **Areas to Improve / Concerns (2026 Focus):**
 - Need to apply knowledge from refined assessments to **scaffold student learning** to enable all diverse learners to succeed.
 - Must now **strengthen explicit literacy efforts** following effective work in numeracy.
 - **History and Geography** were noted as areas for improvement in ensuring students attempt all internal standards offered for excellence.

Science Faculty

- **Summary Statement:** The faculty is focused on developing science capabilities and culturally responsive teaching, which led to a second consecutive year with a complete staff team and an increase in the rigor of assessment design and implementation.
- **Highlights (2025):**
 - Improved processes and increased rigor in the **introduction and moderation of assessment standards**.
 - Increased use of the **STILE** platform to provide scaffolding in scientific literacy (e.g., multi-modal learning, vocabulary quizzes).
 - **Mātauranga Māori** (e.g., Matariki and maramataka) is embedded in the junior astronomy curriculum.
 - Developed an agreed **lesson profile** ("diamond shaped lesson") for consistency across the department.
- **Areas to Improve / Concerns (2026 Focus):**
 - Need to continue to **scaffold learning** to overcome literacy barriers (e.g., encouraging critical reading and reading for different purposes).
 - Numeracy techniques need to become a **normal practice, not just an intervention**.
 - **Communication with whānau** to share positive stories was not increased in line with expectations.

Physical Education Department

- **Summary Statement:** The department is committed to enhancing student wellbeing and providing sport-minded pathways. A focus on literacy and understanding new NCEA standards in 2025 resulted in higher overall success rates in senior courses.
- **Highlights (2025):**
 - Achieved a **higher success rate** in senior courses in 2025 compared to 2024.
 - Successfully reviewed and adapted junior units to reflect appropriate curriculum levels and literacy content.
 - Intentional incorporation of **Mātauranga Māori** through units like Ki o Rahi and Nga Takaro.
 - Brought in outside providers to teach Māori traditional sports.
- **Areas to Improve / Concerns (2026 Focus):**
 - **Feedback** indicates the department **must cover Sexuality Health in 2026**.
 - Still unsure if junior students fully understand how **Hauora/Wellbeing** relates to them.

- Will continue to focus on **literacy** and the **junior health program** to prepare for a senior health course in 2027/2028.

Technology & Drama Faculty

- **Summary Statement:** The faculty saw high student engagement and notable gains in achievement, particularly in Hard Materials and Hospitality. The focus for 2026 is on improving literacy support within practical subjects and streamlining assessment tasks for better student outcomes.
- **Highlights (2025):**
 - **Hard Materials:** Improved results at all levels (TEC100 65%, TEC200 60%, TEC300 44%).
 - **Hospitality:** Ran the first Level 3 Hospitality class (HOS300) in many years, with a 53% pass rate.
 - **Digital Technologies:** Sustained results with the programming game unit achieving the highest engagement and pass rate.
- **Areas to Improve / Concerns (2026 Focus):**
 - **Hard Materials:** Need to provide **more structured classroom time for reading/writing** plans/notes and shift away from overly time-consuming extension tasks.
 - **Hospitality:** Challenge in **managing logistics** of running nine classes with one specialist room.
 - **Digital Technologies:** Will move the challenging **Database Unit** to Term One 2026 with more scaffolding.

Visual Arts Department

- **Summary Statement:** The department achieved a major highlight with high Excellence results at Level 3 and successfully hosted a cross-curricular event, while their key concerns focus on addressing a low skill level in junior students and a lack of prerequisites for senior courses.
- **Highlights (2025):**
 - External portfolio results for Level 3 with **over 50% of the class achieving Excellence in painting.**
 - Successful cross-curricular **Ringa Toi exhibition** with Hospitality.
 - Approved to run new courses for 2026: **Junior Design and Photography.**
- **Areas to Improve / Concerns (2026 Focus):**
 - The ability and skill level of **Year 11 students was "super low,"** taking time away from accelerated students.
 - **Lack of prerequisites** for Level 2 and 3 is a concern, given the high demands of software knowledge.
 - Need to improve **student autonomy** and encourage students to "take risks" with creating themes.

Careers and Pathways Department

- **Summary Statement:** The department is committed to embedding Te Whānau Tahī values and Restorative Practices to support all students in developing career

management competencies and successfully transitioning out of school, with a focus on being culturally responsive in all program delivery.

- **Highlights (2025):**
 - Strong focus on embedding **Te Whānau Tahī values** and **Restorative Practices** at the centre of their approach.
 - Prioritising being **culturally responsive** to students' needs and interests.
 - Emphasis on establishing **strong connections** across life, learning, and work for students, whānau, and the wider community.
- **Areas to Improve / Concerns (2026 Focus):**
 - The Departmental Vision, Values and Philosophy **will be reviewed** as the National Education Learning Priorities (NELPS) expire in December 2025.
 - Continual work on strategic goals, including **improving qualification outcomes for Pasifika ākongā**.

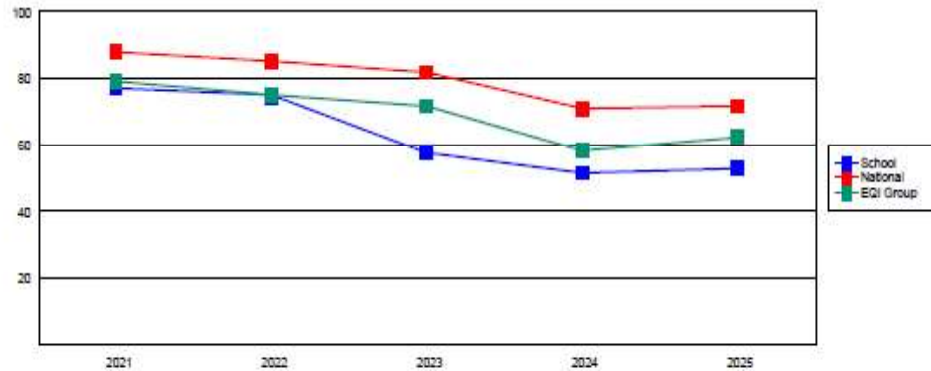
Appendices

Appendix A: Academic Data

PR1 - Participation Based Cumulative Overall Results

Academic Year	Naenae College			National			Many Socioeconomic Barriers (School Equity Index Band)		
	Year 11 NCEA L1	Year 11 NCEA L1	Year 11 Participate	Year 11 NCEA L1	Year 11 NCEA L1	Year 11 Participate	Year 11 NCEA L1	Year 11 NCEA L1	Year 11 Participated
2021	77.1	91	118	87.9	43,071	49,003	79.3	4,136	5,215
2022	75.0	87	116	85.3	42,337	49,609	75.6	4,067	5,379
2023	57.5	61	106	81.9	42,371	51,733	71.9	4,193	5,831
2024	51.4	72	140	71.5	32,218	45,069	58.5	3,468	5,927
2025	53.0	87	164	72.1	33,021	45,814	62.5	3,764	6,023

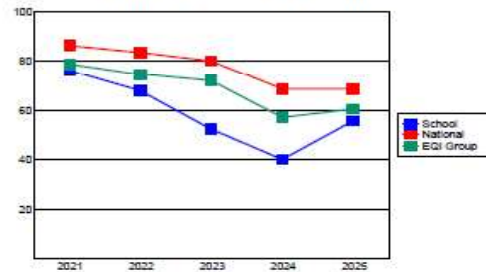
Year 11 - NCEA Level 1



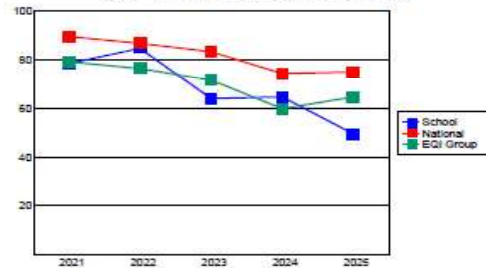
PR1 - Participation Based Cumulative Results by Gender

Academic Year	Naenae College			National			Many Socioeconomic Barriers (School Equity Index Group)		
	Year 11 NCEA L1	Year 11 NCEA L1	Year 11 Participate	Year 11 NCEA L1	Year 11 NCEA L1	Year 11 Participate	Year 11 NCEA L1	Year 11 NCEA L1	Year 11 Participate
Male									
2021	75.8	50	66	86.0	21,231	24,676	78.9	2,208	2,799
2022	67.6	46	68	83.5	21,287	25,489	74.6	2,187	2,930
2023	52.5	32	61	80.0	21,174	26,459	71.8	2,274	3,165
2024	40.3	31	77	68.5	16,000	23,360	57.1	1,890	3,308
2025	56.0	47	84	68.8	16,309	23,705	60.4	1,935	3,201
Female									
2021	78.8	41	52	89.8	21,836	24,323	79.8	1,928	2,416
2022	85.4	41	48	87.3	21,046	24,115	76.8	1,879	2,448
2023	64.4	29	45	83.9	21,197	25,273	72.0	1,919	2,666
2024	65.1	41	63	74.7	16,166	21,630	60.3	1,575	2,613
2025	50.0	40	80	75.7	16,651	22,008	64.9	1,828	2,818

Year 11 NCEA Level 1 - Male



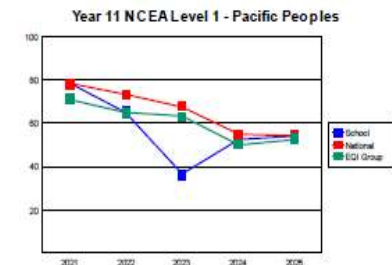
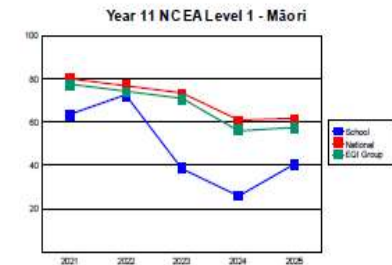
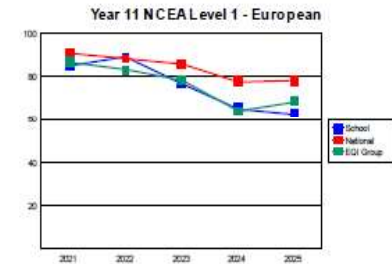
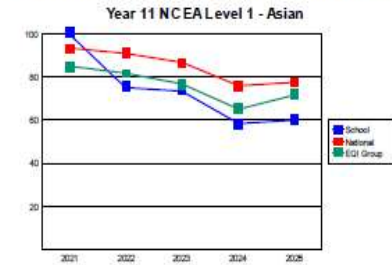
Year 11 NCEA Level 1 - Female



PR1 - Participation Based Cumulative Results by Ethnicity

Academic Year	Naenae College			National			Many Socioeconomic Barriers (School Equity Index Group)		
	Year 11 NCEA L1	Year 11 NCEA L1	Year 11 Participate	Year 11 NCEA L1	Year 11 NCEA L1	Year 11 Participate	Year 11 NCEA L1	Year 11 NCEA L1	Year 11 Participate
Asian									
2021	100.0	11	11	92.7	5,704	6,151	84.6	407	481
2022	75.0	15	20	90.8	5,936	6,540	81.5	448	550
2023	73.3	11	15	86.3	6,483	7,508	76.1	471	619
2024	58.1	18	31	75.4	5,058	6,712	64.9	521	803
2025	60.0	18	30	77.3	5,334	6,899	71.8	599	834
European									
2021	85.1	40	47	90.8	29,228	32,206	86.9	1,756	2,020
2022	88.9	40	45	88.3	28,904	32,744	83.2	1,751	2,105
2023	76.7	23	30	85.7	28,854	33,651	78.2	1,888	2,413
2024	65.1	28	43	77.6	22,075	28,441	64.1	1,563	2,438
2025	62.8	49	78	78.1	22,474	28,783	68.6	1,690	2,462
Māori									
2021	62.8	27	43	79.8	9,188	11,513	76.8	1,758	2,289
2022	71.9	23	32	76.6	9,009	11,766	73.7	1,755	2,381
2023	38.2	13	34	72.6	9,062	12,474	70.1	1,754	2,501
2024	25.7	9	35	60.4	7,323	12,133	55.8	1,481	2,655
2025	40.5	17	42	61.1	7,542	12,347	57.0	1,482	2,601
Middle Eastern/Latin American/African									
2021	87.5	7	8	88.4	947	1,071	85.0	68	80
2022	33.3	1	3	85.2	918	1,077	78.8	52	66
2023	87.5	7	8	81.7	975	1,194	78.7	59	75
2024	25.0	2	8	71.3	734	1,029	60.0	57	95
2025	47.1	8	17	69.3	793	1,145	58.7	61	104
Other Ethnicity									
2021				92.2	648	703	89.4	42	47
2022				90.1	584	648	70.3	26	37
2023	100.0	1	1	83.9	570	679	70.4	38	54
2024	100.0	1	1	76.3	383	502	62.5	30	48
2025			2	77.7	341	439	66.7	24	36
Pacific Peoples									
2021	78.1	25	32	77.9	4,882	6,271	70.8	1,041	1,470
2022	65.0	26	40	73.2	4,747	6,484	64.7	980	1,515
2023	36.4	12	33	67.6	4,712	6,968	62.9	1,050	1,670
2024	52.4	22	42	54.6	3,552	6,506	50.4	813	1,614
2025	53.8	21	39	54.5	3,728	6,843	52.8	891	1,688

PR1 CHARTS - Participation Based Cumulative Results by Ethnicity: Naenae College



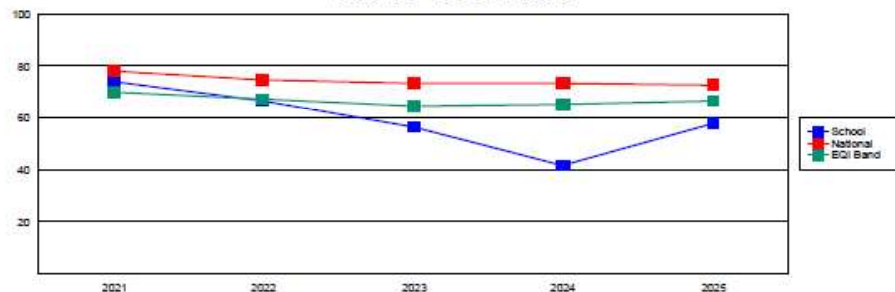
Year 12 & 13

PR2 - Enrolment Based Cumulative Overall Results

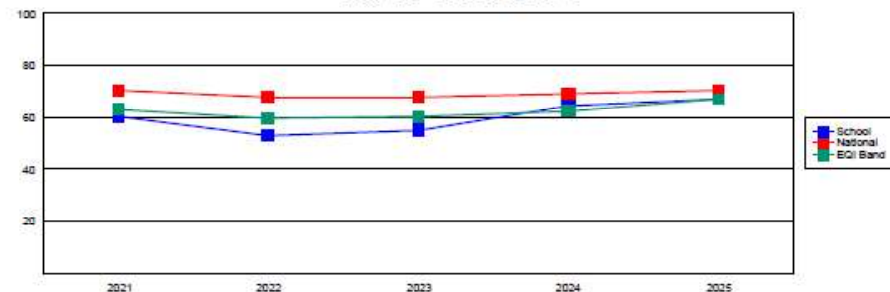
Naenae College						
Academic Year	Year 12 NCEA L2	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 NCEA L3	Year 13 UE	Year 13 UE
2021	100 / 135	74.1	50 / 83	60.2	17 / 83	20.5
2022	81 / 121	66.9	52 / 98	53.1	30 / 98	30.6
2023	76 / 134	56.7	56 / 101	55.4	33 / 101	32.7
2024	61 / 146	41.8	72 / 112	64.3	45 / 112	40.2
2025	107 / 184	58.2	77 / 114	67.5	40 / 114	35.1

National			Many Socioeconomic Barriers (School Equity Index Band)		
Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
77.9	70.5	51.9	69.9	63.1	29.4
74.9	68.2	50.3	67.4	59.7	27.0
73.2	67.7	49.7	64.6	60.2	26.5
73.6	69.4	50.6	65.2	62.7	28.4
72.7	70.4	49.9	66.9	67.3	32.4

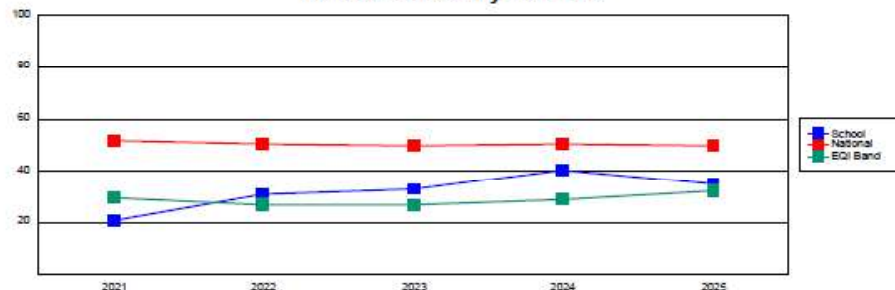
Year 12 - NCEA Level 2



Year 13 - NCEA Level 3



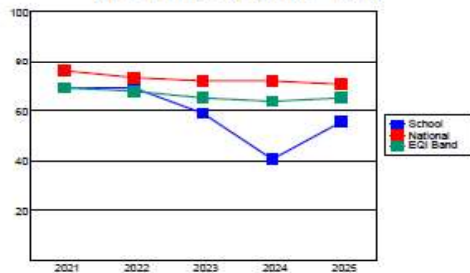
Year 13 - University Entrance



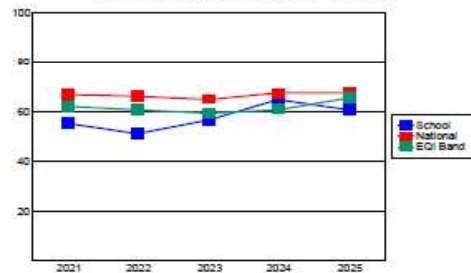
PR2 - Enrolment Based Cumulative Results by Gender

Academic Year	Naenae College						National			Many Socioeconomic Barriers (School Equity Index Band)		
	Year 12 NCEA L2	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 NCEA L3	Year 13 UE	Year 13 UE	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
Male												
2021	49 / 71	69.0	23 / 42	54.8	9 / 42	21.4	76.0	66.8	45.5	68.8	61.5	22.8
2022	44 / 64	68.8	25 / 49	51.0	15 / 49	30.6	73.3	65.6	44.9	67.8	60.3	22.5
2023	44 / 75	58.7	32 / 57	56.1	20 / 57	35.1	71.8	64.8	44.0	64.9	59.1	20.8
2024	31 / 76	40.8	38 / 59	64.4	22 / 59	37.3	71.7	66.9	44.7	63.8	60.8	22.2
2025	57 / 103	55.3	35 / 58	60.3	18 / 58	31.0	70.4	67.4	43.4	65.1	65.0	25.8
Female												
2021	51 / 64	79.7	27 / 41	65.9	8 / 41	19.5	79.8	74.0	57.7	71.2	64.7	35.7
2022	37 / 57	64.9	27 / 49	55.1	15 / 49	30.6	76.6	70.5	55.3	67.0	59.1	31.5
2023	32 / 59	54.2	24 / 44	54.5	13 / 44	29.5	74.7	70.3	54.9	64.3	61.3	32.5
2024	30 / 70	42.9	33 / 52	63.5	22 / 52	42.3	75.6	71.9	56.1	66.8	64.8	35.3
2025	50 / 81	61.7	42 / 56	75.0	22 / 56	39.3	75.2	73.5	56.2	69.2	69.8	39.5

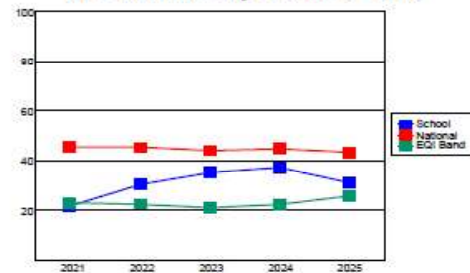
Year 12 NCEA Level 2 - Male



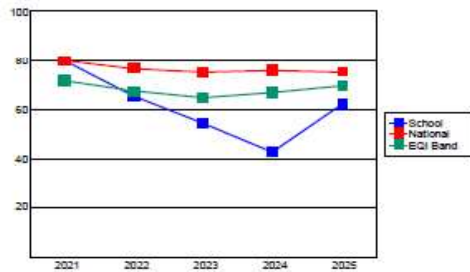
Year 13 NCEA Level 3 - Male



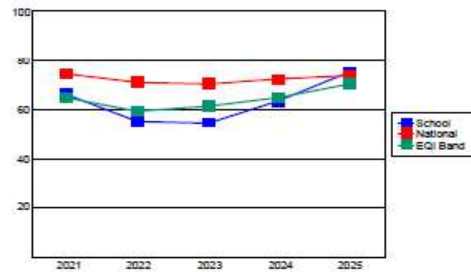
Year 13 University Entrance - Male



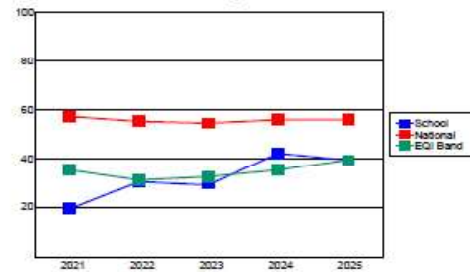
Year 12 NCEA Level 2 - Female



Year 13 NCEA Level 3 - Female



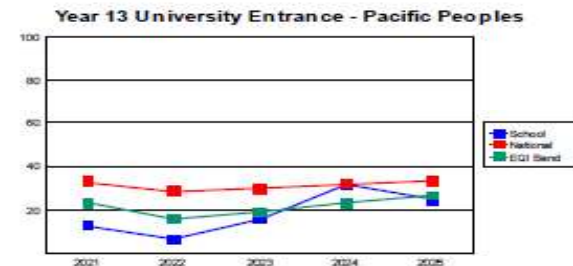
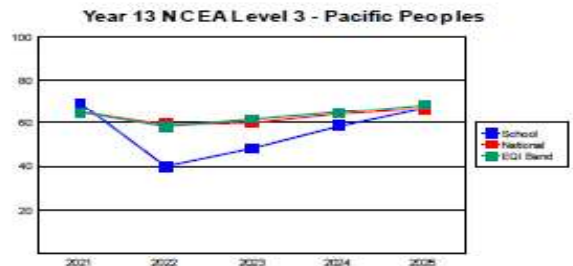
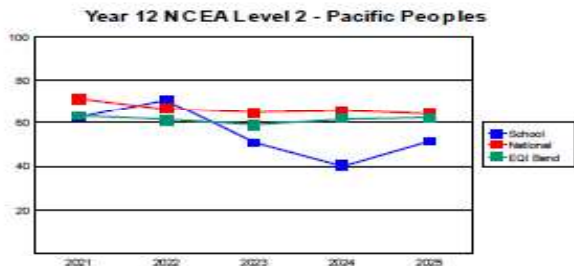
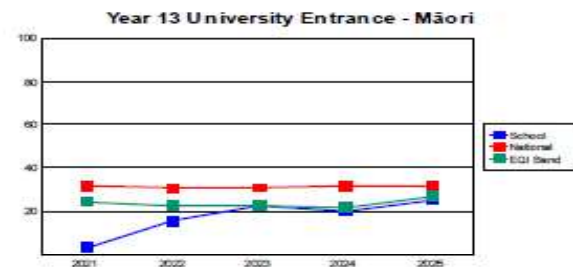
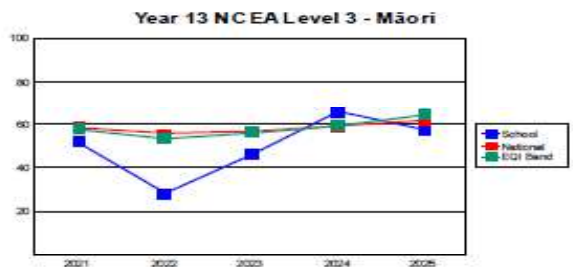
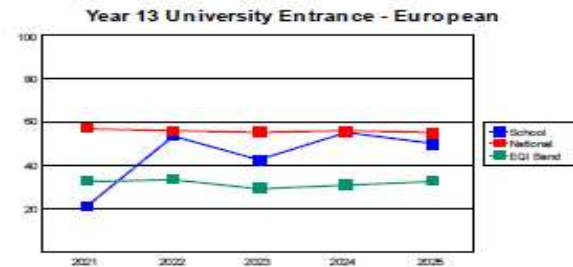
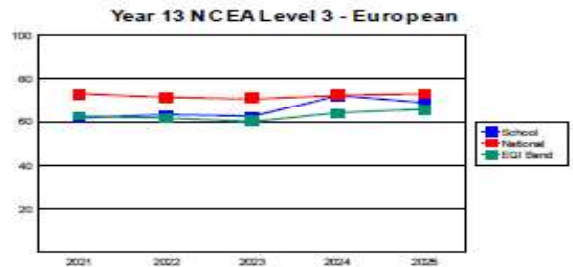
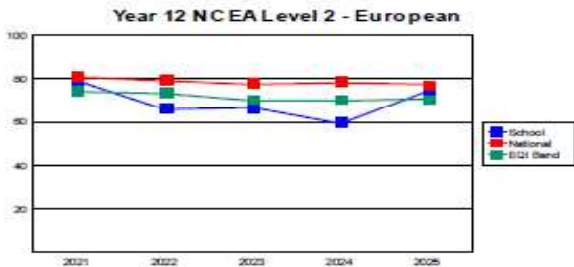
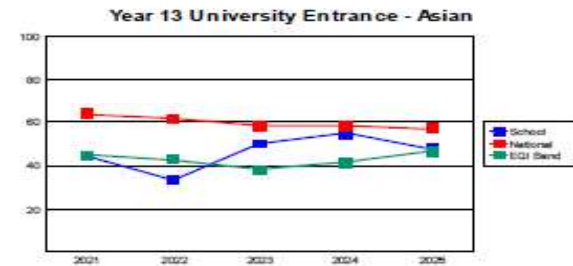
Year 13 University Entrance - Female



PR2 - Enrolment Based Cumulative Results by Ethnicity

Academic Year	Naenae College						National			Many Socioeconomic Barriers (School Equity Index Band)		
	Year 12 NCEA L2	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 NCEA L3	Year 13 UE	Year 13 UE	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
Asian												
2021	12 / 12	100.0	13 / 18	72.2	8 / 18	44.4	81.1	76.2	63.4	83.0	73.3	44.9
2022	10 / 11	90.9	4 / 9	44.4	3 / 9	33.3	76.0	73.6	61.3	73.9	71.5	42.8
2023	13 / 23	56.5	6 / 10	60.0	5 / 10	50.0	70.7	70.1	58.1	65.1	62.6	37.9
2024	14 / 29	48.3	14 / 22	63.6	12 / 22	54.5	70.1	69.6	57.9	63.4	64.0	41.5
2025	24 / 45	53.3	19 / 23	82.6	11 / 23	47.8	71.6	70.5	57.0	71.6	71.2	46.3
European												
2021	45 / 57	78.9	23 / 37	62.2	8 / 37	21.6	81.2	73.2	57.2	74.4	62.7	32.8
2022	35 / 53	66.0	26 / 41	63.4	22 / 41	53.7	79.4	71.6	56.0	73.6	61.8	33.6
2023	32 / 48	66.7	28 / 45	62.2	19 / 45	42.2	78.0	71.4	55.5	70.3	60.5	29.3
2024	22 / 37	59.5	26 / 36	72.2	20 / 36	55.6	78.6	72.8	55.6	70.2	64.2	31.3
2025	36 / 48	75.0	18 / 26	69.2	13 / 26	50.0	77.6	73.5	54.8	70.8	65.8	32.8
Māori												
2021	24 / 36	66.7	14 / 27	51.9	1 / 27	3.7	68.3	58.5	31.7	65.6	57.8	24.6
2022	24 / 43	55.8	7 / 25	28.0	4 / 25	16.0	64.1	55.7	30.9	63.9	53.4	23.0
2023	20 / 39	51.3	12 / 26	46.2	6 / 26	23.1	64.6	56.3	31.2	62.5	56.0	23.0
2024	10 / 49	20.4	19 / 29	65.5	6 / 29	20.7	65.4	59.0	31.9	63.4	59.2	22.3
2025	25 / 53	47.2	20 / 35	57.1	9 / 35	25.7	64.2	61.5	31.9	64.7	64.3	27.2
Middle Eastern/Latin American/African												
2021	8 / 13	61.5	1 / 5	20.0	1 / 5	20.0	78.0	70.3	56.0	68.8	67.6	50.7
2022	6 / 7	85.7	7 / 11	63.6	3 / 11	27.3	73.3	67.4	51.4	65.6	61.3	33.8
2023	1 / 3	33.3	3 / 7	42.9	3 / 7	42.9	69.4	66.9	51.4	60.2	57.5	32.9
2024	4 / 11	36.4	2 / 4	50.0	2 / 4	50.0	69.5	67.6	52.9	56.7	60.0	36.5
2025	6 / 12	50.0	5 / 9	55.6	4 / 9	44.4	68.3	67.4	49.6	62.6	64.6	40.6
Other Ethnicity												
2021							78.5	72.9	55.1	81.3	80.8	34.6
2022							77.0	66.3	53.4	69.2	60.7	28.6
2023	1 / 2	50.0	1 / 1	100.0	1 / 1	100.0	73.9	65.5	48.7	56.1	57.6	33.3
2024	0 / 1		1 / 1	100.0	0 / 1		74.4	72.3	56.7	69.1	55.9	17.6
2025	1 / 3	33.3	1 / 2	50.0	0 / 2		74.6	71.0	53.9	65.4	68.8	46.9
Pacific Peoples												
2021	27 / 43	62.8	16 / 23	69.6	3 / 23	13.0	71.5	64.9	33.0	63.6	64.9	23.1
2022	22 / 31	71.0	12 / 30	40.0	2 / 30	6.7	67.3	59.4	28.7	61.6	58.3	16.0
2023	24 / 47	51.1	15 / 31	48.4	5 / 31	16.1	65.0	60.4	29.8	59.2	61.7	19.1
2024	17 / 42	40.5	24 / 41	58.5	13 / 41	31.7	65.8	64.6	32.2	62.0	64.9	23.3
2025	28 / 54	51.9	24 / 36	66.7	9 / 36	25.0	64.5	66.3	33.4	62.3	68.6	26.8

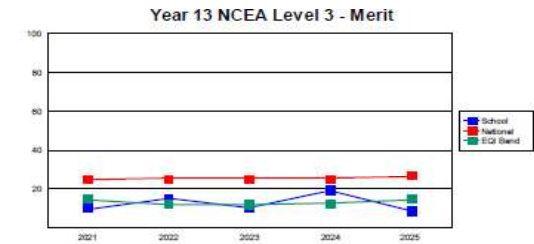
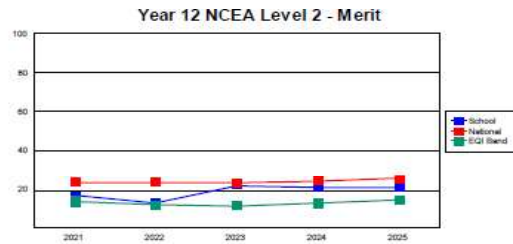
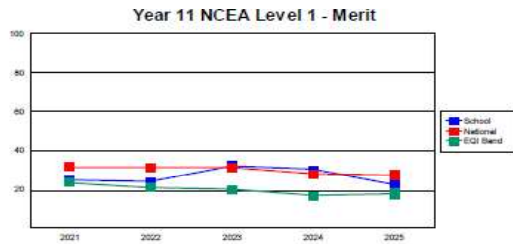
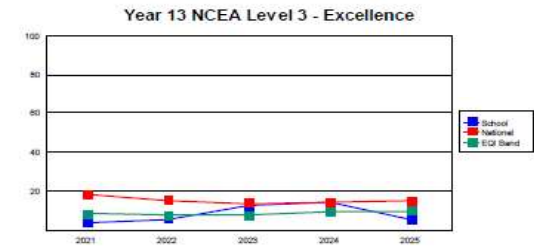
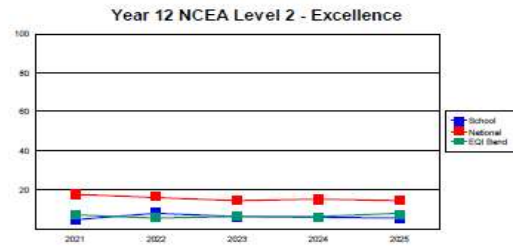
PR2 CHARTS - Enrolment Based Cumulative Results by Ethnicity: Naenae College



NCEA Certificate endorsement

PR4 - Cumulative Results by Percentage

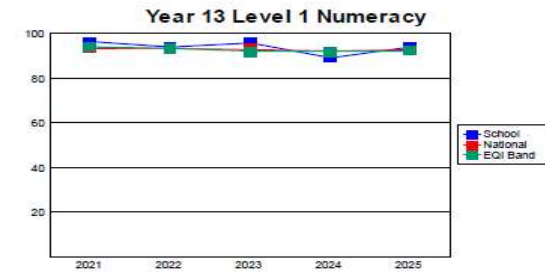
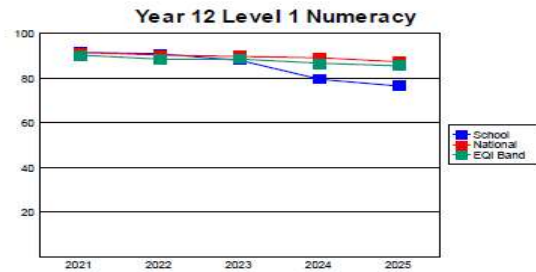
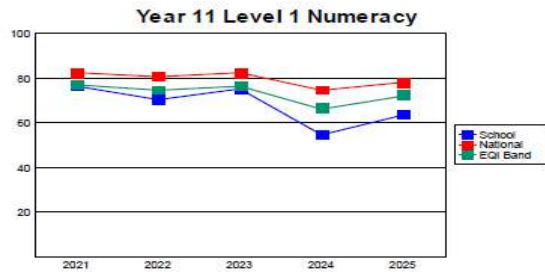
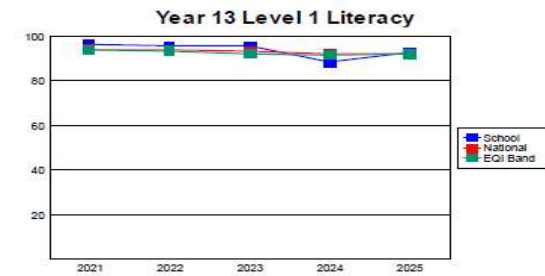
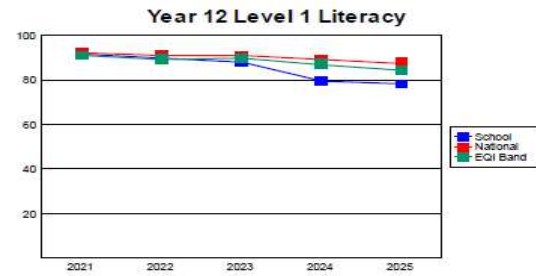
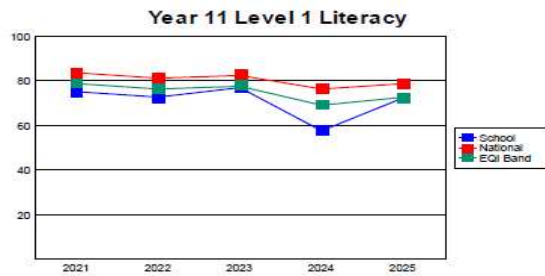
Academic Year	Naenae College			National			Many Socioeconomic Barriers (School Equity Index Band)		
	Year 11 NCEA Level 1	Year 12 NCEA Level 2	Year 13 NCEA Level 3	Year 11 NCEA Level 1	Year 12 NCEA Level 2	Year 13 NCEA Level 3	Year 11 NCEA Level 1	Year 12 NCEA Level 2	Year 13 NCEA Level 3
Achieved with Excellence									
2021	9.9	5.0	4.0	21.1	17.9	17.9	9.4	7.6	8.3
2022	10.3	8.6	5.8	19.4	16.5	15.3	9.2	6.0	7.6
2023	4.9	6.6	12.5	16.7	15.0	13.6	7.7	6.8	7.5
2024	5.6		13.9	11.2	15.5	14.1	5.9	6.5	9.2
2025	2.3	5.6	5.2	10.1	15.0	14.7	6.2	8.0	9.5
Achieved with Merit									
2021	25.3	17.0	10.0	31.9	23.8	25.3	24.0	14.1	14.8
2022	24.1	13.6	15.4	31.4	24.0	25.5	21.6	12.3	12.6
2023	32.8	22.4	10.7	31.4	23.5	25.6	20.2	11.9	12.3
2024	30.6	21.3	19.4	28.2	24.5	25.7	17.0	13.2	13.0
2025	23.0	21.5	9.1	27.6	25.8	26.9	18.0	14.7	14.8



Literacy and Numeracy

PR 3 - Cumulative Results by Percentage

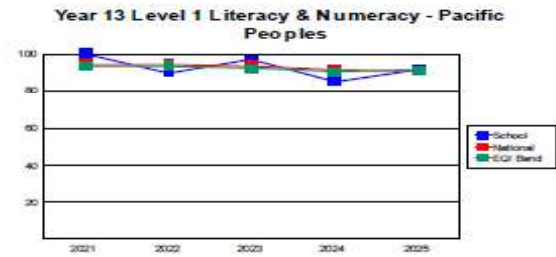
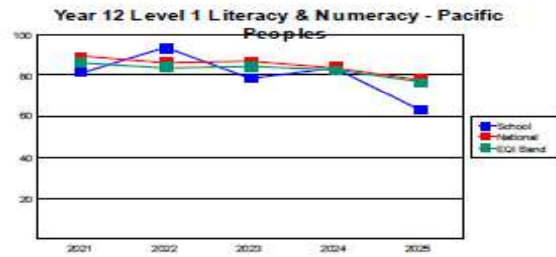
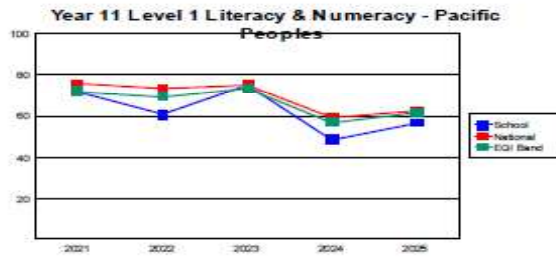
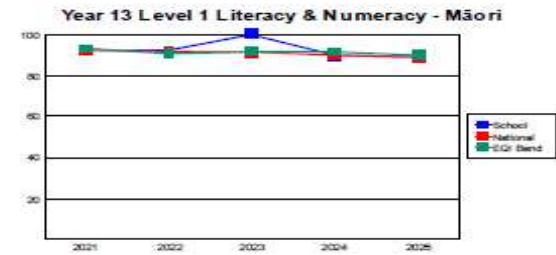
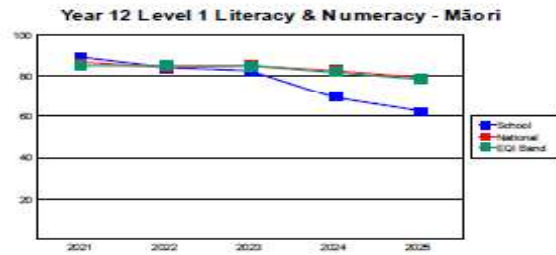
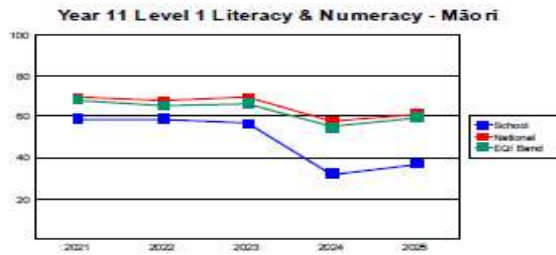
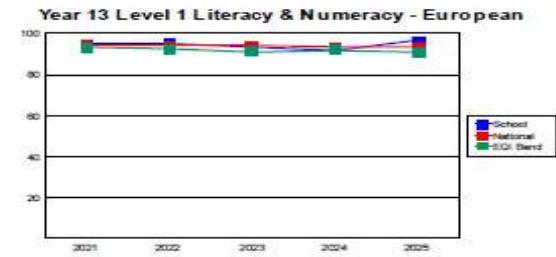
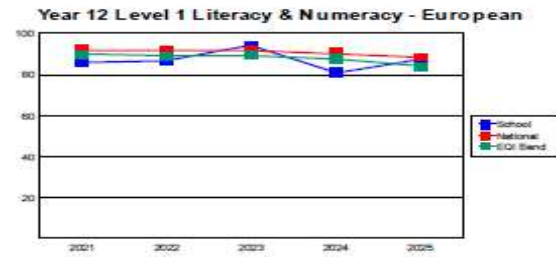
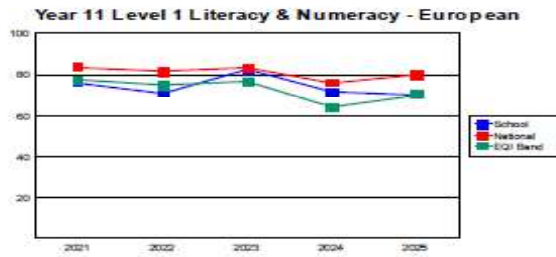
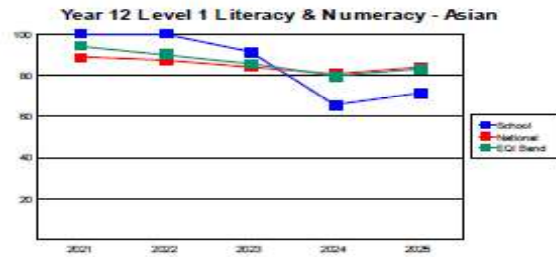
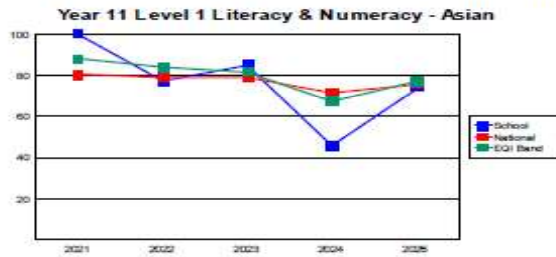
Naenae College					National			Many Socioeconomic Barriers (School Equity Index Band)		
Academic Year	Achievement	Year 11	Year 12	Year 13	Year 11	Year 12	Year 13	Year 11	Year 12	Year 13
2021	Literacy	75.2	91.9	96.4	83.6	92.2	94.2	79.0	91.1	94.2
2022	Literacy	72.7	90.1	95.9	81.6	91.2	93.9	76.7	89.4	93.6
2023	Literacy	77.1	88.1	96.0	82.8	90.8	93.5	77.9	89.8	92.3
2024	Literacy	58.0	79.5	88.4	76.6	89.1	92.2	69.2	86.9	91.7
2025	Literacy	72.8	78.3	93.0	78.8	87.7	92.1	72.7	84.3	92.1
2021	Numeracy	76.5	91.9	96.4	82.5	91.3	93.6	77.3	90.1	93.9
2022	Numeracy	70.3	90.9	93.9	80.8	90.2	93.3	74.7	88.5	93.2
2023	Numeracy	75.2	88.1	96.0	82.3	90.0	93.0	76.7	88.5	92.1
2024	Numeracy	54.7	79.5	89.3	74.8	89.1	92.2	66.4	86.6	92.0
2025	Numeracy	63.9	76.6	93.9	78.1	87.6	92.6	72.4	85.8	92.3



PR 3 - Cumulative Results by Ethnicity by Percentage

		Naenae College			National			Many Socioeconomic Barriers (School Equity Index Band)		
Academic Year	Achievement	Year 11	Year 12	Year 13	Year 11	Year 12	Year 13	Year 11	Year 12	Year 13
Asian										
2021	Literacy & Numeracy	100.0	100.0	100.0	80.5	88.7	89.6	87.9	94.0	93.6
2022	Literacy & Numeracy	77.3	100.0	100.0	79.1	86.8	90.4	83.9	89.9	95.8
2023	Literacy & Numeracy	85.0	91.3	100.0	79.2	84.2	88.1	81.8	85.6	87.1
2024	Literacy & Numeracy	45.7	65.5	86.4	71.2	80.9	85.5	67.7	79.5	85.4
2025	Literacy & Numeracy	74.2	71.1	91.3	75.8	83.7	87.0	77.0	82.7	90.9
European										
2021	Literacy & Numeracy	75.9	86.0	94.6	83.4	92.0	94.1	77.3	89.7	93.0
2022	Literacy & Numeracy	71.0	86.8	95.1	81.3	91.3	93.7	74.7	88.9	92.0
2023	Literacy & Numeracy	82.1	93.8	93.3	83.1	91.2	93.8	76.3	89.5	90.8
2024	Literacy & Numeracy	71.4	81.1	91.7	75.7	90.2	93.1	63.7	87.5	91.8
2025	Literacy & Numeracy	69.9	87.5	96.2	79.5	88.3	93.0	70.0	83.8	90.4
Māori										
2021	Literacy & Numeracy	58.3	88.9	92.6	68.8	86.6	91.9	67.7	85.1	93.1
2022	Literacy & Numeracy	58.5	83.7	92.0	67.0	84.3	91.7	64.9	85.1	90.9
2023	Literacy & Numeracy	56.5	82.1	100.0	68.7	85.1	91.0	65.9	84.7	91.8
2024	Literacy & Numeracy	31.9	69.4	89.7	57.4	82.6	90.1	54.8	81.7	91.5
2025	Literacy & Numeracy	36.7	62.3	88.6	61.1	78.9	88.5	59.3	78.5	90.0
Middle Eastern/Latin American/African										
2021	Literacy & Numeracy	87.5	92.3	100.0	80.3	88.8	91.4	70.7	87.1	85.9
2022	Literacy & Numeracy	25.0	100.0	90.9	74.7	86.6	89.8	68.9	82.2	86.3
2023	Literacy & Numeracy	77.8	66.7	100.0	79.5	85.1	89.8	69.2	85.2	87.7
2024	Literacy & Numeracy	33.3	63.6	75.0	68.8	82.5	88.3	57.9	72.1	84.7
2025	Literacy & Numeracy	68.4	75.0	77.8	72.1	80.7	88.3	62.2	75.7	84.4
Other Ethnicity										
2021	Literacy & Numeracy	50.0			80.9	89.1	93.2	75.8	93.8	92.3
2022	Literacy & Numeracy				79.6	87.6	90.0	73.6	88.5	89.3
2023	Literacy & Numeracy	33.3	50.0	100.0	79.1	86.4	90.3	73.5	78.9	90.9
2024	Literacy & Numeracy	100.0		100.0	72.9	85.8	91.1	63.9	85.5	94.1
2025	Literacy & Numeracy	66.7	33.3	50.0	77.8	86.1	88.1	68.0	76.9	90.6
Pacific Peoples										
2021	Literacy & Numeracy	71.8	81.4	100.0	75.3	89.3	94.5	71.6	86.3	93.2
2022	Literacy & Numeracy	60.3	93.5	90.0	73.1	86.5	94.3	69.4	83.8	93.5
2023	Literacy & Numeracy	74.4	78.7	96.8	75.1	87.1	93.6	73.2	84.2	92.2
2024	Literacy & Numeracy	48.4	83.3	85.4	58.7	83.8	91.7	56.8	82.4	90.4
2025	Literacy & Numeracy	56.5	63.0	91.7	62.0	78.1	90.7	61.5	76.8	91.2

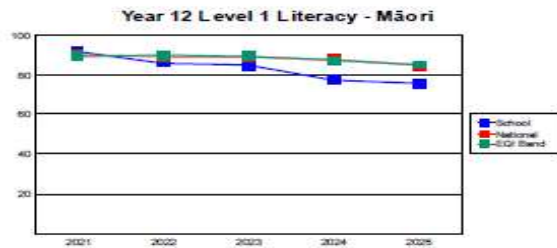
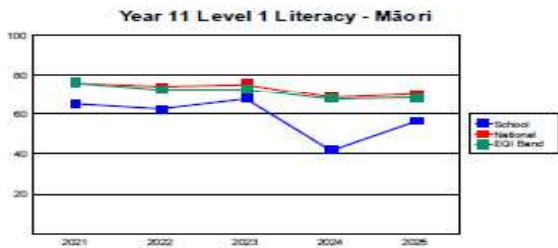
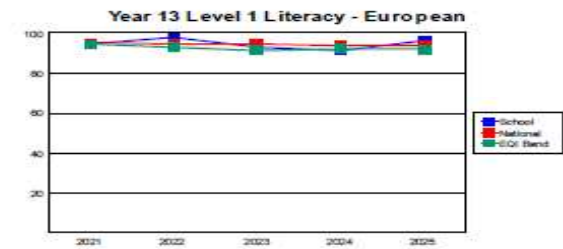
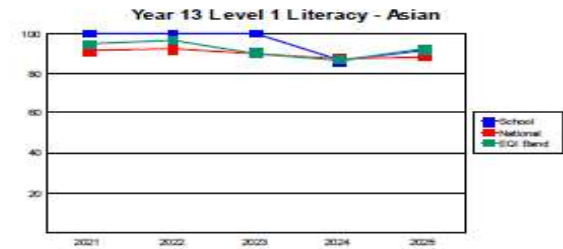
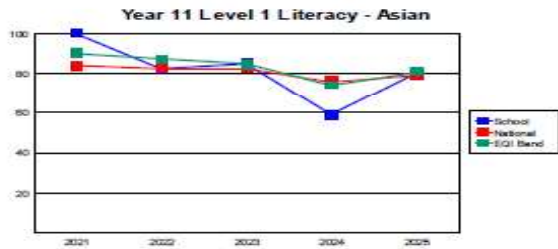
PR3 CHARTS - Enrolment Based Cumulative Results by Ethnicity:



PR 3 - Cumulative Results by Ethnicity by Percentage

		Naenae College			National			Many Socioeconomic Barriers (School Equity Index Band)		
Academic Year	Achievement	Year 11	Year 12	Year 13	Year 11	Year 12	Year 13	Year 11	Year 12	Year 13
Asian										
2021	Literacy	100.0	100.0	100.0	83.7	90.8	91.4	90.0	94.7	94.8
2022	Literacy	81.8	100.0	100.0	82.4	89.3	92.2	86.9	91.8	96.6
2023	Literacy	85.0	95.7	100.0	82.2	86.9	90.3	84.6	88.6	90.2
2024	Literacy	58.7	72.4	86.4	75.9	83.4	87.6	73.9	83.1	87.0
2025	Literacy	80.6	75.6	91.3	79.0	85.7	88.4	80.7	84.5	92.2
European										
2021	Literacy	77.6	91.2	94.6	86.8	93.6	95.2	81.5	91.7	94.2
2022	Literacy	79.0	86.8	97.6	84.8	93.1	94.8	79.5	90.9	93.1
2023	Literacy	82.1	93.8	93.3	86.2	92.9	94.8	79.8	91.7	91.4
2024	Literacy	82.1	81.1	91.7	81.4	92.1	94.0	72.7	90.0	92.4
2025	Literacy	84.3	93.8	96.2	83.7	90.7	94.0	76.0	87.1	91.8
Māori										
2021	Literacy	65.0	91.7	92.6	76.0	89.9	93.7	76.1	89.3	94.0
2022	Literacy	62.3	86.0	96.0	74.0	88.6	93.6	72.4	89.5	93.1
2023	Literacy	67.7	84.6	100.0	75.2	88.9	92.9	72.8	89.4	93.3
2024	Literacy	42.0	77.6	93.1	68.4	87.4	92.2	67.5	87.1	93.4
2025	Literacy	56.7	75.5	94.3	69.9	84.6	91.1	60.2	84.0	92.5
Middle Eastern/Latin American/African										
2021	Literacy	87.5	92.3	100.0	84.0	91.2	93.3	84.0	90.3	91.5
2022	Literacy	75.0	100.0	90.9	79.1	89.1	91.9	75.6	85.6	90.0
2023	Literacy	77.8	100.0	100.0	83.5	88.3	91.3	73.1	88.6	89.0
2024	Literacy	41.7	63.6	100.0	75.1	85.0	89.6	62.8	72.1	87.1
2025	Literacy	78.9	75.0	77.8	77.6	84.4	89.4	68.1	80.0	85.4
Other Ethnicity										
2021	Literacy	50.0			84.1	92.2	94.1	80.6	96.9	96.2
2022	Literacy	100.0			83.2	89.8	91.8	77.4	92.3	92.9
2023	Literacy	66.7	100.0	100.0	82.9	89.1	92.3	85.3	86.0	93.9
2024	Literacy	100.0		100.0	80.2	88.3	92.4	70.5	90.9	94.1
2025	Literacy	66.7	33.3	50.0	81.9	89.4	90.0	72.0	80.8	93.8
Pacific Peoples										
2021	Literacy	79.5	86.0	100.0	81.6	92.3	95.9	77.2	90.1	94.7
2022	Literacy	67.2	96.8	93.3	79.6	90.5	95.7	75.7	88.1	94.8
2023	Literacy	81.4	78.7	96.8	81.3	90.6	95.3	79.3	88.7	93.7
2024	Literacy	56.3	85.7	85.4	70.5	88.5	93.5	67.7	87.1	92.5
2025	Literacy	69.6	72.2	94.4	71.6	83.9	92.9	69.8	81.8	93.4

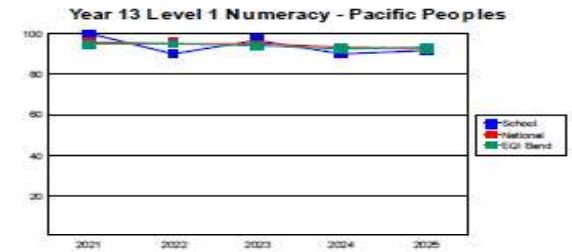
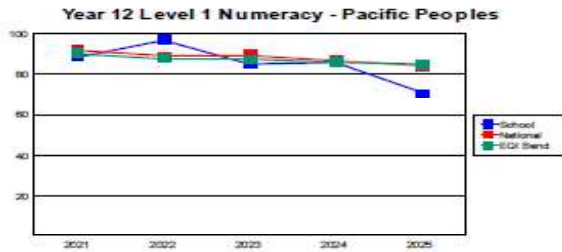
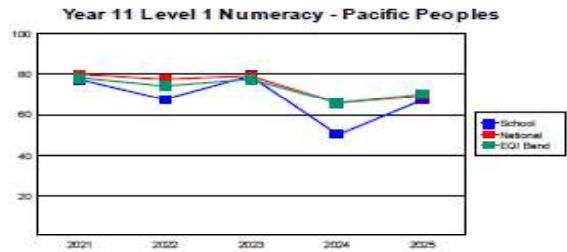
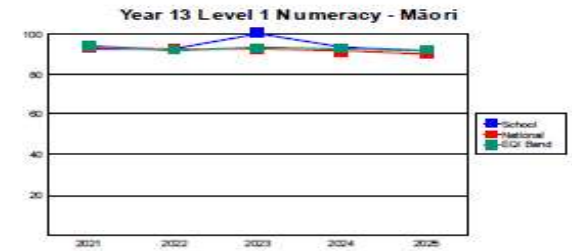
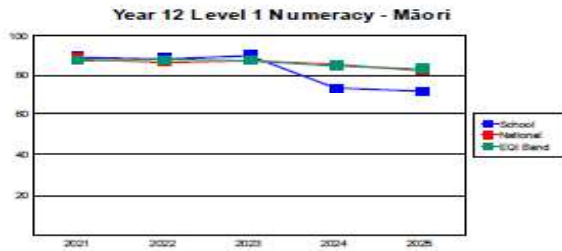
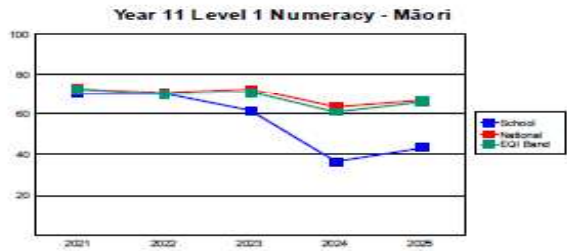
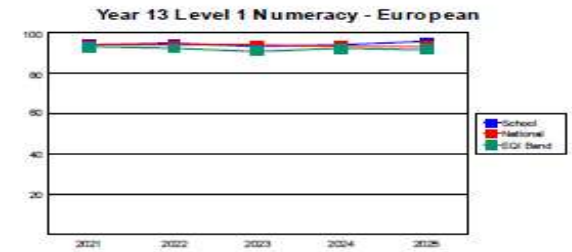
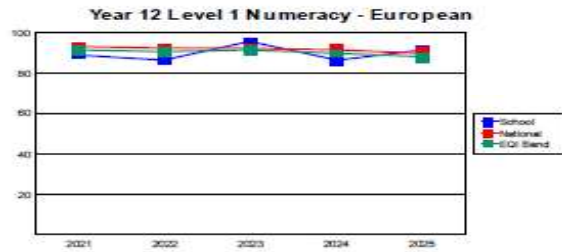
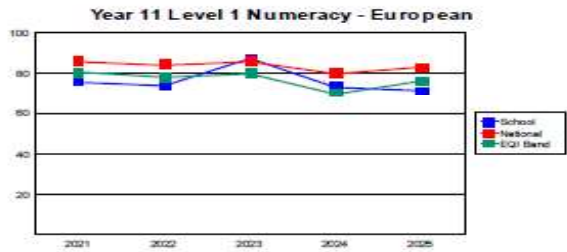
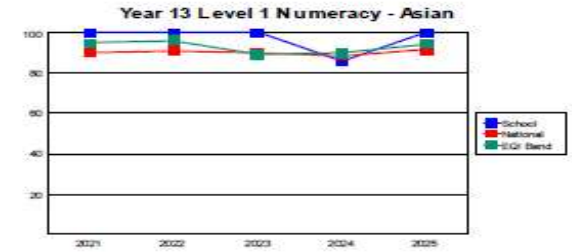
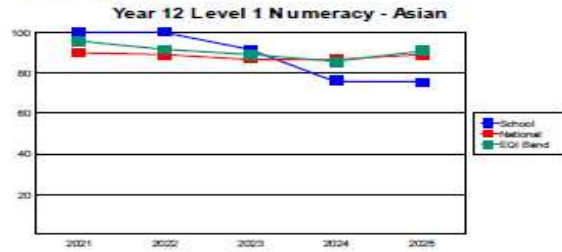
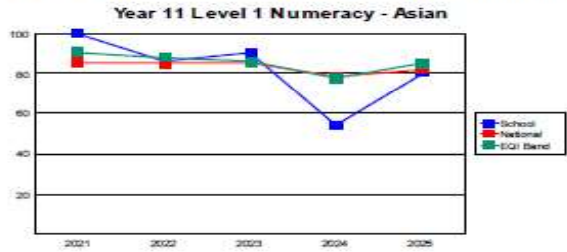
PR3 CHARTS - Enrolment Based Cumulative Results by Ethnicity:



PR 3 - Cumulative Results by Ethnicity by Percentage

		Naenae College			National			Many Socioeconomic Barriers (School Equity Index Band)		
Academic	Achievement	Year 11	Year 12	Year 13	Year 11	Year 12	Year 13	Year 11	Year 12	Year 13
Asian										
2021	Numeracy	100.0	100.0	100.0	85.8	90.0	90.5	90.7	95.6	95.0
2022	Numeracy	86.4	100.0	100.0	85.0	88.8	91.2	88.1	91.6	96.2
2023	Numeracy	90.0	91.3	100.0	85.7	86.9	90.0	86.1	88.7	89.4
2024	Numeracy	54.3	75.9	86.4	78.5	86.9	88.8	77.5	85.6	90.2
2025	Numeracy	80.6	75.6	100.0	82.4	88.7	91.5	85.1	91.1	94.7
European										
2021	Numeracy	75.9	89.5	94.6	85.8	92.9	94.6	80.1	91.4	93.3
2022	Numeracy	74.2	86.8	95.1	84.2	92.4	94.2	77.8	90.5	92.8
2023	Numeracy	87.2	95.8	93.3	85.7	92.3	94.4	79.9	91.3	91.4
2024	Numeracy	73.2	86.5	94.4	79.8	91.7	93.8	70.0	89.9	92.6
2025	Numeracy	71.1	91.7	96.2	82.9	90.1	93.9	76.2	88.0	92.1
Māori										
2021	Numeracy	70.0	88.9	92.6	72.5	88.4	92.9	72.2	87.3	94.0
2022	Numeracy	69.8	88.4	92.0	70.6	86.3	92.7	69.6	87.6	91.7
2023	Numeracy	61.3	89.7	100.0	72.2	87.1	92.1	70.5	87.2	92.9
2024	Numeracy	36.2	73.5	93.1	62.8	85.2	91.2	60.7	85.0	92.5
2025	Numeracy	43.3	71.7	91.4	66.4	82.4	90.1	66.0	83.1	91.6
Middle Eastern/Latin American/African										
2021	Numeracy	87.5	92.3	100.0	83.7	90.3	91.9	79.8	87.1	87.3
2022	Numeracy	25.0	100.0	90.9	79.5	88.1	91.3	71.1	83.3	86.3
2023	Numeracy	88.9	66.7	100.0	83.0	87.3	91.3	70.2	87.5	89.0
2024	Numeracy	58.3	72.7	75.0	74.0	86.2	90.3	69.4	78.8	87.1
2025	Numeracy	73.7	75.0	77.8	76.6	83.5	91.3	67.4	79.1	87.5
Other Ethnicity										
2021	Numeracy	50.0			83.1	90.0	93.9	80.6	96.9	92.3
2022	Numeracy				82.2	88.3	91.8	73.6	90.4	96.4
2023	Numeracy	33.3	50.0	100.0	82.0	87.7	91.2	76.5	78.9	90.9
2024	Numeracy	100.0		100.0	77.2	88.6	92.1	73.8	87.3	94.1
2025	Numeracy	66.7	33.3	50.0	80.7	88.9	90.5	74.0	88.5	90.6
Pacific Peoples										
2021	Numeracy	76.9	88.4	100.0	79.5	91.7	95.5	77.7	90.0	94.9
2022	Numeracy	67.2	96.8	90.0	77.2	89.1	95.3	74.1	87.6	95.0
2023	Numeracy	79.1	85.1	96.8	78.8	89.3	94.6	76.9	87.3	93.8
2024	Numeracy	50.0	85.7	90.2	65.5	86.9	93.4	65.2	86.0	92.8
2025	Numeracy	67.4	70.4	91.7	69.0	83.7	92.8	70.1	84.6	93.0

PR3 CHARTS - Enrolment Based Cumulative Results by Ethnicity:



Appendix B: Attendance Data

Attendance, Absences and Truancy Report

From : 1 Jan 2024

To : 31 Dec 2024

	Justified Absences	Unjustified Absences	Intermittent Unjustified Absences	Students on Overseas Posting	Attendance Rate	Days x Students Count	
Attendance Rate for School	7.5	7.7	3.9		80.8	102,357	
Attendance Rate for Selection	7.5	7.7	3.9		80.8	102,357	
Attendance Rate per Year Level (Selection)	Year 1						
	Year 2						
	Year 3						
	Year 4						
	Year 5						
	Year 6						
	Year 7						
	Year 8						
	Year 9	8.2	7.8	4.0		79.8	22,704
	Year 10	8.2	8.9	4.6		78.1	30,608
	Year 11	5.5	5.2	2.9		86.2	26,491
	Year 12	0.1	52.3			47.5	541
	Year 13	8.2	7.9	4.0		79.8	22,013

Attendance Rate per Ethnicity (Selection)	NZ European	Other European	NZ Māori	Samoan	Cook Island Māori	Tongan	Niue	Fijian	Tokelauan	Other Pasifika	South East Asian	Indian	Chinese	Other Asian	Other Ethnicity
	6.6	6.1	2.8					84.4	21,561						
	4.9	2.7	2.3					89.9	1,737						
	8.9	14.7	5.8					70.5	27,719						
	6.0	5.0	3.6					85.2	15,521						
	4.1	21.9	5.4					68.4	573						
	9.4	6.2	7.3					77.0	2,254						
	22.2	5.4	3.9					68.3	382						
	4.7	2.3	5.7					87.1	1,719						
	9.4	5.2	2.7					82.4	2,483						
	8.1	3.3	2.6					85.8	955						
	7.5	2.2	1.6					88.5	8,248						
	4.8	5.3	3.2					86.5	3,972						
	7.0	5.3	2.9					84.6	2,609						
	5.7	5.1	2.7					86.2	4,518						
	9.7	5.5	3.6					81.0	8,106						

Attendance Rate per Gender (Selection)	Female	7.9	8.7	4.3		79.0	47,757
	Male	7.1	6.9	3.5		82.3	54,600

Attendance, Absences and Truancy Report

From : 1 Jan 2025

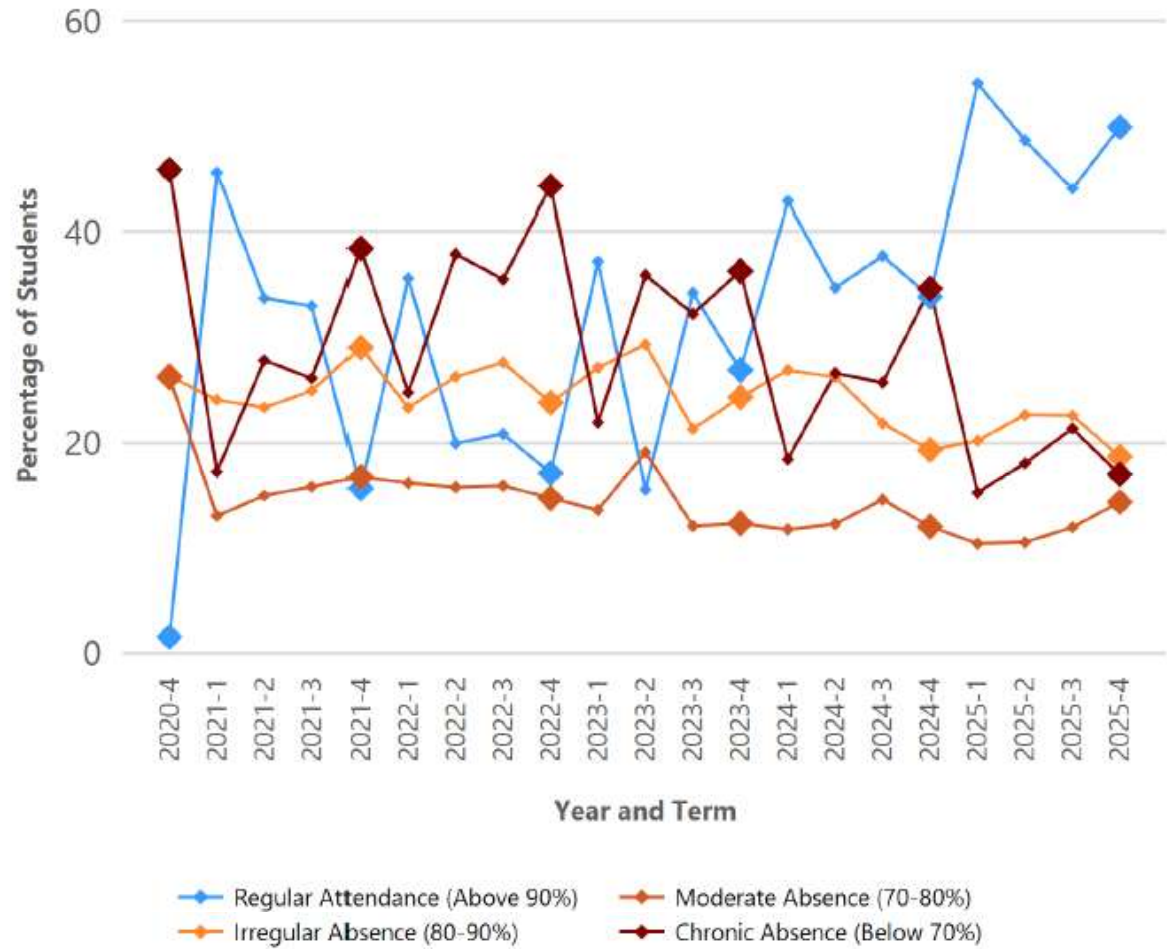
To : 31 Dec 2025

	Justified Absences	Unjustified Absences	Intermittent Unjustified Absences	Students on Overseas Posting	Attendance Rate	Days x Students Count	
Attendance Rate for School	7.0	7.4	4.3		81.0	142,395	
Attendance Rate for Selection	7.0	7.4	4.3		81.0	142,395	
Attendance Rate per Year Level (Selection)	Year 1						
	Year 2						
	Year 3						
	Year 4						
	Year 5						
	Year 6						
	Year 7						
	Year 8						
	Year 9	8.3	6.8	4.3		80.4	32,587
	Year 10	7.5	9.3	5.3		77.7	25,626
	Year 11	6.1	6.3	4.2		83.2	33,417
	Year 12	5.7	5.6	3.1		85.4	28,826
	Year 13	7.6	10.1	5.2		76.9	21,939

Attendance Rate per Ethnicity (Selection)	NZ European	Other European	NZ Māori	Samoan	Cook Island Māori	Tongan	Niue	Fijian	Tokelauan	Other Pasifika	South East Asian	Indian	Chinese	Other Asian	Other Ethnicity
	6.7	5.0	3.1					85.0	28,793						
	10.3	7.7	2.2					79.5	2,265						
	7.9	12.1	6.4					73.4	40,071						
	5.7	6.8	5.7					81.6	16,797						
	4.2	11.2	3.8					80.6	1,314						
	7.4	12.1	6.5					73.7	2,797						
	16.7	12.5	4.6					65.9	597						
	4.9	5.3	4.8					84.8	2,407						
	7.6	5.2	5.3					81.7	3,466						
	9.8	8.2	3.2					78.6	1,499						
	5.3	4.6	2.7					87.3	13,146						
	4.4	5.1	1.1					89.1	4,268						
	7.0	3.1	2.3					87.4	2,940						
	4.2	3.0	2.2					90.4	7,737						
	9.5	5.7	3.5					81.1	14,298						

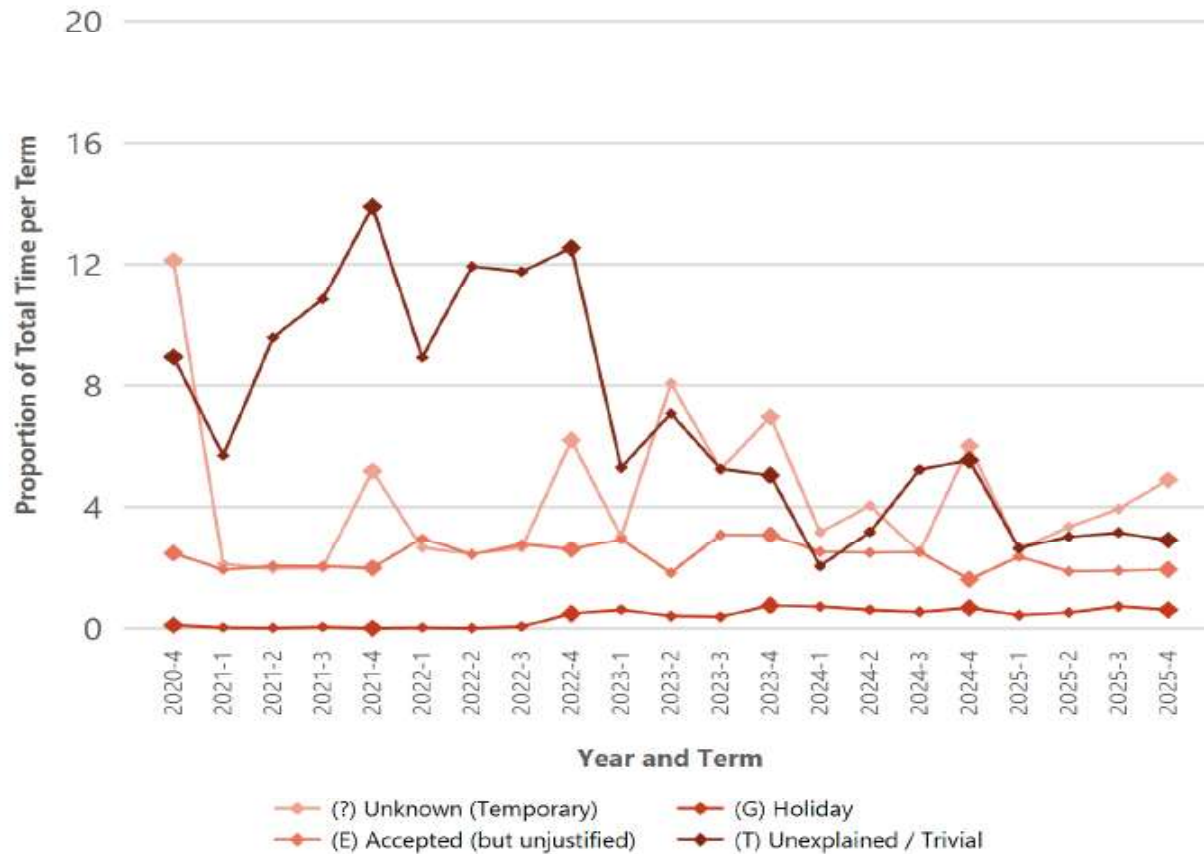
Attendance Rate per Gender (Selection)	Female	7.4	8.0	4.3		80.1	68,764
	Male	6.7	6.8	4.4		81.9	73,631

How have your student attendance categories changed over time?



Year Term	Regular	Irregular	Moderate	Chronic
2020-4	2%	26%	26%	46%
2021-1	46%	24%	13%	17%
2021-2	34%	23%	15%	28%
2021-3	33%	25%	16%	26%
2021-4	16%	29%	17%	38%
2022-1	36%	23%	16%	25%
2022-2	20%	26%	16%	38%
2022-3	21%	28%	16%	36%
2022-4	17%	24%	15%	44%
2023-1	37%	27%	14%	22%
2023-2	16%	29%	19%	36%
2023-3	34%	21%	12%	32%
2023-4	27%	24%	12%	36%
2024-1	43%	27%	12%	18%
2024-2	35%	26%	12%	27%
2024-3	38%	22%	15%	26%
2024-4	34%	19%	12%	35%
2025-1	54%	20%	10%	15%
2025-2	49%	23%	11%	18%
2025-3	44%	23%	12%	21%
2025-4	50%	19%	14%	17%

How has your use of unjustified absence codes changed over time?



Year Term	?	E	G	T
2020-4	12.14%	2.47%	0.12%	8.95%
2021-1	2.11%	1.93%	0.04%	5.70%
2021-2	1.96%	2.05%	0.03%	9.58%
2021-3	1.99%	2.05%	0.06%	10.85%
2021-4	5.20%	1.99%	0.02%	13.90%
2022-1	2.66%	2.96%	0.04%	8.93%
2022-2	2.44%	2.43%	0.02%	11.94%
2022-3	2.66%	2.76%	0.07%	11.77%
2022-4	6.20%	2.60%	0.49%	12.55%
2023-1	3.04%	2.93%	0.62%	5.31%
2023-2	8.09%	1.83%	0.41%	7.08%
2023-3	5.24%	3.09%	0.39%	5.27%
2023-4	6.97%	3.08%	0.76%	5.05%
2024-1	3.18%	2.52%	0.72%	2.05%
2024-2	4.05%	2.49%	0.62%	3.18%
2024-3	2.51%	2.51%	0.55%	5.24%
2024-4	6.01%	1.61%	0.68%	5.55%
2025-1	2.61%	2.36%	0.44%	2.63%
2025-2	3.35%	1.88%	0.53%	3.03%
2025-3	3.94%	1.90%	0.73%	3.16%
2025-4	4.90%	1.93%	0.61%	2.91%

Appendix C: Internal Data

Year	NCEA Level	# Students	NNC % pass	Equity Index % pass	National % Pass
Year 11	Level 1: Yes	87	53	62.6	72.1
	Level 1: No	77			
	Total	164			
	Māori: Yes	17	40.5	57	61.1
	Pasifika: Yes	21	53.8	52.8	54.5
Year 12	Level 2: Yes	107	58.2	66.9	72.7
	Level 2: No	77			
	Total	184			
	Māori: Yes	53	47.2	64.7	64.2
	Pasifika: Yes	54	51.9	62.3	64.5
Year 13	Level 3: Yes	77	67.5	67.3	70.4
	Level 3: No	37			
	Total	114			

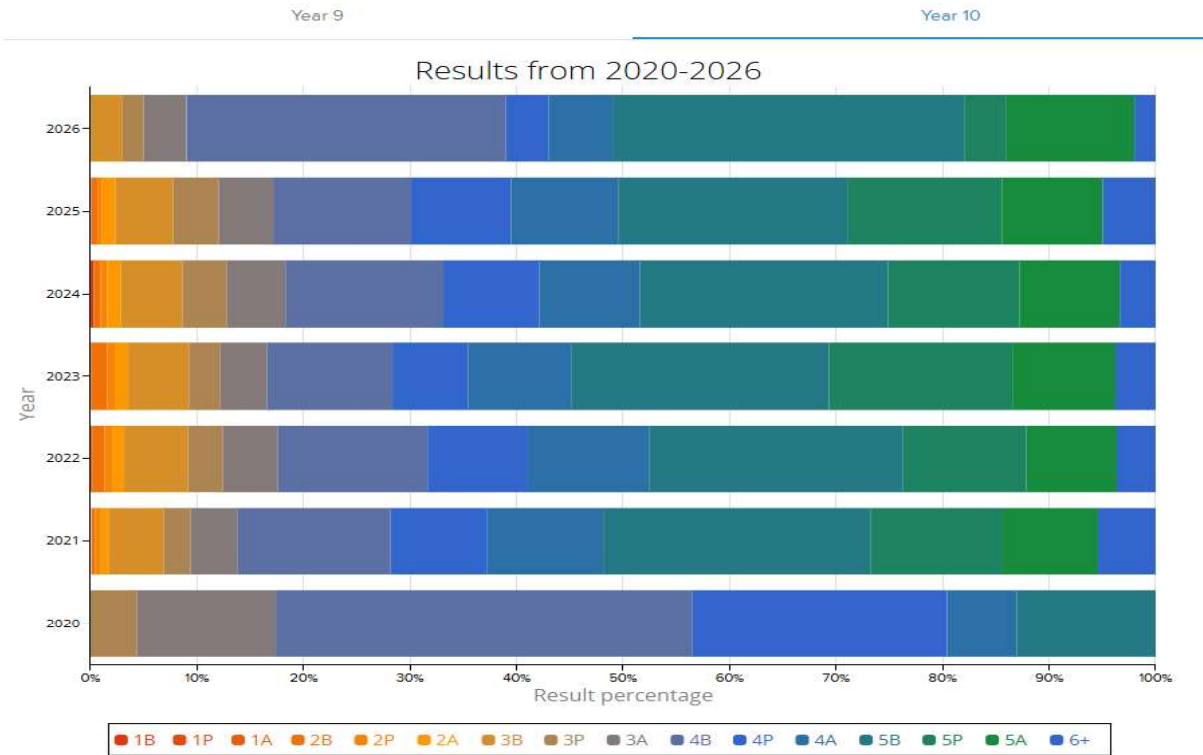
	Māori: Yes	35	57.1	64.3	61.5
	Pasifika: Yes	36	66.7	62.3	66.3
Year 13	UE: Yes	40	35.1	32.4	49.9
	UE: No	74			
	Total	114			
	Māori: Yes	35	25.7	27.2	31.9
	Pasifika: Yes	36	25	26.8	33.4

Represents an increase from 2024

Represents a decrease from 2024

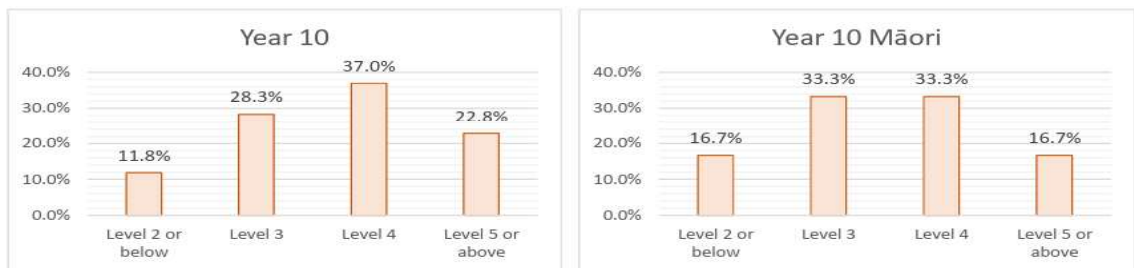
Year 10 data

Curriculum Level



Mathematics year 10

End-of-Year Average Grades 2025 Year 10



	2025 Year 10 EOY Grades										
	L2	3B	3P	3A	4B	4P	4A	5B	5P	5A	6+
Year 10	11.8%	8.7%	12.6%	7.1%	11%	19.7%	6.3%	8.7%	7.1%	3.1%	3.9%
Year 10 Māori	16.7%	10%	13.3%	10%	10%	20%	3.3%	6.7%	6.7%	3.3%	0%

	Year 10 (4A or above)			
	2022	2023	2024	2025
Year 10	19%	36%	30%	29%
Year 10 Māori	9%	27%	11%	20%

English year 10

Exam Year 10

Total	<2B	2B	2P	2A	3B	3P	3A	4B	4P	4A	5B	5P	5A	6+	Uns	Abs
133	3	4	1	1	3	3	4	12	12	7	21	17	6	18	5	16
	37.59%										46.62%				15.79%	

Writing 1 Year 10

Total	<2B	2B	2P	2A	3B	3P	3A	4B	4P	4A	5B	5P	5A	6+	Uns	Abs
141	0	1		1	7	4	17	21	20	8	20	5	5	5	14	13
	56.03%										24.82%				19.15%	

Writing 2 Year 10

Total	<2B	2B	2P	2A	3B	3P	3A	4B	4P	4A	5B	5P	5A	6+	Uns	Abs
120	3	0	0	0	4	2	1	8	10	15	17	18	12	14	10	6
	35.83%										50.83%				13.33%	

Reading 1 Year 10

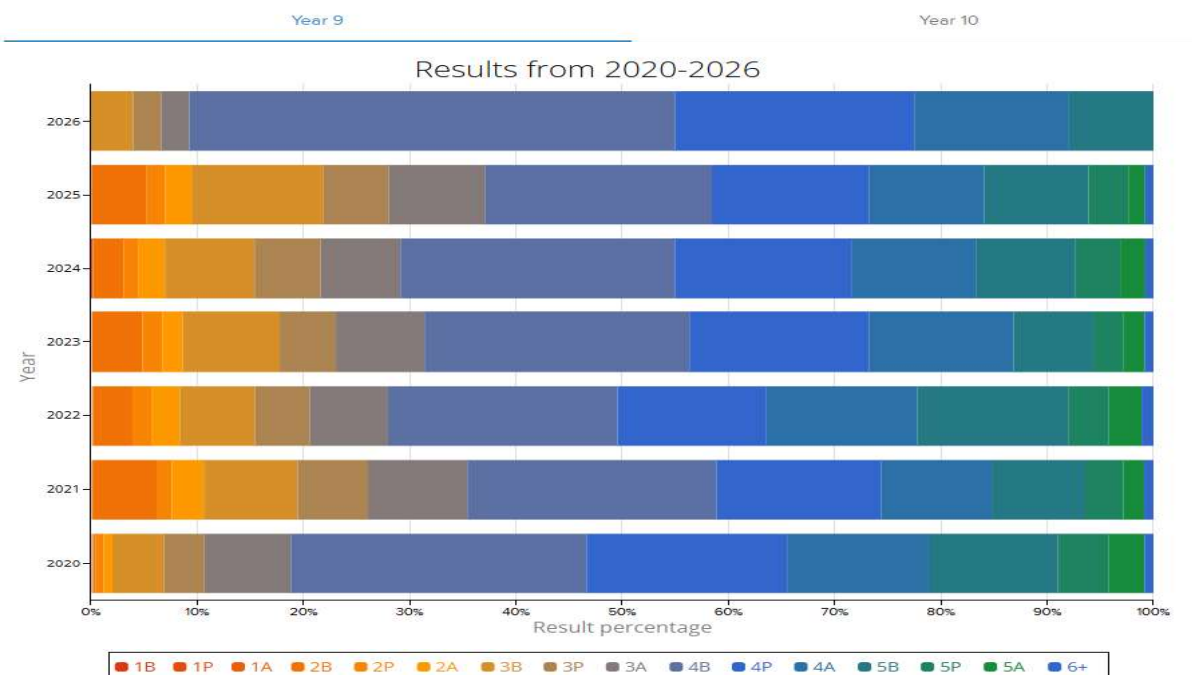
Total	<2B	2B	2P	2A	3B	3P	3A	4B	4P	4A	5B	5P	5A	6+	Uns	Abs
125	0	0	0	0	0	2	2	4	17	38	24	6	7	3	6	16
	50.40%										32.00%				17.60%	

Reading 4 Year 10

Total	<2B	2B	2P	2A	3B	3P	3A	4B	4P	4A	5B	5P	5A	6+	Uns	Abs
118	0	0	0	0	1	5		11	16	31	22	10	3	1		18
	54.24%										30.51%				15.25%	

Year 9 data

Curriculum Level



Mathematics year 9

End-of-Year Average Grades
2025 Year 9



	2025 Year 9 EOY Grades										
	L2	3B	3P	3A	4B	4P	4A	5B	5P	5A	6+
Year 9	18.4%	12.6%	19.5%	10.3%	6.9%	14.9%	6.3%	4.6%	4.6%	1.1%	0.6%
Year 9 Māori	33.9%	10.2%	22%	3.4%	8.5%	15.3%	3.4%	0%	3.4%	0%	0%

	Year 9 (4B or above)			
	2022	2023	2024	2025
Year 9	41%	35%	50%	39%
Year 9 Māori	24%	15%	42%	30.6%

English year 9

Exam Year 9

Total	<2B	2B	2P	2A	3B	3P	3A	4B	4P	4A	5B	5P	5A	6+	Uns	Abs
175		1	4	4	16	8	10	12	25	18	23	10	6	2	7	29
	31.43%								48.00%						20.57%	

Writing 1 Year 9

Total	<2B	2B	2P	2A	3B	3P	3A	4B	4P	4A	5B	5P	5A	6+	Uns	Abs
168	1	5	2	10	11	25	23	28	19	18	8	1	0	0	2	15
	62.50%								27.38%						10.12%	

Writing 2 Year 9

Total	<2B	2B	2P	2A	3B	3P	3A	4B	4P	4A	5B	5P	5A	6+	Uns	Abs
143	2	2	3	6	5	8	20	21	18	16	13	6	3	1	7	12
	46.85%								39.86%						13.29%	

Reading 1 Year 9

Total	<2B	2B	2P	2A	3B	3P	3A	4B	4P	4A	5B	5P	5A	6+	Uns	Abs
169		5	3	13	11	12	20	19	21	24	9	1	0	1	6	24
	49.11%								33.14%						17.75%	

Reading 2 Year 9

Total	<2B	2B	2P	2A	3B	3P	3A	4B	4P	4A	5B	5P	5A	6+	Uns	Abs / was not assessed
184					3	2	5	9	17	28	16	20	4	4	1	75
	10.33%								48.37%						41.30%	

Appendix D: Faculty Reports

Appendix E: Hauora action plan

Hauora Commitment to Holistic Ākonga and Staff Wellbeing Statement of intent: Our kura is dedicated to holistic wellbeing for all ākonga and staff, focusing on physical and digital safety, emotional health, a harassment-free environment, and spiritual/ethical development to ensure a positive sense of wellbeing.

Focus Area: 1. A secure, safe and inclusive environment for all students and staff, encompassing both physical and digital interactions. Bullying is addressed and prevented via effective practices, proactive education, and robust pastoral care.

Level 1: Addressing comprehensively for the first time since.	Level 2: Reviewing and strengthening current practice which is not achieving desired outcomes	Level 3: Reviewing and refining existing plan	Level 4: Further strengthening sound established practice and ensuring sustainability
---	--	--	--

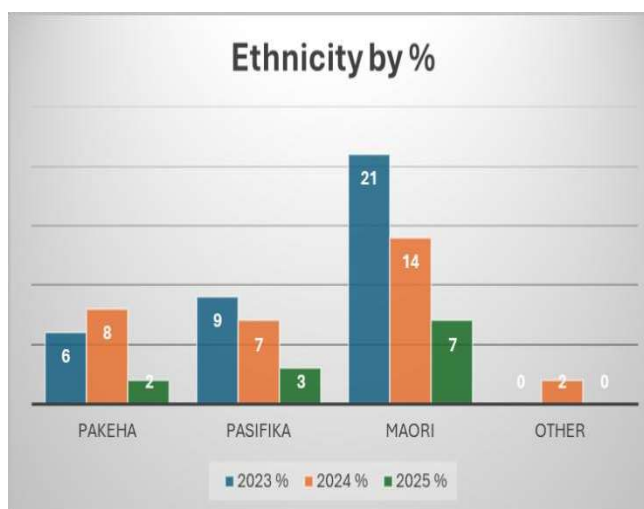
Description of current state and evidence, etc.

Feedback from recent student voice highlighted some areas of concern

Student Concerns: the physical school environment (bathrooms, heating/ventilation), academic pressure (assessments, understanding material, credit uploads), and student behaviour (bullying, racism, vandalism, fights).

Parent Concerns: about lacking support and students not feeling listened to by teachers. Issues with teacher conduct (dismissiveness, conflicts), noisy classrooms, and children not enjoying school are highlighted.

Data shows a decline in standdowns over the last two years



Overrepresented by violence and intimidation, and inappropriate student actions.

Label	Count of Reason	Label	Count of Reason
Abuse of staff	2.46%	Disruptive classroom behaviour	13.11%
Assault	3.40%	Misuse of social media	1.13%
Bullying / Harassment	5.36%	Smoking/Vaping	3.40%
Conflict with	5.93%	Vandalism/Damage	1.26%
Continual disobedience / Defiance	7.50%	Verbal assault - another Student	2.02%
Dangerous behaviour	6.49%	Victim	4.92%

Focus Area: 2. Student behaviors are managed through restorative practices, consistent expectations, targeted interventions, and ongoing staff training, fostering positive relationships and personal responsibility.

Level 1: Addressing comprehensively for the first time since.	Level 2: Reviewing and strengthening current practice which is not achieving desired outcomes	Level 3: Reviewing and refining existing plan	Level 4: Further strengthening sound established practice and ensuring sustainability
---	--	--	--

Description of current state and evidence, etc.

Row Labels	Count of Reason
Absence	2,072
Academic concern	823
Assault (Physical & Verbal)	297
Behaviour unacceptable	1,374
Cell phone Use	650
Uniform breach	258
Vandalism	32
Total	5,506
Follow up conversations	1324
Contact home	386
Values voucher	1,391
Total	3,102

Appendix F: Literacy action plan

Whāia te Mātauranga, Whāia te Hiranga Ākonga Achievement and Quality Teaching

Statement of intent: At the heart of our Kura is a commitment to personal excellence. Every programme and activity is designed to nurture the values, skills, knowledge and personal attributes that empower our ākonga to thrive. We inspire confident, curious, and capable lifelong learners who are ready to shape their futures and thrive in a changing world.

Focus Area: d). The schoolwide **literacy** plan is focused on all teachers being teachers of literacy and numeracy, to improve outcomes for all ākonga.

Level 1: Addressing comprehensively for the first time since.	Level 2: Reviewing and strengthening current practice which is not achieving desired outcomes	Level 3: Reviewing and refining existing plan	Level 4: Further strengthening sound established practice and ensuring sustainability
---	--	--	--

Description of current state and evidence, etc.

Desired outcome: 2025

1. CAA - 70% of Students at Naenae College who undertake CAA during the 2025 academic year will pass. (National Rates from 2024 - Reading 69.6, Writing 66.1)
2. Literacy from NCEA Level One - 90% of students at Naenae College will have attained NCEA Level One Literacy by the end of their schooling.

Was this outcome met in 2025?

Reading: 65.27%

Writing: 64.79%

Outcomes was not met so we will re set 70% for 2026 although it is worth noting we were close to the **national average pass rate of Reading 71.8% and Writing 68.0%**

In 2025, all students in LIT100 and ENG100 were expected to sit the CAA. The LIT100 teachers can recommend students to not sit the CAA - this is based on Asttle Reading results and teacher judgement. For our ELL students, the HOD of ESOL makes the call for who should sit the CAA.

From 2026, we will look at Year 10 students sitting the Literacy for Event 2. This will be based on the common assessment activities that are yet to be written to assess against the new curriculum. We will need to discuss, as a staff, what we will be looking at to determine entries, i.e. will they need to be 'proficient' or 'exceeding' and in which areas?

[CAA Results 2025.xlsx](#)

Statement of desired outcome:

85% of all students will leave Naenae College with NCEA Level 2

2026 Target:

CAA - 75% of Students at Naenae College who undertake CAA during the 2025 academic year will pass. (National Rates from 2024 - Reading 69.6, Writing 66.1)

Literacy from NCEA Level One - 90% of students at Naenae College will have attained NCEA Level One Literacy by the end of their schooling when they leave at the end of their Year 12/13 year. Level One Literacy 12/13 found here.

Appendix G: Numeracy action plan

Whāia te Mātauranga, Whāia te Hiranga Ākonga Achievement and Quality Teaching

Statement of intent: At the heart of our Kura is a commitment to personal excellence. Every programme and activity is designed to nurture the values, skills, knowledge and personal attributes that empower our ākonga to thrive. We inspire confident, curious, and capable lifelong learners who are ready to shape their futures and thrive in a changing world.

Focus Area: d). The schoolwide **Numeracy** plan is focused on all teachers being teachers of literacy and numeracy, to improve outcomes for all ākonga.

Level 1: Addressing comprehensively for the first time since.	Level 2: Reviewing and strengthening current practice which is not achieving desired outcomes	Level 3: Reviewing and refining existing plan	Level 4: Further strengthening sound established practice and ensuring sustainability
---	--	--	--

Description of current state and evidence, etc.

2025 Strategic Goal: To improve Numeracy Skills through a targeted approach across all curriculum areas in Years 9 - 11 and therefore increase the percentage of students attaining NCEA Level One Numeracy to 70%.

Was this outcome met in 2025?

No, 62% passed at the end of the year. This was close to the National Average of 63%

2026 Strategic Goal: 70% of students will pass the NCEA Numeracy requirement by the end of the year

In 2026 I think we are working across all 3 levels. For the wider curriculum areas, we need to review current practice and look at how we can embed explicit Numeracy teaching. Jess, Chithira and I need to review and refine this plan, and we need to continue strengthening and improving Maths teacher practice in the classroom.

In 2025 the statistics for those students who sat for the CAA in Numeracy and passed was

- 155 out of 259 students who attempted CAA passed the exam (59.8%). This marks a significant improvement from 2024, when only 41% of students passed.
- 155 out of 271 students entered for CAA passed the exam (57.2%). This is also an improvement from the 39% pass rate in 2024.
- 67 out of 74 Year 10 students who attempted CAA passed the exam (90.5%).
- 59 out of 114 Year 11 students who attempted CAA passed the exam (51.8%).
- 29 out of 71 Year 12 or 13 students who attempted CAA passed the exam (40.8%).
- 122 out of 189 Year 11 students passed CAA in either 2024 or 2025 (64.6%)

The overall improvement in the 2025 CAA results [Level 1 Numeracy Attainment 2025](#) is likely due to a better understanding of the exam and increased collaboration across the school.

Another key factor was the more deliberate approach to assess students' readiness, which played an important role in boosting the overall pass rate, particularly in Year 10. As a result, Year 10 achieved a 100% pass rate in the May CAA. This gave our ākonga the opportunity to succeed and provided a positive assessment experience. Moving forward, we will continue to assess ākonga for their readiness and enter only those who reach at least Level 4P as a minimum. In 2024, a number of Year 10 students at Level 3 were entered and most didn't achieve. This was one of the main reasons for the lower pass rate in 2024.

In 2026 we need to consider the impact on what we are currently doing of implementation of the new Mathematics curriculum - what does this mean for continuing to build upon this year and the successes?



Naenae College

Next review: Term 4 2026

Reporting about Student Progress and Achievement

The paramount objective of the board of Naenae College is to ensure that every student at the school is able to attain their highest possible standard in educational achievement (Education and Training Act, s 127). To meet the paramount objective, the board meets relevant supporting objectives about reporting on student progress. Requirements around reporting on the progress, achievement, and performance of students are also set out in section 165 of the Education and Training Act and the Education (School Boards) Regulations 2020 (s 21).

We ensure that all reporting complies with privacy requirements. Parents/Guardians are responsible for informing the school about any changes to who should be receiving progress and achievement information about their child. See [Care and Contact Arrangements](#).

We report and share information about student progress and achievement in accordance with relevant legislation, regulations, and Ministry guidance, and in ways that are appropriate for and meet the needs of our school community.

The board, together with the principal and teaching staff:

- gives information about student performance to parents in a timely manner and in a form that is readily understandable (Education and Training Act, s 165)
- uses **▶ good quality** assessment or aromatawai information to report to each student and their parents on student progress and achievement: (Education and Training Act 2020, s 127; Education (School Boards) Regulations 2020 (s 21))
 - at least twice a year
 - in **▶ plain language**
 - including student progress and achievement information across the **▶ foundation curriculum statements and national performance measures**
 - including student progress and achievement information in literacy and numeracy and/or te reo matatini and pāngarau.

We also inform parents about matters that are preventing or slowing the progress of their child at school, or harming their relationships with teachers or other students (Education and Training Act, s 103).

We report to our school community on the progress and achievement of students as a whole (as assessed against the foundation curriculum policy statements and national curriculum statements) and the progress and achievement of students whose needs have not yet been well met. See [School Planning and Reporting](#).

We regularly review our reporting methods to ensure that they are accurate and consistent, and responsive to the needs of our school community.

The principal assures the board that the school meets all legislative and regulatory requirements for reporting on student progress and achievement. See [Review Schedule and Board Assurances](#).

Related policies

- [Curriculum and Student Achievement Policy](#)
- [Assessing Student Learning](#)
- [Learning Support](#)
- [Communicating with Parents and Whānau](#)
- [Student Wellbeing and Safety](#)

- **Sharing Student Personal Information with Parents and Guardians**

Legislation

- Education and Training Act 2020
- Education (School Boards) Regulations 2020

Resources

- Te Poutāhū Curriculum Centre: **Reporting to parents and whānau** 

Release history: [Term 4 2025](#), [Term 3 2024](#), [Term 1 2024](#), [Term 3 2021](#), [Term 3 2020](#)

Last review	Term 4 2025
Topic type	Core



Naenae College

Next review: Term 2 2027

Employment Policy

The board of Naenae College complies with the principle of being a **good employer**, as required by the Education and Training Act 2020 (s 597). We implement this Employment Policy and associated policies to comply with being a good employer and we report on our compliance in our annual report.

Naenae College supports the fair and proper treatment of staff members in all aspects of their employment, and builds employment relationships that are based on **good faith**. We comply with employment legislation and regulations, and all relevant employment agreements.

The board takes all steps, so far as is reasonably practicable, to meet its primary duty of care obligations to ensure good and safe working conditions for all staff. See **Health, Safety and Welfare**.

To support our responsibilities as a good employer, we:

- aim to provide equal employment opportunities for all staff members – see **Equal Employment Opportunities**
- employ appropriately qualified staff members through a fair appointment process – see **Appointment Policy**
- ensure that the school is appropriately staffed and that we give effect to the conditions of all relevant employment agreements – see **School Staffing**
- ensure that all staff members maintain proper standards of integrity, conduct, and concern for the public interest, and the wellbeing of students attending our school – see **Staff Conduct**
- have a fair and consistent performance management process – see **Performance Management**
- provide opportunities for professional development to meet identified needs – see **Professional Development**
- have set processes for ending employment that comply with employment agreements and the requirements of the Employment Relations Act 2000 – see **Ending Employment**.

The board makes our employment policies available to staff.

The principal assures the board that the school operates an employment policy that complies with the principle of being a good employer, that the policy (including our equal employment opportunities programme) is available to staff, and that a report on compliance is included in the annual report. See **Review Schedule and Board Assurances**.

Related policies

- **Te Tiriti o Waitangi**
- **School Planning and Reporting**
- **Staff Wellbeing and Safety**

Legislation

- Education and Training Act 2020
- Employment Relations Act 2000
- Public Service Act 2020

Release history: Term 4 2024, Term 3 2023, Term 1 2023, Term 3 2022, Term 3 2020

IN THIS SECTION

Equal Employment Opportunities

Appointment Policy

Staff Induction

School Staffing

Staff Conduct

Performance Management

Professional Development

Personal Grievance

Secondary Employment

Ending Employment

Last review	Term 2 2024
--------------------	-------------

Topic type	Core
-------------------	------
