

WAITĀKERE COLLEGE



ANNUAL FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2025

School Directory

Ministry Number:	44
Principal:	Mark Shanahan
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Accountant / Service Provider:	Schooled Limited



WAITĀKERE COLLEGE

Annual Financial Statements - For the year ended 31 December 2025

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Waitākere College

Members of the Board

For the year ended 31 December 2025

Name	Position	How Position Gained	Term Expired/ Expires
Ace Kipa	Presiding Member	Elected	Sept 2028
Mark Shanahan	Principal ex Officio	Appointed	Current
Errol Caron	Parent Representative	Elected	Sept 2028
Toni Cliffin	Parent Representative	Elected	Sept 2028
Raj Maharajan	Parent Representative	Elected	Sept 2028
Ma'amua Saipele	Parent Representative	Elected	Sept 2028
Ruta Tonumaiavao	Parent Representative	Elected	Sept 2028
Joanne Catchpole	Staff Representative	Elected	Sept 2028
Desire Magalogo	Student Representative	Elected	Sept 2026
Tara Boreham	Parent Representative	Elected	Sept 2025
Rebecca Hopkins	Parent Representative	Elected	Sept 2025
Ina Sufia	Parent Representative	Elected	Sept 2025
Lalomilo Tausa	Parent Representative	Elected	Sept 2025
Petra Falaniko	Student Representative	Elected	Sept 2025

Waitākere 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.

Ace Kipa

Full Name of Presiding Member



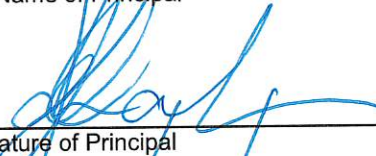
Signature of Presiding Member

19.5.26

Date

MARK P SHAWHAN

Full Name of Principal



Signature of Principal

19/5/26

Date

Waitākere 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	27,287,255	23,267,641	26,229,781
Locally Raised Funds	3	1,907,481	1,710,171	1,452,299
Interest		167,358	220,000	238,727
Gain on Sale of Property, Plant and Equipment		350	-	-
Total Revenue		29,362,444	25,197,812	27,920,807
Expense				
Locally Raised Funds	3	1,547,314	1,469,349	1,087,367
Learning Resources	4	19,628,150	18,029,781	18,344,740
Administration	5	2,131,050	1,084,120	3,384,277
Interest		41,963	34,000	44,949
Property	6	5,006,352	4,494,901	4,652,418
Loss on Disposal of Property, Plant and Equipment		10,295	-	6,050
Total Expense		28,365,124	25,112,151	27,519,801
Net Surplus / (Deficit) for the year		997,320	85,661	401,006
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		997,320	85,661	401,006

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

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

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Equity at 1 January		5,169,229	5,169,231	4,451,522
Total comprehensive revenue and expense for the year		997,320	85,661	401,006
Contribution - Furniture and Equipment Grant		-	-	354,320
Distributions to the Ministry of Education		-	-	(37,619)
Equity at 31 December		6,166,549	5,254,892	5,169,229
Accumulated comprehensive revenue and expense		6,166,549	5,254,892	5,169,229
Equity at 31 December		6,166,549	5,254,892	5,169,229

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.

Waitākere 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	2,698,919	2,348,535	2,156,144
Accounts Receivable	8	1,461,023	1,162,669	1,162,670
GST Receivable		13,635	86,060	86,060
Prepayments		5,079	349,843	349,843
Inventories	9	-	65,111	65,111
Investments	10	3,400,000	2,900,000	2,900,000
Funds Receivable for Capital Works Projects	17	10,939	110,870	110,870
		<u>7,589,595</u>	<u>7,023,088</u>	<u>6,830,698</u>
Current Liabilities				
Accounts Payable	12	1,696,641	1,767,433	1,767,434
Revenue Received in Advance	13	482,288	296,079	304,347
Provision for Cyclical Maintenance	14	-	14,993	179,129
Finance Lease Liability	15	164,356	144,712	237,804
Funds held in Trust	16	246,695	185,945	290,655
Funds held for Capital Works Projects	17	1,602	189,408	189,409
		<u>2,591,582</u>	<u>2,598,570</u>	<u>2,968,778</u>
Working Capital Surplus/(Deficit)		4,998,013	4,424,518	3,861,920
Non-current Assets				
Property, Plant and Equipment	11	1,925,280	1,565,936	1,991,714
		<u>1,925,280</u>	<u>1,565,936</u>	<u>1,991,714</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	14	528,088	546,051	428,389
Finance Lease Liability	15	228,656	189,511	256,016
		<u>756,744</u>	<u>735,562</u>	<u>684,405</u>
Net Assets		<u>6,166,549</u>	<u>5,254,892</u>	<u>5,169,229</u>
Equity		<u>6,166,549</u>	<u>5,254,892</u>	<u>5,169,229</u>

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

Waitākere College

Statement of Cash Flows

For the year ended 31 December 2025

	Note	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Cash flows from Operating Activities				
Government Grants		9,308,703	9,882,049	8,750,525
Locally Raised Funds		1,592,632	1,087,148	1,140,827
International Students		385,423	296,770	319,168
Goods and Services Tax (net)		72,425	77,858	77,858
Payments to Employees		(1,625,120)	(2,202,408)	(1,761,935)
Payments to Suppliers		(8,113,786)	(7,937,316)	(7,971,109)
Interest Paid		(41,963)	(34,000)	(44,949)
Interest Received		164,603	219,803	238,530
Net cash from/(to) Operating Activities		1,742,917	1,389,904	748,915
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(308,304)	(317,263)	(304,326)
Purchase of Investments		(500,000)	-	-
Net cash from/(to) Investing Activities		(808,304)	(317,263)	(304,326)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	354,320
Finance Lease Payments		(260,002)	(108,555)	(224,042)
Funds Administered on Behalf of Other Parties		(131,836)	167,770	188,862
Net cash from/(to) Financing Activities		(391,838)	59,215	319,140
Net increase/(decrease) in cash and cash equivalents		542,775	1,131,856	763,729
Cash and cash equivalents at the beginning of the year	7	2,156,144	1,216,679	1,392,415
Cash and cash equivalents at the end of the year	7	2,698,919	2,348,535	2,156,144

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

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

Waitākere College

Notes to the Financial Statements

For the year ended 31 December 2025

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

The financial statements have been prepared for the period 1 January 2025 to 31 December 2025 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

The financial statements have been prepared on a going concern basis, and the accounting policies have been consistently applied throughout the period.

Financial Reporting Standards Applied

The Education and Training Act 2020 requires the School, as a Crown entity, to prepare financial statements with reference to generally accepted accounting practice. The financial statements have been prepared with reference to generally accepted accounting practice in New Zealand, applying Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime as appropriate to public benefit entities that qualify for Tier 2 reporting. The School is considered a Public Benefit Entity as it meets the criteria specified as 'having a primary objective to provide goods and/or services for community or social benefit and where any equity has been provided with a view to supporting that primary objective rather than for financial return to equity holders'.

PBE Accounting Standards Reduced Disclosure Regime

The School qualifies for Tier 2 as the School is not publicly accountable and is not considered large as it falls below the expense threshold of \$33 million per year. All relevant reduced disclosure concessions have been taken.

Measurement Base

The financial statements are prepared on the historical cost basis unless otherwise noted in a specific accounting policy.

Presentation Currency

These financial statements are presented in New Zealand dollars, rounded to the nearest dollar.

Specific Accounting Policies

The accounting policies used in the preparation of these financial statements are set out below.

Critical Accounting Estimates And Assumptions

The preparation of financial statements requires management to make judgements, estimates and assumptions that affect the application of accounting policies and the reported amounts of assets, liabilities, revenue and expenses. Actual results may differ from these estimates.

Estimates and underlying assumptions are reviewed on an ongoing basis. Revisions to accounting estimates are recognised in the period in which the estimate is revised and in any future periods affected.

Cyclical maintenance

The School recognises its obligation to maintain the 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 best estimate of the cost of painting the School and when the School is required to be painted, based on an assessment of the School's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 14.

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

Recognition of grants

The School reviews the grants monies received at the end of each reporting period and whether any require a provision to carry forward amounts unspent. The School believes all grants received have been appropriately recognised as a liability if required. Government grants are disclosed at note 2.

c) Revenue Recognition

Government Grants

The School receives funding from the Ministry of Education. The following are the main types of funding that the School receives:

Operational grants are recorded as revenue when the School has the rights to the funding, which is in the year that the funding is received.

Teachers salaries grants are recorded as revenue when the School has the rights to the funding in the salary period they relate to. The grants are not received in cash by the School and are paid directly to teachers by the Ministry of Education.

Other Ministry Grants for directly funded programs are recorded as revenue when the School has the rights to the funding in the period they relate to. The grants are not received in cash by the School and are paid directly by the Ministry of Education.

The property from which the School operates is owned by the 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.

This is a non-cash revenue that is offset by a non-cash expense. The use of land and buildings grants and associated expenditure are recorded in the period the School uses the land and buildings.

Other Grants where conditions exist

Other grants are recorded as revenue when the School has the rights to the funding, unless there are unfulfilled conditions attached to the grant, in which case the amount relating to the unfulfilled conditions is recognised as a liability and released to revenue as the conditions are fulfilled.

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Operating Lease Payments

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

e) Finance Lease Payments

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

f) Cash and Cash Equivalents

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

g) Accounts Receivable

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

h) Inventories

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

i) Investments

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

j) Property, Plant and Equipment

Land and buildings owned by the 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.

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	40 years
Board-owned Buildings	40 years
Furniture and Equipment	10 years
Information and Communication Technology	4 years
Motor Vehicles	5 years
Leased Assets held under a Finance Lease	Term of Lease
Library Resources	12.5% Diminishing value

k) Impairment of property, plant, and equipment

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

Non cash generating assets

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

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

l) Accounts Payable

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

m) Employee Entitlements

Short-term employee entitlements

Employee entitlements that are expected to be settled within 12 months after the end of the reporting period in which the employees provide the related service are measured based on accrued entitlements at current rates of pay. These include salaries and wages accrued up to balance date and annual leave earned, by non teaching staff, but not yet taken at balance date.

Long-term employee entitlements

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

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

n) Revenue Received in Advance

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

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

o) Funds Held in Trust

Funds are held in trust where they have been received by the School for a specified purpose, or are being held on behalf of a third party and these transactions are not recorded in the Statement of Comprehensive Revenue and Expense.

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

p) 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 Comprehensive Revenue and Expense.

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

q) 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 20 year period. The economic outflow of this is dependent on the plan established by the School to meet this obligation and is detailed in the notes and disclosures of these accounts.

r) Financial Instruments

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

The School's financial liabilities comprise accounts payable and finance lease liability. Financial liabilities are initially recognised at fair value and subsequently measured at amortised cost using the effective interest method. Interest expense and any gain or loss on derecognition are recognised in surplus or deficit.

s) Goods and Services Tax (GST)

The financial statements have been prepared on a GST exclusive basis, with the exception of accounts receivable and accounts payable which are stated as GST inclusive.

The net amount of GST paid to, or received from, the IRD, including the GST relating to investing and financing activities, is classified as a net operating cash flow in the statement of cash flows.

Commitments and contingencies are disclosed exclusive of GST.

t) Budget Figures

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

u) Services received in-kind

From time to time the School receives services in-kind, including the time of volunteers. The School has elected not to recognise services received in kind in the Statement of Comprehensive Revenue and Expense.

2. Government Grants

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Government Grants - Ministry of Education	8,630,124	8,404,556	8,194,387
Teachers' Salaries Grants	13,194,380	10,860,249	11,528,325
Use of Land and Buildings Grants	3,760,315	3,264,725	3,504,404
Ka Ora, Ka Ako - Healthy School Lunches Programme	1,037,007	-	2,340,229
Other Government Grants	665,429	738,111	662,436
	<u>27,287,255</u>	<u>23,267,641</u>	<u>26,229,781</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			
Donations and Bequests	410	9,000	9,154
Fees for Extra Curricular Activities	546,338	501,390	491,348
Fees for Extra Curricular Activities - Overseas Travel	296,374	380,000	-
Trading	387,581	290,000	293,885
Fundraising and Community Grants	192,469	179,400	223,416
Other Revenue	148,236	86,000	147,717
International Student Fees	336,073	264,381	286,779
	<u>1,907,481</u>	<u>1,710,171</u>	<u>1,452,299</u>
Expense			
Extra Curricular Activities Costs	626,168	627,986	574,918
Extra Curricular Activities Costs - Overseas Travel	309,473	380,000	-
Trading	342,958	249,150	279,755
Fundraising and Community Grant Costs	15,478	-	-
International Student - Employee Benefits - Salaries	122,294	123,880	159,629
International Student - Other Expenses	75,411	63,333	59,711
International Student - Overseas Travel Marketing	55,532	25,000	13,354
	<u>1,547,314</u>	<u>1,469,349</u>	<u>1,087,367</u>
<i>Surplus/ (Deficit) for the year Locally Raised Funds</i>	<u>360,167</u>	<u>240,822</u>	<u>364,932</u>

4. Learning Resources

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Curricular	4,845,394	5,053,137	5,174,903
Information and Communication Technology	296,200	274,100	226,629
Employee Benefits - Salaries	13,840,826	11,963,794	12,246,693
Staff Development	109,640	148,750	106,954
Depreciation	523,987	577,000	577,009
Other Learning Resources	12,103	13,000	12,552
	<u>19,628,150</u>	<u>18,029,781</u>	<u>18,344,740</u>

5. Administration

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Audit Fees	26,784	13,000	11,653
Board Fees and Expenses	24,044	23,900	21,837
Operating Leases	925	2,500	2,721
Legal Fees	1,068	-	9,382
Other Administration Expenses	227,451	204,470	204,771
Employee Benefits - Salaries	739,890	749,000	720,014
Insurance	44,523	43,750	42,170
Service Providers, Contractors and Consultancy	31,500	31,500	31,500
Ka Ora, Ka Ako - Healthy School Lunches Programme	1,034,865	16,000	2,340,229
	<u>2,131,050</u>	<u>1,084,120</u>	<u>3,384,277</u>

6. Property

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Cyclical Maintenance	116,439	-	194,786
Heat, Light and Water	218,663	170,000	150,560
Rates	565	250	194
Repairs and Maintenance	361,596	500,483	325,539
Use of Land and Buildings	3,760,315	3,264,725	3,504,404
Employee Benefits - Salaries	155,075	167,443	149,863
Other Property Expenses	393,699	392,000	327,072
	<u>5,006,352</u>	<u>4,494,901</u>	<u>4,652,418</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.

7. Cash and Cash Equivalents

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Bank Accounts	2,698,919	2,348,535	2,156,144
Cash and cash equivalents for Statement of Cash Flows	<u>2,698,919</u>	<u>2,348,535</u>	<u>2,156,144</u>

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

Of the \$2,698,919 Cash and Cash Equivalents \$493,297 is subject to restrictions for the following reasons:

- \$246,695 of Homestay funds held on behalf of international students. This is included in Funds Held in Trust in note 16.
- \$245,000 of international student fees relating to the 2026 school year have been collected by the school. This is included in Revenue in Advance in note 13.
- \$1,602 is held by the school on behalf of the Ministry of Education. The funds have been provided as part of the school's 5 Year Agreement Funding and is required to be spent on the school's buildings. See note 17.

Other restrictions on cash that may require disclosure include funds held in trust and international student fees as disclosed in note 13.

8. Accounts Receivable

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Receivables	102,000	-	-
Receivables from the Ministry of Education	35,357	-	-
Interest Receivable	44,954	42,199	42,199
Teacher Salaries Grant Receivable	1,278,712	1,120,470	1,120,471
	<u>1,461,023</u>	<u>1,162,669</u>	<u>1,162,670</u>
Receivables from Exchange Transactions	146,954	42,199	42,199
Receivables from Non-Exchange Transactions	1,314,069	1,120,470	1,120,471
	<u>1,461,023</u>	<u>1,162,669</u>	<u>1,162,670</u>

9. Inventories

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
School Uniforms	-	65,111	65,111
	<u>-</u>	<u>65,111</u>	<u>65,111</u>

10. Investments

The School's investment activities are classified as follows:

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Current Asset			
Short-term Bank Deposits	3,400,000	2,900,000	2,900,000
Total Investments	<u>3,400,000</u>	<u>2,900,000</u>	<u>2,900,000</u>

11. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2025						
Building Improvements	601,457	130,883	-	-	(25,982)	706,358
Furniture and Equipment	576,659	134,621	(656)	-	(100,441)	610,182
Information and Communication Technology	225,976	20,620	(799)	-	(111,160)	134,638
Motor Vehicles	50,517	-	-	-	(20,106)	30,411
Leased Assets	468,729	159,541	-	-	(256,083)	372,189
Library Resources	68,376	22,181	(8,840)	-	(10,215)	71,502
	<u>1,991,714</u>	<u>467,846</u>	<u>(10,295)</u>	<u>-</u>	<u>(523,987)</u>	<u>1,925,280</u>

The net carrying value of leased assets held under a finance lease is \$362,125 (2024: \$452,066)

The net carrying value of motor vehicles held under a finance lease is \$10,064 (2024: \$16,663)

Restrictions

With the exception of the contractual restrictions related to the above noted finance leases, there are no restrictions over the title of the school's property, plant and equipment, nor are any property, plant and equipment pledged as security for liabilities.

	2025	2025	2025	2024	2024	2024
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	1,087,077	(380,719)	706,358	956,194	(354,737)	601,457
Furniture and Equipment	2,205,555	(1,595,373)	610,182	2,090,697	(1,514,038)	576,659
Information and Communication Technology	1,251,325	(1,116,687)	134,638	1,250,089	(1,024,113)	225,976
Motor Vehicles	333,217	(302,806)	30,411	333,217	(282,700)	50,517
Leased Assets	890,905	(518,716)	372,189	832,142	(363,413)	468,729
Library Resources	183,849	(112,347)	71,502	185,672	(117,296)	68,376
	<u>5,951,928</u>	<u>(4,026,648)</u>	<u>1,925,280</u>	<u>5,648,011</u>	<u>(3,656,297)</u>	<u>1,991,714</u>

12. Accounts Payable

	2025	2025	2024
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	108,008	390,276	390,276
Accruals	78,556	63,907	63,907
Employee Entitlements - Salaries	1,244,495	1,090,574	1,090,575
Employee Entitlements - Leave Accrual	265,582	222,676	222,676
	<u>1,696,641</u>	<u>1,767,433</u>	<u>1,767,434</u>
Payables for Exchange Transactions	1,696,641	1,767,433	1,767,434
	<u>1,696,641</u>	<u>1,767,433</u>	<u>1,767,434</u>

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2025	2025	2024
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Grants in Advance - Ministry of Education	13,635	-	8,268
International Student Fees in Advance	245,000	195,650	195,650
Other revenue in Advance	223,653	100,429	100,429
	<u>482,288</u>	<u>296,079</u>	<u>304,347</u>

14. Provision for Cyclical Maintenance

	2025	2025	2024
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Provision at the Start of the Year	607,518	607,518	613,152
Increase to the Provision During the Year	116,439	191,330	194,786
Use of the Provision During the Year	(195,869)	(237,804)	(200,420)
Provision at the End of the Year	<u>528,088</u>	<u>561,044</u>	<u>607,518</u>
Cyclical Maintenance - Current	-	14,993	179,129
Cyclical Maintenance - Non current	528,088	546,051	428,389
	<u>528,088</u>	<u>561,044</u>	<u>607,518</u>

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

15. Finance Lease Liability

The School has entered into a number of finance lease agreements for computers and other ICT equipment. Minimum lease payments payable:

	2025	2025	2024
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
No Later than One Year	190,930	162,366	273,867
Later than One Year	251,472	223,862	287,231
Future Finance Charges	(49,390)	(52,005)	(67,278)
	<u>393,012</u>	<u>334,223</u>	<u>493,820</u>
Represented by			
Finance lease liability - Current	164,356	144,712	237,804
Finance lease liability - Non current	228,656	189,511	256,016
	<u>393,012</u>	<u>334,223</u>	<u>493,820</u>

16. Funds held in Trust

	2025	2025	2024
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Funds Held in Trust on Behalf of Third Parties - Current	246,695	185,945	290,655
	<u>246,695</u>	<u>185,945</u>	<u>290,655</u>

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

17. 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, and includes retentions on the projects, if applicable.

	2025	Opening Balances	Receipts from MOE	Payments	Board Contributions / Transfers	Closing Balances
		\$	\$	\$	\$	\$
Lighting & Distribution Boards	234914	(1,491)	-	1,491	-	-
B21 Project Design Phase	234524	25,000	-	(25,000)	-	-
Block C Drainage Upgrade	234920	(14,965)	14,965	-	-	-
Block C, M, X Autex	234918	(3,798)	3,798	-	-	-
Block A Universal Toilets	246236	164,169	335	(172,992)	-	(8,488)
LSPM Cane User (Learning Suppc	249346	240	-	(240)	-	-
Power Management System	239623	(88,338)	104,697	(16,359)	-	-
Block C Cladding	250805	(2,278)	2,278	-	-	-
Site: Damaged Stormwater Assets	253693	-	41,391	(43,842)	-	(2,451)
Blk A Toilet Flood Remediation	252559	-	24,196	(24,196)	-	-
Blks A.E.F.T & Lib Urgent Roofing	250840	-	16,883	(15,281)	-	1,602
Totals		<u>78,539</u>	<u>208,543</u>	<u>(296,419)</u>	<u>-</u>	<u>(9,337)</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	1,602
Funds Receivable from the Ministry of Education	(10,939)

	2024	Opening Balances	Receipts from MOE	Payments	Board Contributions / Transfers	Closing Balances
		\$	\$	\$	\$	\$
Block F Roof, Toilets, Kitchen	206462	(137,671)	103,173	(3,121)	37,619	-
D Block Rationalisation	218350	1,100	-	(1,100)	-	-
Roof Replace B, C, X, H, J, K, M, T	234913	82,674	43,565	(126,239)	-	-
Lighting & Distribution Boards	234914 -	1,491	-	-	-	(1,491)
Blocks A B C E M Flooring	234919	30,505	3,755	(34,260)	-	-
Gym Block Ceiling Panel Installatic	234917 -	14,608	14,471	137	-	-
B21 Project Design Phase	242988	35,434	(4,779)	(30,655)	-	25,000
Block C Drainage Upgrade	245261 -	759	13,209	(12,450)	-	(14,965)
Block C, M, X Autex	234524	25,000	-	-	-	(3,798)
Block A Universal Toilets	248451	-	37,594	(37,594)	-	164,169
LSPM Cane User (Learning Suppc	234920	-	40,500	(55,465)	-	240
Power Management System	234918	-	94,892	(98,690)	-	(88,338)
Block C Cladding	246236	-	170,483	(6,314)	-	(2,278)
Site: Damaged Stormwater Assets	249346	-	21,968	(21,728)	-	-
Blk A Toilet Flood Remediation		-	-	(88,338)	-	-
Blks A.E.F.T & Lib Urgent Roofing	250805	-	47,674	(49,952)	-	-
Totals		20,184	538,831	(515,817)	37,619	78,539

Represented by:

Funds Held on Behalf of the Ministry of Education

189,409

Funds Receivable from the Ministry of Education

(110,870)

18. Related Party Transactions

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

Related party disclosures have not been made for transactions with related parties that are within a normal supplier or client/recipient relationship on terms and condition no more or less favourable than those that it is reasonable to expect the School would have adopted in dealing with the party at arm's length in the same circumstances. Further, transactions with other government agencies (for example, Government departments and Crown entities) are not disclosed as related party transactions when they are consistent with the normal operating arrangements between government agencies and undertaken on the normal terms and conditions for such transactions.

19. Remuneration

Key management personnel compensation

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

	2025 Actual \$	2024 Actual \$
<i>Board Members</i> Remuneration	2,685	3,922
<i>Leadership Team</i> Remuneration Full-time equivalent members	1,306,911 8	1,230,884 8
Total key management personnel remuneration	1,309,596	1,234,806

There are 8 members of the Board excluding the Principal. The Board has held 8 full meetings of the Board in the year. The Board also has a Finance (2 members) committee that meet monthly. As well as these regular meetings, including preparation time, the Presiding member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal

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

	2025 Actual \$000	2024 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	290-300	270-280
Benefits and Other Emoluments	8,854	5-10

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	35.00	27.00
110 - 120	16.00	14.00
120 - 130	13.00	8.00
130 - 140	3.00	1.00
140 - 150	4.00	3.00
150-160	2.00	2.00
	73.00	55.00

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

20. Compensation and Other Benefits Upon Leaving

The total value of compensation or other benefits paid or payable to persons who ceased to be board members, committee members, or employees during the financial year in relation to that cessation and number of persons to whom all or part of that total was payable was as follows:

	2025 Actual	2024 Actual
Total	\$0	-
Number of People	0	-

21. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2025 (Contingent liabilities and assets at 31 December 2024: nil).

Holidays Act Compliance – Schools Payroll

The Ministry of Education performs payroll processing and payments on behalf of boards, through payroll service provider, Education Payroll Limited.

The Ministry continues to review the Schools Sector Payroll to ensure compliance with the Holidays Act 2003. An initial remediation payment has been made to some current school employees. The Ministry is continuing to perform detailed analysis to finalise calculations and the potential impacts for specific individuals. As such, this is expected to resolve the liability for school boards.

Pay Equity and Collective Agreement Funding Wash-up

In 2025 the Ministry of Education provided collective agreement and pay equity settlement funding. At the date of signing the financial statements, the School's final entitlement for the year ended 31 December 2025 has not yet been advised. The School has therefore not recognised an asset or a liability regarding this funding wash-up, which is expected to be settled in July 2026.

22. Commitments

(a) Capital Commitments

At 31 December 2025, the Board had capital commitments of \$315,923 (2024:\$284,963) as a result of entering the following contracts:

Contract Name	Remaining Capital Commitment \$
Quadrent Lease signed quote	312,445
Blks A,E,F,T & Lib Urgent Roofing	3,478
Total	<u>315,923</u>

The Board receives funding from the Ministry of Education for Capital Works which is disclosed in note 17.

23. Financial Instruments

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

Financial assets measured at amortised cost

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Cash and Cash Equivalents	2,698,919	2,348,535	2,156,144
Receivables	1,461,023	1,162,669	1,162,670
Investments - Term Deposits	3,400,000	2,900,000	2,900,000
Total financial assets measured at amortised cost	<u>7,559,942</u>	<u>6,411,204</u>	<u>6,218,814</u>

Financial liabilities measured at amortised cost

Payables	1,696,641	1,767,433	1,767,434
Finance Leases	393,012	334,223	493,820
Total financial liabilities measured at amortised cost	<u>2,089,653</u>	<u>2,101,656</u>	<u>2,261,254</u>

24. Events After Balance Date

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

25. Comparatives

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

INDEPENDENT AUDITOR'S REPORT

To the readers of Waitakere College's financial statements for the year ended 31 December 2025

The Auditor-General is the auditor of Waitakere College (the School). The Auditor-General has appointed me, Kurt Sherlock using the staff and resources of Crowe New Zealand Audit Partnership, to carry out the audit of the financial statements of the School on pages 3 to 20, that comprise the statement of financial position as at 31 December 2025, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

Opinion

In our opinion the financial statements:

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

Our audit was completed on 20 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 our opinion

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

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

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

The title 'Partner' conveys that the person is a senior member within their respective division, and is among the group of persons who hold an equity interest (shareholder) in its parent entity, Findex Group Limited. The only professional service offering which is conducted by a partnership is external audit, conducted via the Crowe Australasia external audit division and Unison SMSF Audit. All other professional services offered by Findex Group Limited are conducted by a privately owned organisation and/or its subsidiaries.

Findex (Aust) Pty Ltd, trading as Crowe Australasia is a member of Crowe Global, a Swiss Verein. Each member firm of Crowe Global is a separate and independent legal entity. Findex (Aust) Pty Ltd and its affiliates are not responsible or liable for any acts or omissions of Crowe Global or any other member of Crowe Global. Crowe Global does not render any professional services and does not have an ownership or partnership interest in Findex (Aust) Pty Ltd. Services are provided by Crowe New Zealand Audit Partnership an affiliate of Findex (Aust) Pty Ltd.

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In preparing the financial statements, the Board is responsible on behalf of the School 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 there is an intention to close or merge the School, or there is no realistic alternative but to do so.

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

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

Our responsibilities arise from the Public Audit Act 2001.

Other information included in the Board's annual report

The Board is required to prepare an annual report which includes the annual financial statements and the audit report, as well as a Analysis of Variance, an Achievement Data report, 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 Analysis of Variance, Te Tiriti o Waitangi report, an Achievement Data report, 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 independence requirements of 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) (PES 1)* issued by the New Zealand Auditing and Assurance Standards Board.

Other than the audit, we have no relationship with or interests in the School.



Kurt Sherlock
Crowe New Zealand Audit Partnership
On behalf of the Auditor-General
Auckland, New Zealand

Learners at the Centre
Learners with their whānau are at the centre of education

1a - Develop and deliver learning programmes that are engaging and relevant to ākonga and are inclusive and respectful of students' backgrounds, cultures and prior learning

1b - Support identity, language and culture of all learners and whanau to strengthen belonging, engagement and achievement

1c - Create an inclusive school culture where identity and diversity is valued

1d - Improving educational outcomes for all students

1e - Partner with family and whanau to build and realize their child's aspirations

1f - Develop a learning environment and infrastructure that supports our learning goals

Equitable Access to Learning
Great education opportunities and outcomes are within reach for every learner

2a - Support Māori ākonga to enjoy and achieve educational success as Māori

2b - Ensuring and supporting Pasifika students to have equitable access to thrive and succeed as Pasifika students

2c - Ensure all learners/ākonga have ongoing opportunities to develop key foundational skills in Literacy and Numeracy

2d - All students have access to learning and resources regardless of financial status

Quality Teaching & Leadership
Quality teaching and leadership make the difference for learners and their whānu

3a - Support teachers/kaiako to become culturally responsive practitioners

3b - Support kaiako to build their confidence and understanding of Te Reo Māori and tikanga

3c - Identify gaps in teaching capability and invest in opportunities for strengthening teaching, leadership and learning support

Future of Learning and Work
Learning that is relevant to the lives of New Zealanders today and throughout their lives

4a - Continue to grow and adapt Vocational Pathways programmes and initiatives to support the diverse needs and interests of all students

4b - Build collaborative partnerships with community groups and industry to improve educational outcomes and opportunities

4c - Build student capacity to confidently take on opportunities outside of the school in the present and future

The WaitākereWay

Caring - We all care for each other

Learning - We are all here to learn

Respect - We treat everyone with respect

GOAL - Learners at the Centre

Learners with their whānau are at the centre of education

1 a) Engaging relevant learning programmes (N1,N2)

1a - Develop and deliver learning programmes that are engaging and relevant to ākonga and are inclusive and respectful of students' backgrounds, cultures and prior learning

Projects	Action	Summary of indicators of progression and outcomes	Variance	Evaluation <i>Where to next?</i>
<ul style="list-style-type: none"> ● Include Mātauranga Māori as a core component of Year 9-11 curricula 	Continue with the professional development meetings of iwi with individual departments throughout the year.	<p>TOD with Te Kawerau ā Maki to connect with whenua and school pepeha then Departments have integrated lines of the pepeha into activities in their curriculum</p> <p>*No further whole school PLD</p>	*Changed from whole school PLD as felt more buy in and integration was happening when TKAM visited each department as they booked in	Arranging for TKAM Josie to come in for full days and coordinate booking appointments with the Heads of Departments (HoDs) accordingly.
<ul style="list-style-type: none"> ● Grow kaiako understanding of the histories of mana whenua 	<p>Enter third year of 3 Year partnership with Te Kawerau ā maki</p> <p>Te Kawerau ā Maki to meet with whole staff 1-2 times per term with an emphasis on developing a school pepeha.</p> <p>Te Kawerau ā Maki meeting with each department area with goal of embedding local histories.</p>	<p>Over 20 hours was completed with some departments booking in more time as required</p> <p>Departments then adding to resources already in place, this shows integration is occurring.</p>	<p>Happening in core departments where it naturally fits well - English, Humanities, Art, Te Reo, ISC, creative Technology</p> <p>Not happening in all departments. Some areas finding it hard to integrate authentically without straying too much from the requirements of curriculum delivery.</p>	
<ul style="list-style-type: none"> ● Implementation of NCEA Levels 1 	<p>Provision of Wednesday PLD time for development</p> <p>Continue to develop milestones in L1 Courses</p>	<p>Curriculum areas have integrated new level 1 standards well</p> <p>Milestones have been somewhat successful.</p> <p>The purpose of this formative assessment method is in this way is good. Line managers met frequently with Curriculum Leaders to check on these</p>	Tracking is not consistent across all departments, we need a more robust system and a better way to give this information to caregivers	Created CHECKPOINTS as the new reporting system for seniors

GOAL - Learners at the Centre

Learners with their whānau are at the centre of education

1 b) Supporting Identity, Language and Culture

1b - Support identity, language and culture of all learners and whanau to strengthen belonging, engagement and achievement

Projects	Action	Summary of indicators of progression and outcomes	Variance	Evaluation <i>Where to next?</i>
Actively use tikanga and Te Reo Māori across the whole school so ākonga can actively participate in te ao Māori, Aotearoa and the wider world	<p>Increased inclusion of karakia, haka, whakatauki and Te Reo Māori in class and assemblies</p> <p>Weekly school whakatauki</p> <p>Weekly Te Reo Māori words of the week</p> <p>Work through the renaming of Tutor Classes (for 2025) with Te Kawerau ā maki.</p>	<p>Whole school reconnected and learnt school Haka, EOT house haka competition completed , Successful Term 4 Haka for Juniors to ed the year</p> <p>Assemblies kaupapa established in year levels</p> <p>School song practiced and sung in year levels regularly</p> <p>Establish opening and closing karakia routines, next steps karakia mo te kai</p>	<p>Structured approach to meetings, assemblies meant student knew what to expect</p> <p>Developed kaupapa of this and the confidence across middle leaders</p>	Kai karakia for school
Continue to embrace Pasifika values and languages	<p>Staff PLD each term</p> <p>National days celebrated, flags flown</p>	<p>Pasifika results 2025 (2024)</p> <ul style="list-style-type: none"> - Level One: 62.7% (46%) - Level Two: 67.8% (89%) - Level Three: 91.8% (79%) - Uni Ent: 38.8% (27%) <p>Strengthen cultural pride amongst students in recognition of their language week.</p>	Targeted approach through Nu'u Toa	Continue to monitor students without Literacy and Numeracy
Continue to build culture identity and a sense of belonging for our minority groups	<p>Language of the week</p> <p>Arts and Culture Week</p> <p>Recognising and responding to the needs of international <ul style="list-style-type: none"> o students </p>	<p>Strengthen cultural awareness and understanding</p> <p>Study skills helped provide tools for our students to study smarter and be supported</p> <p>Resulted in 3 extra Fiafia/Polyfest groups for 2026 - Kiribati, Niuean and Tuvaluan</p> <p>Student lead.</p>	<p>Senior students lead each week with promotion via social media, panui and in assemblies</p> <p>Confidence in their culture and saw that the school cared enough to honour and celebrate it</p>	Continue to grow the profile of each Language week with a staff in charge from the Komiti Pasifika.

GOAL - Learners at the Centre

Learners with their whānau are at the centre of education

1 c) Creating an inclusive School Culture

1c - Create an inclusive school culture where identity and diversity is valued

Projects	Action	Summary of indicators of progression and outcomes	Variance	Evaluation <i>Where to next?</i>
Continue a programme to establish a school culture of understanding and respect of kaupapa Māori, including Te Reo me ōno tikanga, across the school	Use of common Te Reo Māori phrases across the school	Covered in slide 3 and 4	Covered in slide 3 and 4	Covered in slide 3 and 4
To further raise the level of attendance	Continue to develop new partnership through AWA and their processes. Timely use of Attendance Matters data Accurate monitoring of teacher roll returns Develop 7 day absence per term processes with student records and Deans	Our Termly attendance rates were comparable if not slightly better using the everyday matters attendance data received Termly Outstanding question marks required additional systems to monitor and clear these	Consistent attendance is built on robust systems and effectively using these systems to monitor students attendance Question marks not monitored weekly which caused blow outs of these to have to be fixed retrospectively	Implementation of the STAR new ministry initiatives Induction of an in school attendance liaison via the funding applied for and granted
Continue building profile of the house systems and spirit	House Points at assemblies Culture periods X 5 periods for haka , waiata Active as funding for house competitions	House points collected and presented in assemblies Haka learning complete and competition held School song revisited in Year level assemblies at least once every 3 weeks	Work to be done on house competitions and house spirit throughout the year, time is a challenge	School song every assembly like karakia in order to embed

GOAL - Learners at the Centre

Learners with their whānau are at the centre of education

1 d) Identity, Language and Culture

1d - Improving educational outcomes for all students

Projects	Action	<u>Summary of indicators of progression and outcomes</u>	Variance	Evaluation <i>Where to next?</i>
<ul style="list-style-type: none"> • Raise NCEA achievement, equitably for all groups incl priority learners 	<p>Year 11 Māori mentoring group with Dingle Foundation Continue the successful Nu'u Toa study hub Forecasting, tracking and student self-monitoring Continue to embed the Numeracy tracking system with the change of Numeracy and Maths leadership and staffing. Achievement check-point in Term 2 for Curriculum Area review of progress Regularly track student progress in NCEA project work on an on-going basis</p>	<p>2025 NCEA Results: (2024)</p> <ul style="list-style-type: none"> - Level One: 72.7% (68%) - Level Two: 79.8% (85.9%) - Level Three: 89.8% (79.5%) - Uni Ent: 53.4% (39.1%) <p>Level 2 dropped 6.1%. Cohort #s increased by 28% (2025: 151/283, 2024: 86/220)</p> <p>MANA Mentoring started in Term 1, slow up take due to other events.</p>	<p>Deans priority to ensure academic success for our students.</p> <p>Inconsistent attendance for MANA mentoring</p>	<p>New Yr 12 Deans, continue to monitor early from F.1. Establish target groups, focus on Māori and Pasifika.</p> <p>Academic Goals</p> <ul style="list-style-type: none"> - Level One 80% - Level Two 85% - Level Three 90% - Uni Ent 60% <p>MANA Mentoring re focus - new staff member in charge and re invigorated</p>
<ul style="list-style-type: none"> • Raise University Entrance pass rates 	<p>Mid- year check point with Curriculum Leaders to audit Standards and assessment rds.</p> <p>UE Literacy intervention in Term 2 and Term 3</p> <p>EUE students in English 201 to allow for differentiation</p> <p>SLT study line - Develop a clear program and link further to Vocational Pathways and study skills presentation.</p> <p>Focus on Pasifika UE year 12 and 13 course achievement success rates using mates and Nu'u Toa programs</p>	<p>Improved UE results:</p> <ul style="list-style-type: none"> - 2025: 53% PB 151/283 - 2024: 39% PB: 86/220 	<p>Monitoring F.4 data vs DGE; targeting students with poor performance in DGE. New staff on board to help with SMR SCH: BB, KM & LZ.</p>	<p>AMP classes to replace Study - a more targeted approach with study skills, habits and monitoring.</p>

GOAL - Learners at the Centre

Learners with their whānau are at the centre of education

1 e) Building Partnerships with iwi whanau and families

1e - Partner with family and whanau to build and realize their child's aspirations

Projects	Action	<u>Summary</u> of indicators of progression and outcomes	Variance	Evaluation <i>Where to next?</i>
<ul style="list-style-type: none"> Develop relationships with Mana whenua 	Enter third year of the partnership with Te Kawerau ā maki Regular Wednesday morning hui of Te Kawerau ā Maki and staff, department curriculum development of Mātauranga Māori o Te Kawerau ā Maki.	See slide 3		
<ul style="list-style-type: none"> Increase the collection of whanau/caregiver voice for inclusion in decision making in matters pertaining to their rangatahi 	Continue with the Nu’u Toa and Talanoa Ako parent programs with a focus on the new NCEA implementation and transition. Continue with termly hui and fono providing opportunity for whānau contribution	Parent voice taken into account when preparing for workshops. Top-down model requested; especially V ocational pathways.	Response to Parent voice -added Lit, Num & Voc staff to present at workshops.	Continue to collect Parent feedback and grow the Lit, Num & Voc awareness.
<ul style="list-style-type: none"> Support parents and whanau to be able to support their own rangatahi 	NCEA evening(s) for parents and whanau. CSI for Year 11 parents and whanau. Continue to ensure parents are kept up-to-date with NCEA changes. Continue Talanoa programme Explore increased focus for Māori whanau on the website, newsletter and social media	Increased Parent awareness in CAA, Literacy and Numeracy requirements. Better equipped to support their child’s academic journey. Fono’s well received from families - informative and built confidence in asking for support or clarification on their child’s learning and increased understanding of NCEA requirements	Consistency with Parent comms and delivery of NCEA workshops, in alignment with school events.	Continued funding for 2025-2026. Resume Wednesday workshop evenings from T.1 wk 5.
<ul style="list-style-type: none"> Homestay programme to build stronger/ better relationships with community 	Ensure strong relationship is built between new International Director and the International Administrator to maintain the quality of this resource.	Regular meetings with the Director to ensure school is meeting the code for international students and homestays All running very well 15 students at the moment Kiwi Buddies are getting badges Student International Ambassador being established Projecting to have just under 20 FTE students in 2026 Two international tours / recruitments done this year	The Director has established good routines and the student Ambassadors are a great addition to the programme.	Continue to explore and secure long-term International students and grow the profile of the student Ambassadors.

GOAL - Learners at the Centre

Learners with their whānau are at the centre of education

1 f) Environment and Infrastructure

1f - Develop a learning environment and infrastructure that supports our learning goals

Projects	Action	<u>Summary of indicators of progression and outcomes</u>	Variance	Evaluation <i>Where to next?</i>
On-going development and implementation of the site plan/building development	<p>Continue to advocate for B21 block with Government to cope with continuing school growth</p> <p>Re-leveling of fields to maintain 3 fields as buildings impinge on playing spaces</p>	<p>X 16 STRG buildings opened. Used for Maths and PE with X1 space used as Teacher facility.</p>	<p>Awaiting MoE/Gov't decisions in 2026</p>	<p>Work with MoE /gov't on 'new build, possibility OR chase more prefabs for 2027-2030</p>
Provision of devices for e-learning	<p>Chromebook maintenance and purchasing charged to department budgets to ensure more ownership.</p> <p>Continue an established partnership with PBTech and promote the "Tech Ninja" programme where students and techs fix school devices for free. A request has gone to the board for 320 more devices across the school. These devices support delivery of the curriculum as well as access to digital assessment such as the CAA's.</p>	<p>SE and WT running the programme. Desktops repaired and set up in classrooms around the school</p> <p>Continue to support high needs students identified by deans with devices</p>	<p>N/A</p>	<p>Will continue to purchase, replace and repair chromebooks across the school</p>
Review and develop the timetable to be able to accommodate roll growth keeping learners at the centre	<p>Continual review on the timetable as roll grows to accommodate student choice taking into consideration specialist teacher shortages/ classrooms</p>	<p>The timetable is in progress, with no major structure changes due to new rooms. However, additional rooms will be needed if the school continues to grow. Early planning was possible thanks to more accurate early course confirmations and CSI for Years 11 and 12, allowing for earlier progress.</p>	<p>With all of the changes in education from the government seems like the wrong time to make any major changes to the timetable infrastructure. Waiting to see what the new curriculum needs.</p>	<p>We are exploring a new approach to selecting the school structure through SchoolBridge, where student choice will be the primary factor in determining the structure, rather than adhering to predetermined pathways.</p>

GOAL -Equitable Access to Learning

Great education opportunities and outcomes are within reach for every learner

2 a) Māori Achievement (CJ/FN)

2a - Support Māori ākonga to enjoy and achieve educational success as Māori

Projects	Action	Summary of indicators of progression and outcomes	Variance	Evaluation <i>Where to next?</i>
Continue to develop and embed Māori Medium Immersion education (Rūmaki development)	<p>The job description of the Head of the Rūmaki has been created with a number of key performance indicators. Regular meetings will be held with the HoD to ensure those indicators are met.</p> <p>Students will have tracking milestones which are shared with SLT to ensure there is better monitoring of students.</p>	<p>Milestones for student achievement and mentoring were a success, achievement across all senior Te reo has improved</p> <p>Attendance below that of the rest of the college however tracked similar to 2024 so has not decreased</p>	<p>Checkpoints/milestones help keep staff and students to deadlines and give direction to students academically</p> <p>Attendance tracking systems strong</p>	<p>Expand milestones/checkpoints make them more explicit with in year plan from the start to students</p> <p>Targeted attendance by new in school attendance liaison</p>
Develop a Māori Education Plan to identify targets and strategies to further engage those ākonga Māori in the wider school in learning	<p>Mentoring And Nurturing Achievement representative (MANA) in each subject at Level 1 to target and support students to reach milestones.</p> <p>Investigate creating sub-committees in the Komiti Māori to oversee key initiatives</p> <p>Draft the next Māori Education Plan linked to the 6 principles of Te Hurihanganui for 2026 roll out</p>	<p>Didn't have coverage across all departments for MANA advocates</p> <p>Did not achieve sub committees or draft education plan</p> <p>Good consultation for the new strategic goals of the school to incorporate the above action</p>	<p>Busy staff, got people along by face to face shoulder tapping to come</p> <p>Didn't achieve due to business of komiti maori schedules however achieved strategic consultation and feedback which incorporated these ideas</p>	Further development in the 2026 strategic Goals
Continue to develop specialised groups to support meeting the needs of particular Māori students.	<p>Māori Leadership Mentoring moves to Taryn Baker and Kate Bartlett, supported by Brooke ML and Troy TB</p> <p>Māori Mentoring on Wednesdays to be established. Seek sponsorship (CN) and staffing.</p>	<p>Established Maori mentoring on wednesday group of 20 students on average. Mana mentoring fluctuate through the year, at times struggled for kaiako from different subjects.</p> <p>Nga toa o Mua success of 19 students having varying leadership roles in end of year mana Maori awards</p>	Numbers still not where we want them continue to explore how we get students and kaiako to attend	Appoint a MMA to run Mana maori mentoring

GOAL -Equitable Access to Learning

Great education opportunities and outcomes are within reach for every learner

2 b) Pasifika Achievement (TA/PA)

2b -Ensuring and supporting Pasifika students to have equitable access to thrive and succeed as Pasifika students

Projects	Action	Summary of indicators of progression and outcomes	Variance	Evaluation <i>Where to next?</i>
Nu'u Toa mentoring and tutoring programme for students and families	Wednesday study hub Family hardship support	2025 Nu'u Toa Results & Endorsements 97x students <ul style="list-style-type: none"> - Level One: 96% (23/24) 7 x Merit, 1 x Excellence - Level Two: 98% (53/54) 11 x Merit, 5 x Excellence - Level Three: 89% (17/19) 3 x Merit, 1 x Excellence - Uni Ent: 58% (11/19) 	Consistent routines and high expectations.	Continue with Nu'u Toa values of high expectations and embed WC senior graduate profile.
Talanoa Ako for parents/caregiver support	10 workshops (fono) with parents	Increased participation, understanding and confidence in NCEA, CAA-literacy and numeracy. With this in mind, it did help contribute to the overall success of Pasifika students 30 families 19 Jnrs/11 Snrs=91% achieved NCEA	Consistency and targeted workshop delivery	Continuing on with Talanoa Ako workshops, recruiting new Year 11 students and parents
Talanoa Ako Pacific Learners Support Program (TA-LSP)	Workshops for senior students	2025 TA-LSP Results & Endorsements 58x students <ul style="list-style-type: none"> - Level One: 84% (22/26) 5 x Merit, 1 x Excellence - Level Two: 100% (32/32) 8 x Merit, 3 x Excellence 	Early intervention in Term 1 - Wednesday study hub	Continue with Year One students in Term 1 - Polyfest & sport support.

GOAL -Equitable Access to Learning

Great education opportunities and outcomes are within reach for every learner

2 c) Raising Levels of Literacy and Numeracy

2c - Ensure all learners/ākonga have ongoing opportunities to develop key foundational skills in Literacy and Numeracy

Projects	Action	Summary of indicators of progression and outcomes	Variance	Evaluation <i>Where to next?</i>
<p>Raise student writing capabilities in Years 9 and 10</p>	<p>Utilise in-house expertise, bringing in expertise as required. Build on sustainability of the programme Implement the e-learning course to include WTB learning Journey, individual profiles and the development of individual goals for improvement</p> <p>We need to be able to capture a screenshot of where our students are for Literacy and Numeracy in a more concise way Looking at PAT tests being done more frequently and timely along with using the data from co requisites to be able to IEP for year 11 students as required.</p>	<p>Awaiting end of 2025 P.A.T results (NZCER). Literacy WSL</p> <ul style="list-style-type: none"> •School-Wide Strategy: Consolidating WoW, WTE, and Year 9 AEL; managing PAT data for tracking. •External & Senior Support: Implementing MoE literacy initiatives and assisting PCTs with Year 12–13 tracking. •Assessment: Facilitating Year 10 PATs and utilizing data for achievement monitoring. <p>Numeracy WSL</p> <ul style="list-style-type: none"> •Targeted Tracking: Monitoring CAA Numeracy and identifying Year 12–13 students lacking requirements. •Curriculum & Resources: Raising school-wide standards through resource development and PAT organization. •Collaboration: Liaising with HIS Maths and conducting school visits to align numeracy progression. 	<p>War-rooms for targeted students every Wed p.3-p.4 in Term 3, lead by the WSL Literacy & Numeracy teams.</p>	<p>SGC - Strategic Goals Committee (re-brand). Work alongside PLT.</p> <p>COL Disbanded next steps for 2026 2 Staff overseeing Numeracy and tracking NCEA achievement as well as Professional development of staff</p> <p>2 Staff overseeing Literacy and tracking NCEA achievement as well as Professional development of staff</p>
<p>Implementation of NCEA Literacy and Numeracy</p>	<p>Ensuring we have robust systems to identify students who do not have Level 1 literacy and numeracy for 2024. This can be a collaboration between English, Maths, Principal's Nominee and the SLT who has oversight of student tracking and achievement.</p>	<p>The wider support team, including COL, senior deans, and GN, met several times this year to review CAA assessment data and improve student entry across Years 11-13. The Reading, Writing, and Numeracy Academy, set up with Evaluation Associates, aims to boost achievement. Student feedback indicates they feel more prepared, though further work is needed on the Numeracy Academy's setup. The 25 relief days funding should have been allocated to the relief budget.</p>	<p>The wider support team has actively reviewed CAA assessment data to enhance student entry across Years 11-13. The Reading, Writing, and Numeracy teams, developed with Evaluation Associates, is showing positive results in student preparedness, though the Numeracy workshops requires further setup.</p>	<p>As above New strategic goals team as the COL's have been disbanded - still working on integrating LIT NUM support across the school through dept meetings and in 2 x PLC groups with this focus.</p> <p>Programmes for Literacy and Numeracy 2026</p> <ul style="list-style-type: none"> - Literacy PLC workshops in semester 2 (MH) - Literacy PLC in AI all year (TS) - Continue Numeracy identifying and monitoring (SP) - Continue Numeracy PAT oversight (SU)

GOAL -Equitable Access to Learning

Great education opportunities and outcomes are within reach for every learner

2 d) Removing Financial Barriers to Learning

2d - All students have access to learning and resources regardless of financial status

Projects	Action	<u>Summary of indicators of progression and outcomes</u>	Variance	Evaluation <i>Where to next?</i>
Increase equitable access to computers for student learning	<p>Chromebook maintenance and purchasing charged to department budgets to ensure more ownership.</p> <p>Continue an established partnership with PBTech and promote the "Tech Ninja" programme where students and techs fix school devices for free. A request has gone to the board for 320 more devices across the school. These devices support delivery of the curriculum as well as access to digital assessment such as the CAA's.</p>	See slide 8		
Hauora Activator to provide external recreational choices for all students to engage in	<ul style="list-style-type: none"> • Offer more Free recreational non competitive opportunities • Lunchtime loan out spots equipment with better system 	<p>Large increase in opportunities offered and increase in a number of facilities, weights room upgrade/container on field for loan out gear.system of student lead loan out gear and games. Improved Basketball hoop training in gym</p> <p>Increased amount of sports gear for loan out and accessibility for students to borrow</p>	Funding from Sport New Zealand, listened to student feedback on wants and needs	Continue to look at voices of the rangatahi survey for feedback of what students want to participate in
Develop a system for identifying students and families in financial need	<ul style="list-style-type: none"> • Continue to build the profiles of these families on the PCT Drive 	Updated information by Pastoral care done sporadically and inconsistently, Not a definitive list	Did not review it weekly, busy staff and inputting the information became inconsistent	<p>Uniform going off site develop a new tracking system for hardship</p> <p>Have the update on our weekly Pastoral care agenda</p>

GOAL - Quality Teaching & Leadership

Quality teaching and leadership make the difference for learners and their whānau

3 a) Supporting culturally responsive teaching

3a - Support teachers/kaiako to become culturally responsive practitioners

Projects	Action	Summary of indicators of progression and outcomes	Variance	Evaluation <i>Where to next?</i>
Continue to develop relationship based pedagogy with all teachers (North-East corner, High expectations - High level of care) Continue to support teachers /kaiako to implement strategies that enable an inclusive learning environment Increase the spread of impact coaching across curriculum areas	Continue to develop accredited impact coaches. Use Voices III to shape staff RbL PLD. Expand Iris software use to increase PD program on Wednesday morning to increase the amount of impact coaches	PD program in place to develop impact coaches PD on RbL teaching pedagogy been received well No further impact coaches graduated	Checking system needs to be more thorough to get impact coaches progressing with stepped milestones Time to observe	Progress report early Term 1 2026 from BA/GN on getting the current number of 8 training staff completed Offer relief to observe and get accredited faster
Continue to support teachers /kaiako to implement strategies that enable an inclusive learning environment	Introduce new teachers to RbL - how to teach to the 'NE' - and to the observation tool	All first year teachers were observed Via both means IRIS and RBL cycle and also through the waitak effective teacher profile	Having specialist classroom teacher allocated time and also adding another.2 of staffing to this for Term 3 helped achieve this	Have .2 added to assist the specialist classroom teacher in 2026
Targeted professional learning for new teachers on Restorative Practice.,	Term 1 new teacher PLD programme on school restorative processes and expectations Ongoing PD sessions on wednesday morning for more sustained and cohesive PD for new teachers	All staff received 4 restorative practice professional development opportunities	Time was set aside to achieve this through the professional development program	Specialized HOD's and middle leaders PD And Deans lead restorative PD to staff in small groups to embed learning and have learning conversations
Build capacity to lead RBL / NE meetings, and Voices collection	Work with outside providers and across the Kahui Ako Build Capacity of RBL team- new leadership and shared role (BA/GN) FD to continue training as 'NE' meetings facilitator.	No increase in accredited Voice collectors as the practicalities and skills of training current staff is not at that level PLC group was impactful however did not produce any impact coaches	Need system for tracking checkpoints to make it easier for staff to understand what is required for each stage of accreditation.	Finish the current training of impact coaches early 2026 Start next round of impact coaches through shoulder tapping to get spread across departments for PLC group

GOAL - Quality Teaching & Leadership

Quality teaching and leadership make the difference for learners and their whānau

3 b) Kaiako Te Reo Māori and Tikanga

3b - Support kaiako to build their confidence and understanding of Te Reo Māori and tikanga

Projects	Action	Summary of indicators of progression and outcomes	Variance	Evaluation <i>Where to next?</i>
<p>Raise all teachers capacity to utilize mātauranga Māori as a form of engagement in the classroom</p>	<p>Encourage further kaiako to join the Te Ahu Te Reo Māori.</p> <p>Investigate opportunities to support and recognise those involved.</p>	<p>Karakia: Now the standard start and finish for all meetings. Please keep encouraging use in classrooms.</p> <p>Weekly Focus: <i>Whakataukī of the Week</i> and TRM phrases are ongoing—keep adding your own to the master list.</p> <p>Resources: New teacher planners are out now with all our TRM resources included.</p> <p>Signage & Comms: TRM is now being added to all new signs and parents' evening notices.</p> <p>Pepeha: In student planners and being used for Science units.</p>	<p>No variance from the plan</p>	<p>2026 Curriculum: We'll need to review our Pepeha units soon to make sure they fit the new curriculum changes.</p>

GOAL - Quality Teaching & Leadership

Quality teaching and leadership make the difference for learners and their whānau

3 c) Building Capability in Leadership

3c - Identify gaps in teaching capability and invest in opportunities for strengthening teaching, leadership and learning support.

Projects	Action	Summary of indicators of progression and outcomes	Variance	Evaluation <i>Where to next?</i>
Maintaining a programme of Middle Leader Professional development	Build on more middle leader (ML) capabilities Introduce OTL to 'new to school' staff	High Engagement: PLCs successfully completed four sessions with strong staff buy-in and rewarding experiences for leaders. Onboarding: New teachers received essential training in RbL and historic school PD. Leadership Growth: The "Growing Middle Leaders" program (HI, CI, CL) was established. Feedback the end of the year was that teachers wanted more choice and also a chance to do individual inquiry	Staff value the cross-curricular collaboration and safe peer-sharing environment, which provides fresh perspectives and practical solutions. However, they requested more flexibility to change topics during the year and a greater focus on active resource-making over general discussion.	The 2026 model uses two five-session rotations to provide staff with more choice and flexibility across Strategic, Personal, and Invited learning groups. These groups focus on practical outcomes in high-priority areas like Literacy, Numeracy, AI, and Neurodiversity, ensuring teachers develop tangible resources that directly improve classroom practice.
Continue focus on beginning teacher, teacher aide and support staff on RBL and Restorative Practice, consider Karakia and Waiata PD	Provide staff RJ, Karakia and Waiata PLD	PLC evolved into focussing on Māori and Pasifika Learners due to staffing. PD of karakia etc was done as a whole school at the start of the year. Staff are more confident in both opening and closing karakia.		The 2026 plan focuses on launching the established te reo and tikanga course for staff while integrating waiata and a slowed version of the school song into the school's cultural practice.
Raise all teachers' capacity to explicitly teach writing	Continue to keep the focus on English, Science, Humanities and Learning Support to effectively utilise the spread of WTB amongst students. Challenge of access to on-going PLD for WTB. Regional funding for WTB has been applied for again as was declined in initial applications WTB learning journey is the focus of new course AeL (once per cycle for Year 9)	near universal coverage in the three core departments + ISC and LS Students are completing tasks more frequently, seeking feedback and acting on it more frequently and improving writing precision Evidence of above from Writers tool box data	On going PD and continual PD energy invested in the staff	Building emmeding knowledge and skills for better spread
Increasing opportunities for Senior Leader professional growth and PLD	SLT continue with inclusion in the Victoria University MSSSL programme. Spread opportunity for ML to do MSSSL AP/DP PLD twice termly attendance at ASDAPA PLD	This PLC was very successful and there was good feedback from the group of 18 middle leaders. Specifically they got a lot from time management, and open to learning conversations. Also had 2 x curriculum leader planning days where they lead the kaupapa for the new strategic goals for the school.	Though it was successful some middle leaders who wanted to be in the group could not as were doing other kaupapa	Changed the model this year to include some wednesday morning sessions that are split to include all curriculum leaders - also reduced the number at operational meetings and aim to have 2 curriculum leader development planning days this year again
Embed Restorative Practice	Induction day RJ PLD for new teachers to the school	Completed 4 Restorative sessions of PD for new staff	Established planned time to get through the development of this pedagogy	Continued PD for new staff

GOAL - Future of Learning and Work

Learning that is relevant to the lives of New Zealanders today and throughout their lives

4 a) Vocational Pathway Programmes

4a - Continue to grow and adapt Vocational Pathways programmes and initiatives to support the diverse needs and interests of all students

Projects	Action	Summary of indicators of progression and outcomes	Variance	Evaluation <i>Where to next?</i>
Build staffing capacity and sustainability within the vocational pathways department	Meet the TEC goal targets for 2024 Gateway placements (150), Academies STP placements (88) Rebuild Gateway community partnership. Liaise with Matt CN (business liaison) to share resources	88 placements in Academies 147 have completed their placements, or will have completed their placements Business liaison - continue to strengthen relationships with The warehouse, Deloittes, ASB, D and H steel, Mainfreight, Dentsu, Douglas pharma	Tighter systems, working on reaching out to local businesses and organisations	Sustainability of numbers and partnerships within the vocational programmes

GOAL - Future of Learning and Work

Learning that is relevant to the lives of New Zealanders today and throughout their lives

4 b) Building Relationships with Business and Industry

4b - Build collaborative partnerships with community groups and industry to improve educational outcomes and opportunities

Projects	Action	<u>Summary of indicators of progression and outcomes</u>	Variance	Evaluation <i>Where to next?</i>
Continue to build involvement with Graeme Dingle Foundation Career Navigator	STARs programme Project K	Completed peer mentor mentoring of the year 9's across 3 Terms Project K only end up with 2 students complete	Successful orientation and buddy system for year 9's from year 12 and 13's Project K students confidence decreased causing them to remove themselves from the program	Continue with the structured plan of Peer mentoring from the Graeme Dingle foundation Careful selection of the 2026 co-hort of Project K to ensure clear expectations are given as a participant
Build strong partnerships with local industry	Year 13s will complete their programme at MIT Detsu has lost a number of contracts and is unable to maintain this relationship. Need to source business to replace the one establish with Detsu.	Partnerships have shifted from general engagement to direct employment and curriculum integration. Key growth includes Year 13 mentoring (Deloitte), employability workshops (Warehouse), and practical projects (ASB/D&H). We are re-engaging Mainfreight and dentsu, while rebuilding Douglas Pharmaceuticals toward science scholarships.	Evaluation: Partnerships successfully shifted to active recruitment and practical skills.	Scale: Expand the Deloitte/Warehouse mentoring model. Solidify: Secure Douglas Pharma scholarships and D&H Steel sponsorships. Embed: Integrate Mainfreight and dentsu deeper into the School of Business curriculum for direct employment pathways.

GOAL - Future of Learning and Work

Learning that is relevant to the lives of New Zealanders today and throughout their lives

4 c) Building Student Capacity

4c - Build student capacity to confidently take on opportunities outside of the school in the present and future

Projects	Action	Summary of indicators of progression and outcomes	Variance	Evaluation <i>Where to next?</i>
Implement a study planning programme with Year 13	Establish a study programme to support G5 students Term 1 NCEA / UE seminars Ongoing mentoring via targeted Forecast approach	Improved UE results: <ul style="list-style-type: none"> - 2025: 53% PB 151/283 - 2024: 39% PB: 86/220 <p>SAME AS 1(d)</p>	Monitoring F.4 data vs DGE; targeting students with poor performance in DGE. New staff on board to help with SMR SCH: BB, KM & LZ.	AMP classes to replace Study - a more targeted approach with study skills, habits and monitoring.
Develop a WaitākereCollege Graduate profile	Feedback from students and parents	<p>The graduate profile has been developed collaboratively with the Pastoral team and Curriculum leaders. Additional work is needed to complete it, including incorporating student voice and determining its future implementation and use.</p> <p>Added into planner for students to be worked on in 2026</p>	none	Deans are leading this in assemblies and with the prefects taking the lead to raise the profile

Te Tiriti o Waitangi

Giving effect to *Te Tiriti o Waitangi* is one of the Board's primary objectives. Section 127(1)(d) of the Education and Training Act 2020 defines how schools must give effect to Te Tiriti o Waitangi.

To that purpose the Board of Trustees have signed a three year contract (2023-2025) to work with **Te Kawerau ā Maki**, to provide ongoing Professional Development for the whole school teaching staff / Kaiako in Te Reo Māori, Te Ao Māori and Tikanga Māori.

Te Kawerau ā Maki are also onsite throughout the year, working with departments on the development and inclusion of Mātauranga Māori as a core component of the Year 9-11 curriculum, and in particular working with Curriculum Leaders for planning the new NCEA levels 1-3.

Our Teacher Only Day (TOD) 2025 is dedicated to Te Kawerau ā Maki site visits to ensure authentic material is in subject departments content and assessment projects for 2025 and 2026.

In addition, this includes the ongoing development and delivery of **Rumaki, our Bi Lingual Immersive Te Reo Māori programme** for 9 - 11 Māori students / akonga. Learning science, social studies in a Te Reo bilingual framework. There are now 89+ students in this Māori Medium Immersion (MMI) programme which has been running for 3 + years.

These developments have resulted in an increase in student achievement; in particular for Level 2 and 3 Māori. Māori academic results are reported in the Analysis of Variance (AoV)

We have recruited two fluent speakers of Te Reo from within our community who are now training on site as part of an Initial Teacher Education (ITE) programme offered at the College

We have also recruited a teacher of Te Reo and Science to grow our MMI Rumaki programme.

Each assembly, prizegiving and meeting begins with a Karakia and in addition we have a College Waiata and Haka embedded into our school culture.

Waitākere College
2025
Achievement Data

Contents

Introduction
NCEA Results 2025
- NCEA Comparisons with School Equity Index Band
- Year 13 Leaver data (L2+)
- School Level 3 and UE participation data
- Merit and Excellence Certificate endorsements
-
Equity in STEM subjects
Māori Student Retention
Principal's Reports Data

Introduction

This achievement data report aims to act as a 'go-to' file on achievement at Waitākere College and as an appendix for the school's 2025 Analysis of Variance. Reference to this data can be found in the Analysis of Variance as it pertains to the 2025 annual school goals.

Enrolment-based data

The NCEA results provided in this file are Enrollment-based. This is the national measure introduced by the Ministry of Education and NZQA in 2018. The results include the outcome for all students enrolled in the college for 70 days or more, regardless of the time of year they entered or left the school.

The results are referenced against the national means for our School Equity Index Band (S.E.I.B), previously decile of school, Decile 3.

U.E. and Enrolment based data

Many students in Year 13 have had success while not being eligible for U.E. They were, perhaps reasonably and appropriately, not doing U.E. subjects for their career pathway. They may have been doing no or very few Level 3 Standards. And yet, these students are included in the same NZQA U.E. statistics under the Enrollment-based system. Additionally, Special Education students from the Inclusion Support Centre who would not be attempting any NCEA assessment are included in these results.

This 'rough take' then limits the validity of such U.E. data. Percentage pass rates for the U.E. calculated from the number in the whole cohort ignore the fact that from year to year, different numbers of students are eligible for the qualification; the proportion and number of the students taking vocational or trades-based courses will vary from year to year. The college has made representation to the Ministry of Education and NZQA about the inadequacies of this means of reporting and how it poorly reports success and misconstrues student achievement, running counter to the Ministry's and NZQA's prerogative of supporting a diversity of learning opportunities and outcomes for students.

Principal's Report

This section, attached to the report, is direct from the NZQA website and is based on NZQA results from March. The report helps compare Waitākere College results against national results and against the S.E.I.B. This is a less focussed comparison as we continue to use S.E.I.B results as a significant reference point.

Figure 1 (a)

Year 11 Overall Level 1 Pass Rates 2021 -2025 Waitākere College cf S.E.I.B	
Year	Passed
2021 - S.E.I.B National	64.0%
2021 - Waitākere College in Auckland	67.4%
2022 - S.E.I.B National	68.7%
2022 - Waitākere College in Auckland	64.2%
2023 - S.E.I.B National	63.8%
2023 - Waitākere College in Auckland	71.4%
2024 - S.E.I.B National	57.8%
2024 - Waitākere College in Auckland	61.6%
2025 - S.E.I.B National	70.9%
2025 - Waitākere College in Auckland	72.9%

Figure 1 (b)

Yr11 Overall Level 1 Pass Rates

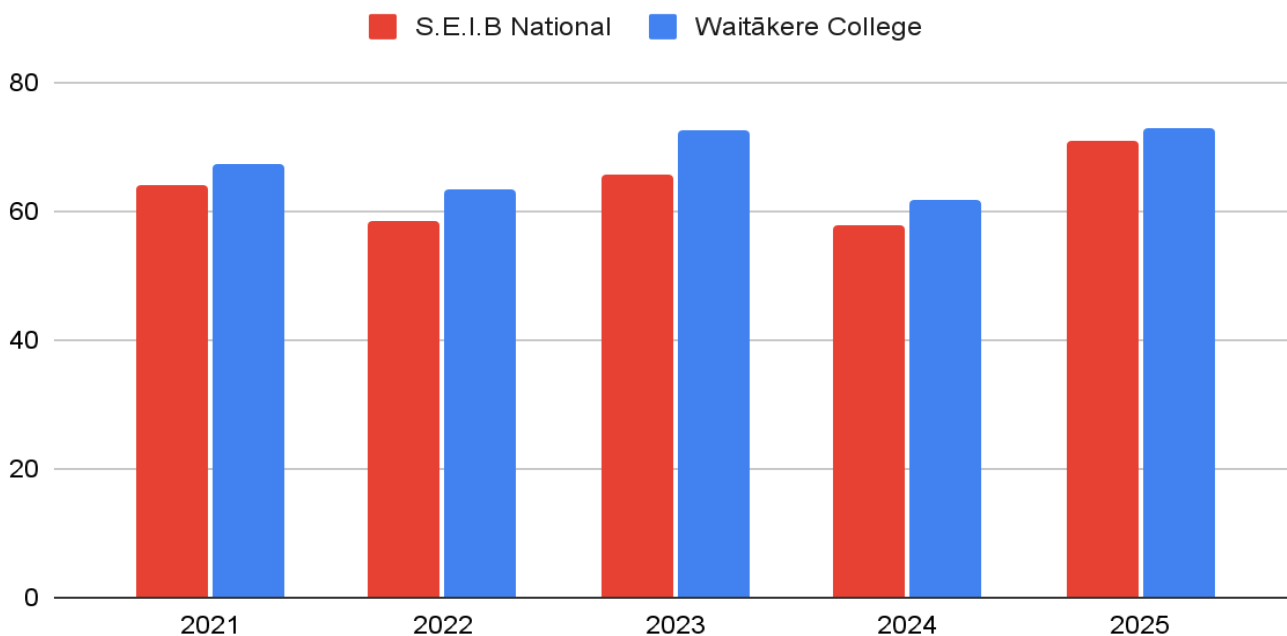


Figure 2(a)

Year 12 Overall Level 2 Pass Rates 2021-2025 Waitākere College of S.E.I.B	
Year	Passed
2021 - S.E.I.B National	78.2%
2021 - Waitākere College in Auckland	78.9%
2022 - S.E.I.B National	74.4%
2022 - Waitākere College in Auckland	74.4%
2023 - S.E.I.B National	73.0%
2023 - Waitākere College in Auckland	77.6%
2024 - S.E.I.B National	74.1%
2024 - Waitākere College in Auckland	85.9%
2025 - S.E.I.B National	76.3%
2025 - Waitākere College in Auckland	79.8%

Figure 2(b)

Yr. 12 Overall Level 2 Pass Rates

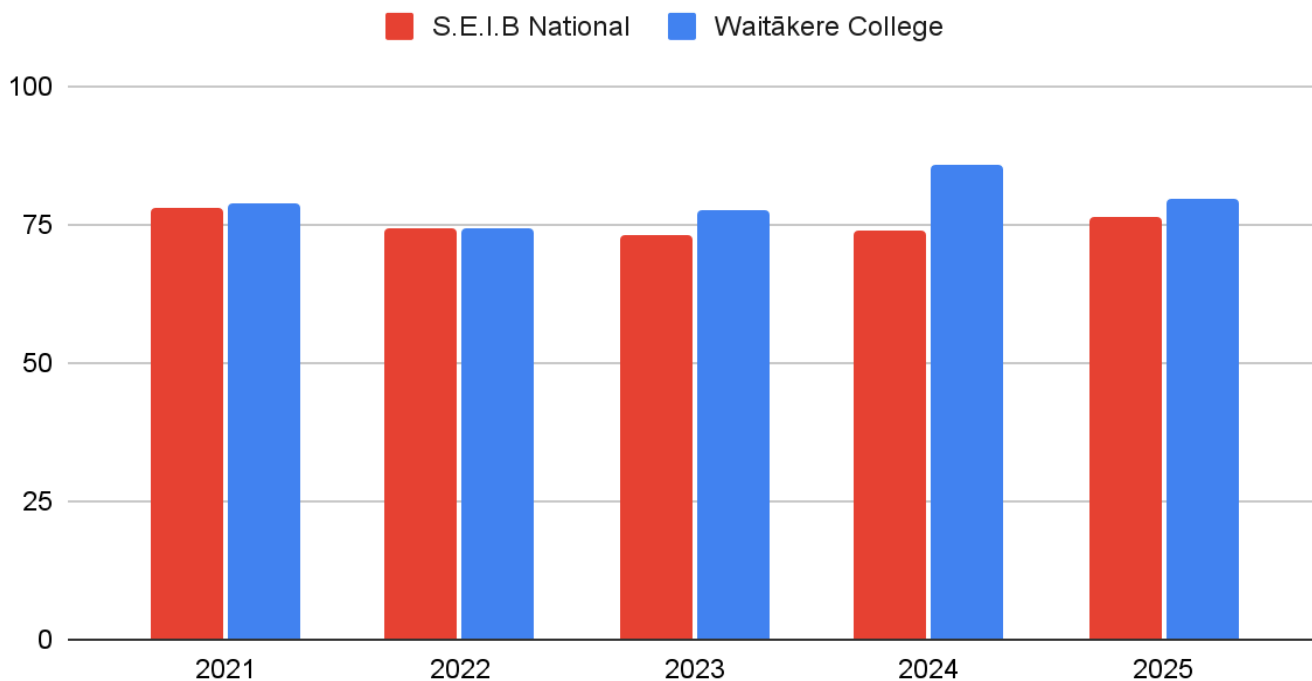


Figure 3(a)

Year 13 NCEA Level 3 Pass Rates 2021 -2025 Waitākere College of S.E.I.B	
Year	PASS
2021 - S.E.I.B National	67.0%
2021 - Waitākere College in Auckland	67.5%
2022 -S.E.I.B National	65.4%
2022 - Waitākere College in Auckland	68.2%
2023 - S.E.I.B National	64.3%
2023 - Waitākere College in Auckland	77.5%
2024 - S.E.I.B National	69.8%
2024 - Waitākere College in Auckland	79.50%
2025 - S.E.I.B National	73.7%
2025 - Waitākere College in Auckland	90.4%

Figure 3(b)

Yr. 13 Level 3 Overall Pass Rates

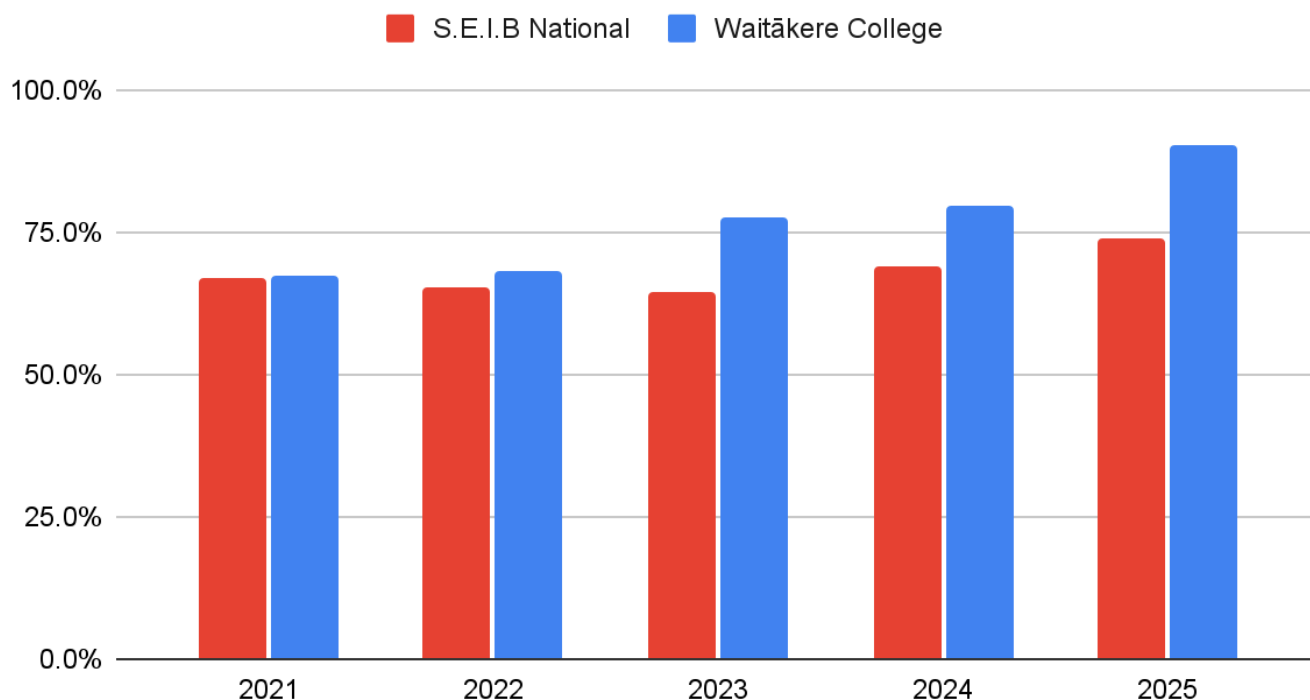


Figure 4(a)

Year 13 Overall <u>UE</u> Pass Rates 2021-2025 Waitākere College cf S.E.I.B	
Year	Passed
2021 - S.E.I.B National	40.8%
2021 - Waitākere College in Auckland	35.4%
2022 - S.E.I.B National	39.9%
2022 - Waitākere College in Auckland	34.3%
2023 - S.E.I.B National	39.2%
2023 - Waitākere College in Auckland	45.0%
2024 - S.E.I.B National	40.6%
2024 - Waitākere College in Auckland	39.1%
2025 - S.E.I.B National	43.9%
2025 - Waitākere College in Auckland	55%

Figure 4 (b)

U.E Pass rate S.E.I.B National and Waitākere College

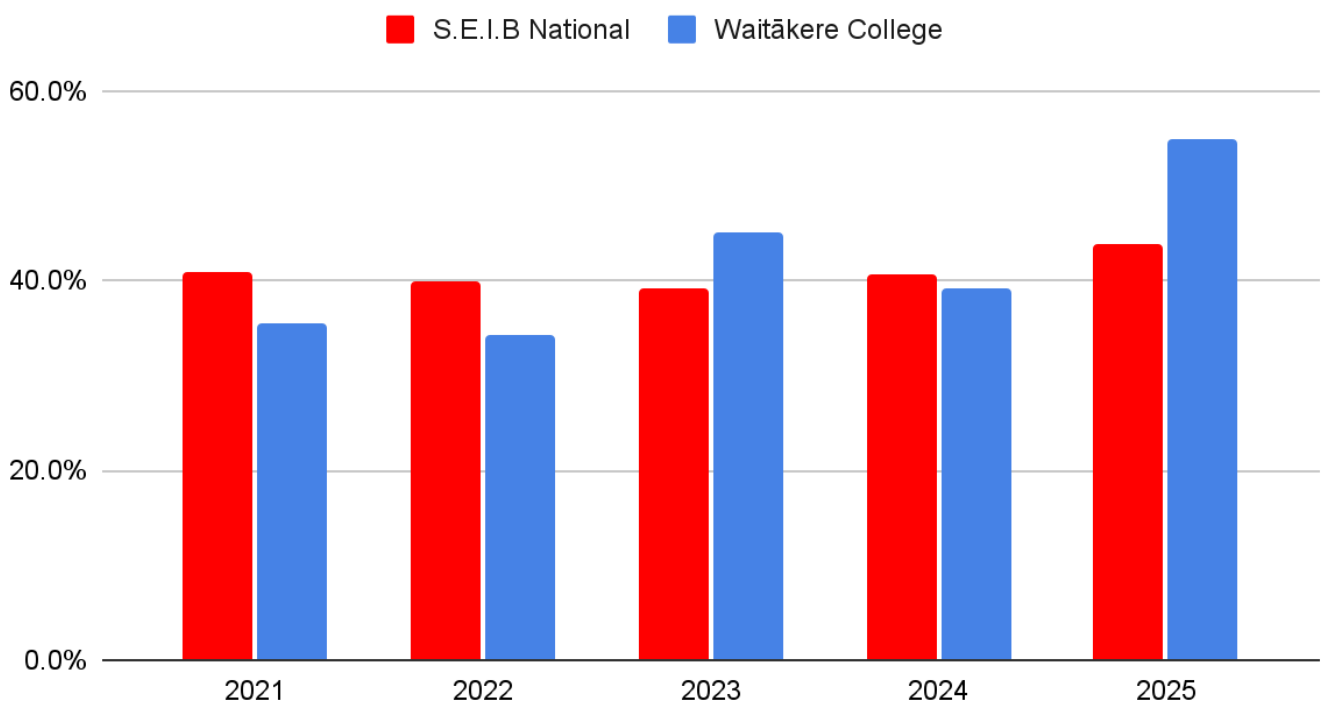


Figure 5(a) Year 11 2025 NCEA Level 1 Pass Rates by ethnicity Waitākere College cf S.E.I.B

	Asian	European	MELAA	Māori	Pacific Peoples
S.E.I.B National	75.50%	75.10%	80.80%	62.70%	62.00%
Waitākere College	86.00%	73.60%	93.80%	51.70%	63.60%

Figure 5(b)

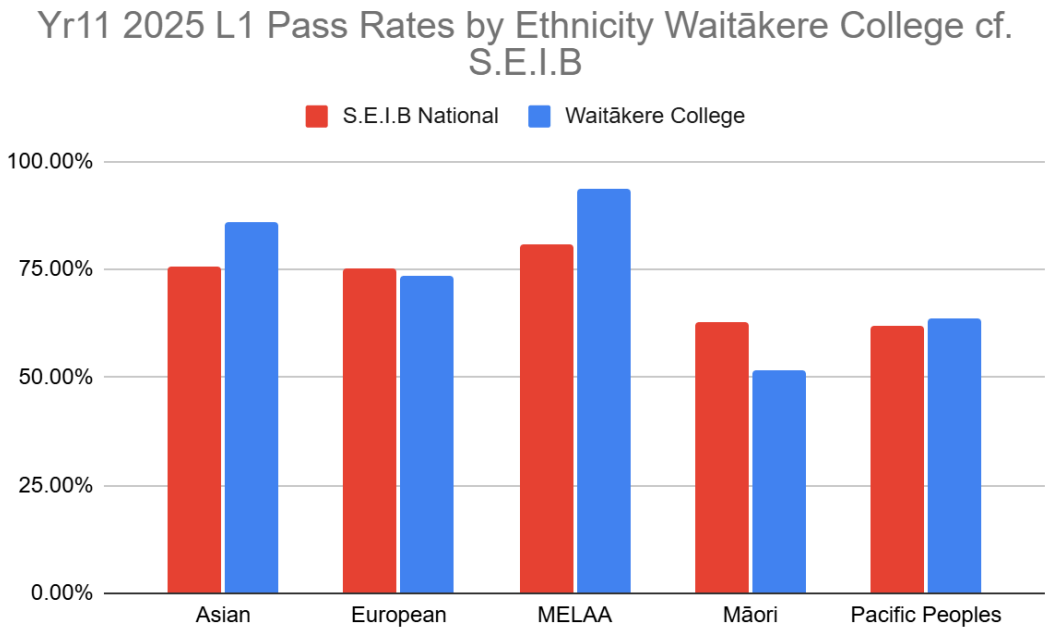


Figure 6(a) Year 12 2025 NCEA Level 2 Pass Rates by ethnicity Waitākere College cf S.E.I.B

	Asian	European	MELAA	Māori	Pacific Peoples
S.E.I.B National	78.7%	79.3%	72.3%	69.6%	73.0%
Waitākere College	88.0%	89.6%	66.7%	70.3%	68.6%

Figure 6(b)

Yr12 2025 Level 2 Pass Rates by Ethnicity Waitākere College of S.E.I.B

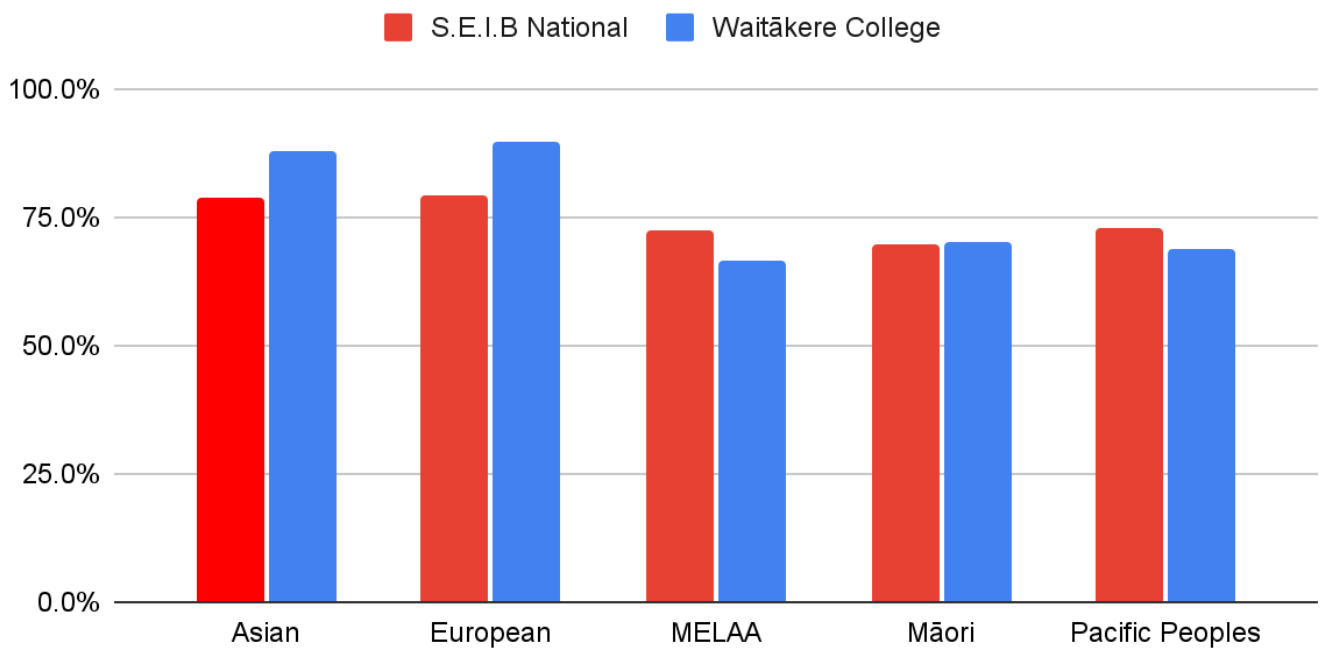


Figure 7(a) Year 13 2025 NCEA Level 3 Pass Rates by ethnicity Waitākere College cf S.E.I.B

	Asian	European	MELAA	Māori	Pacific Peoples
S.E.I.B National	69.7%	69.9%	64.1%	61.6%	72.7%
Waitākere College	77.4%	86.7%	85.7%	71.7%	79.5%

Figure 7(b)

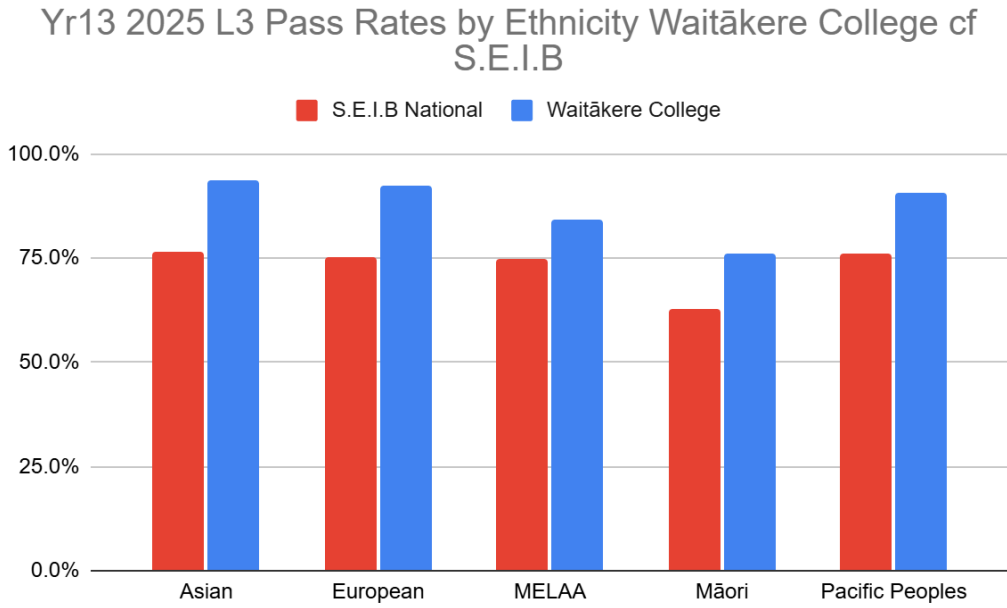


Figure 8(a) Year 13 2024 UE Pass Rates Waitākere College of S.E.I.B

	Asian	European	MELAA	Māori	Pacific Peoples
S.E.I.B National	52.6%	45.5%	51.3%	48.3%	43.4%
Waitākere College	68.8%	52.90%	57.9	29.4%	41.9%

Figure 8(b)

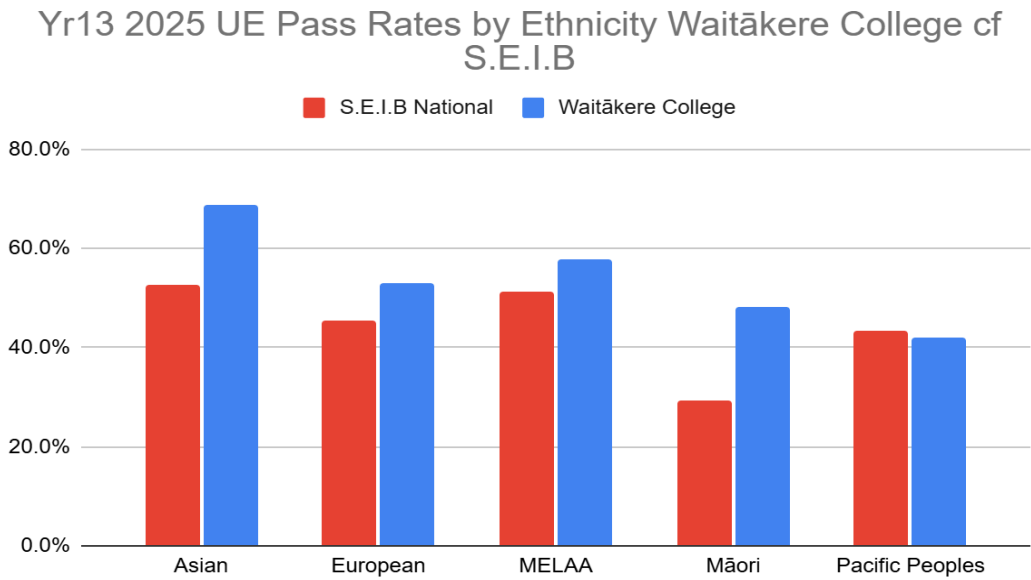


Figure 9(a)

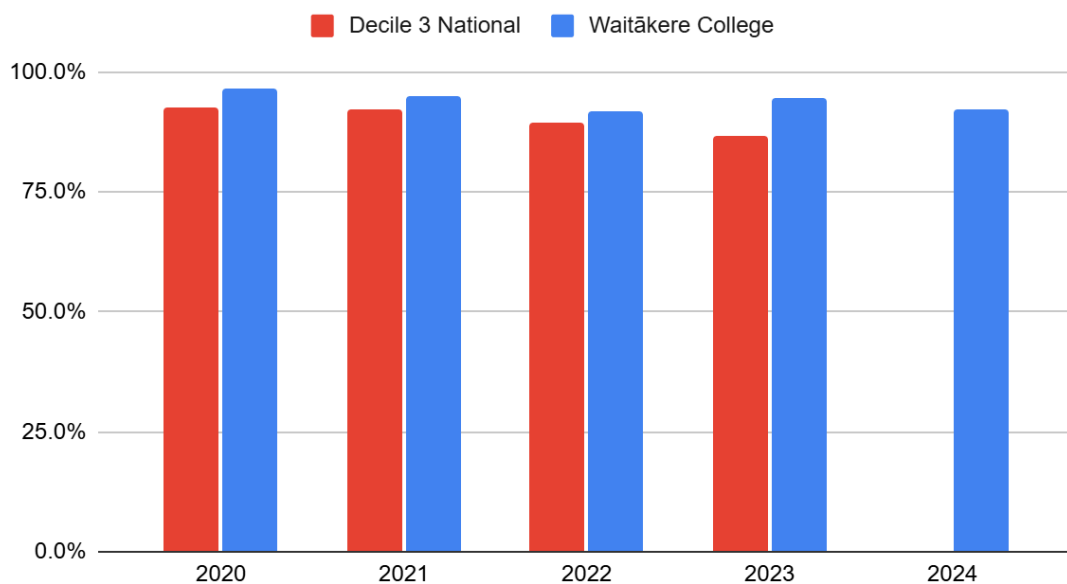
Year 13 2023 Level 2 Pass Rate Waitākere College cf S.E.I.B

	2020	2021	2022	2023	2024	2025
S.E.I.B National	92.6%	92.30%	89.60%	86.8%	Spoke to MoE data not available 13/3/24	
Waitakere College	96.5%	95.10%	91.90%	94.50%	92.3%	

Figure 9(b)

Data in Progress for 2024

Yr13 L2 Pass Rates Waitakere College cf Decile 3



Year 13 Leaver Achievement Level 2+ (Enrolment Based)

Figure 10(a)

Year 13 2025 – enrolment based	Percentage of Year 13 leaving with Level 2+
All	97.2 %
Māori	96%
Pasifika	98.8%

University Entrance (U.E.) Results (Participation Based)

Participation-based data indicates the results of those students eligible for the qualification. This is a truer measure for U.E. as it only includes those students entered for 60+ L3 credits – thus not including students in the ISC or on a successful trades-based vocational pathway with ITO standards-based mostly at Level 2.

Figures 11 (a) –(c) U.E Participation Pass Rates

All Year 13 students

	U.E. %
2021	73
2022	50
2023	61 (99/162)
2024	55 (86/156)
2025	62.5% (155/248)

Māori U.E.

	Passed U.E. %
2021	82
2022	57
2023	56 (18/32)
2024	39 % (13/33)
2025	57% (28/49)

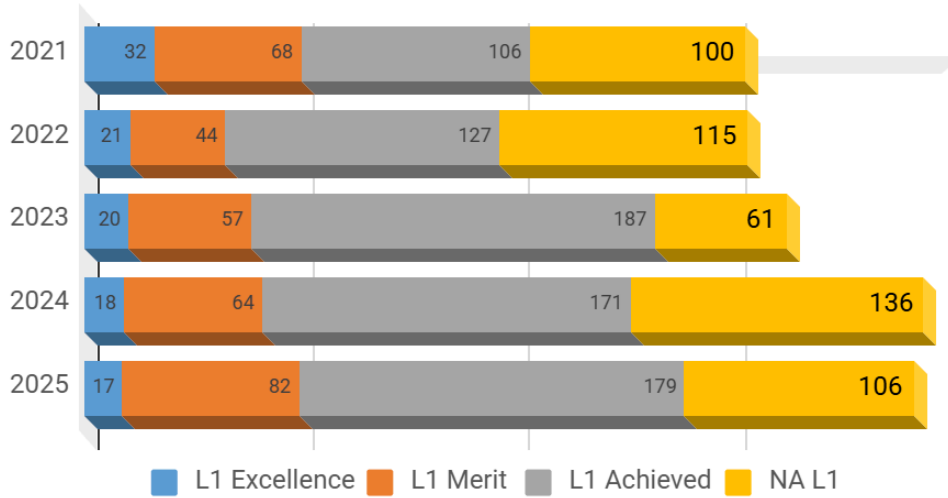
Pasifika U.E.

	U.E. %
2021	60
2022	30
2023	37 (12/32)
2024	66% (23/35)
2025	65% (36/55)

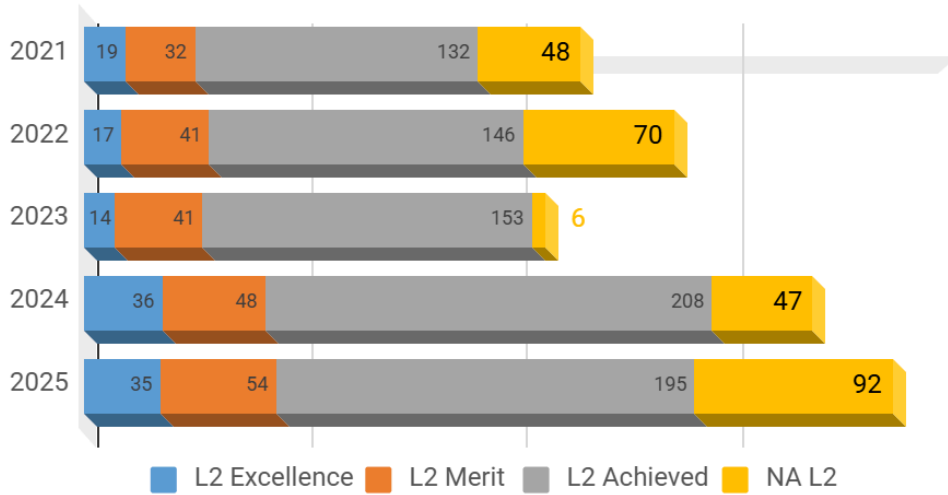
NCEA Course Endorsements 2025

Figures 12 (a)- (c) Levels 1-3 Course Endorsements for All Students

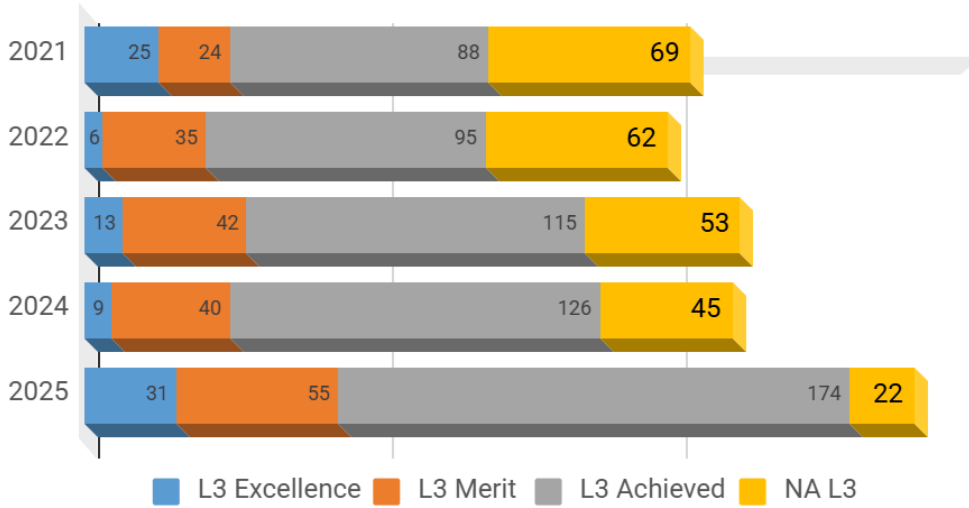
Number of Level 1 Endorsements 2021-25



Number of Level 2 Endorsements 2021-25

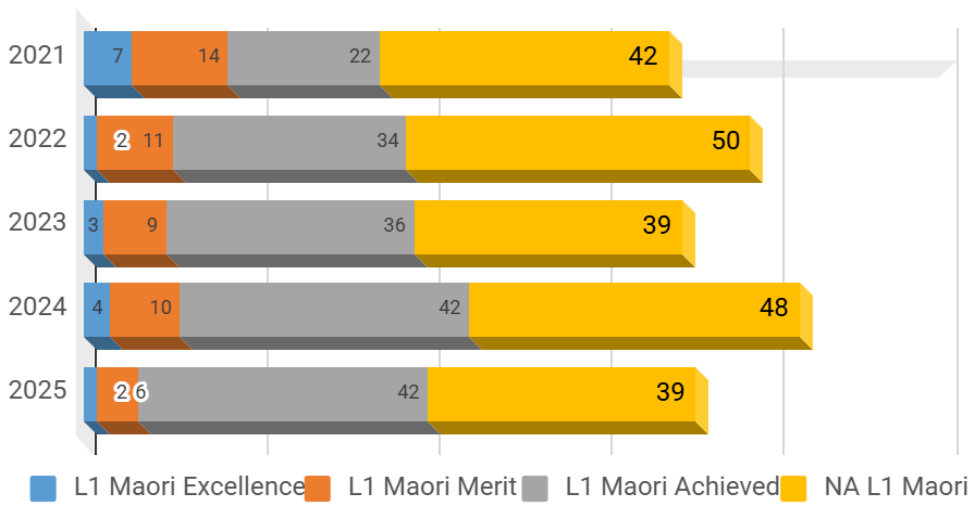


Number of Level 3 Endorsements 2021-25

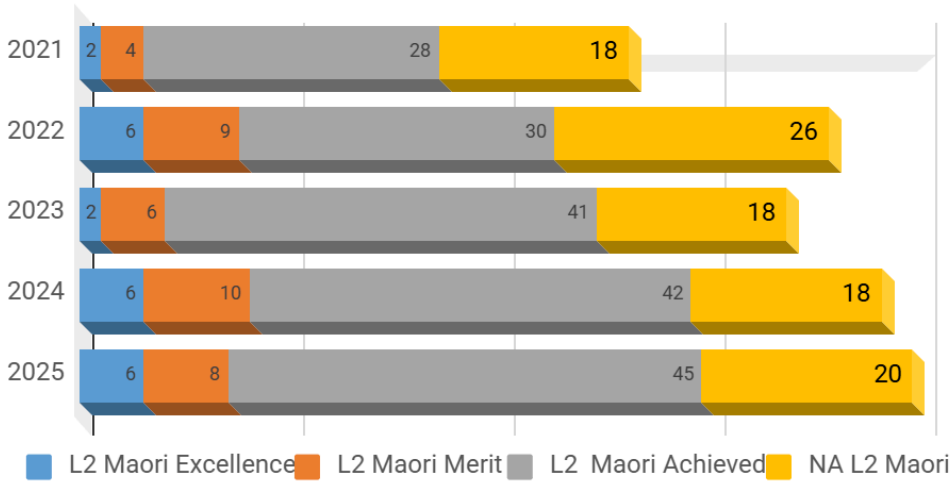


Figures 13 (a)- (c) Levels 1-3 Course Endorsements for Māori students

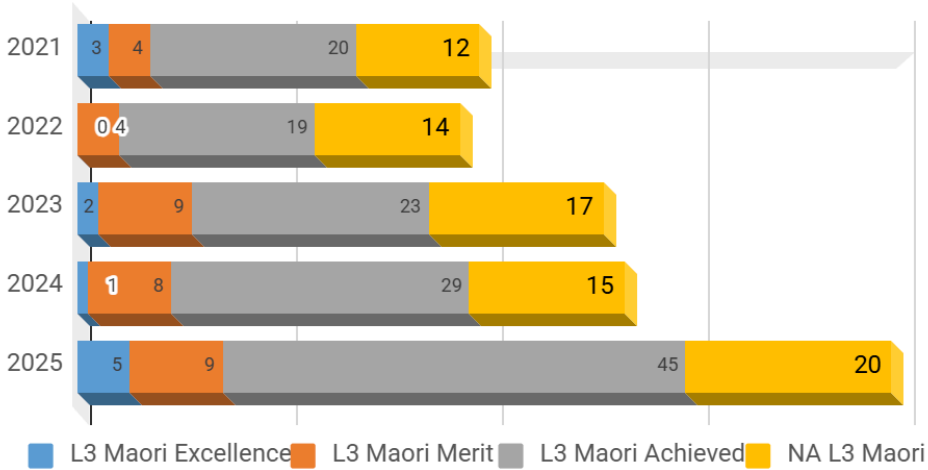
Number of Level 1 Endorsements 2021-25



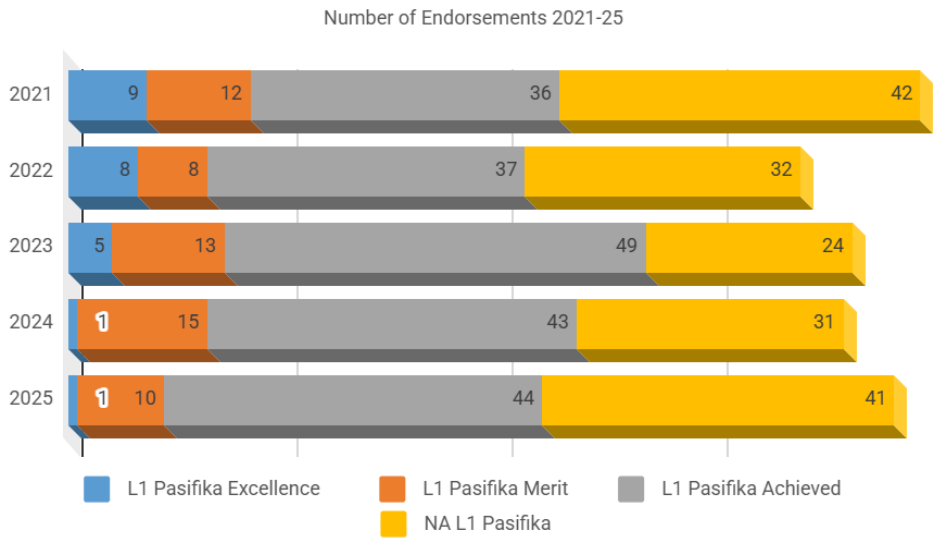
Number of Level 2 Endorsements 2021-25



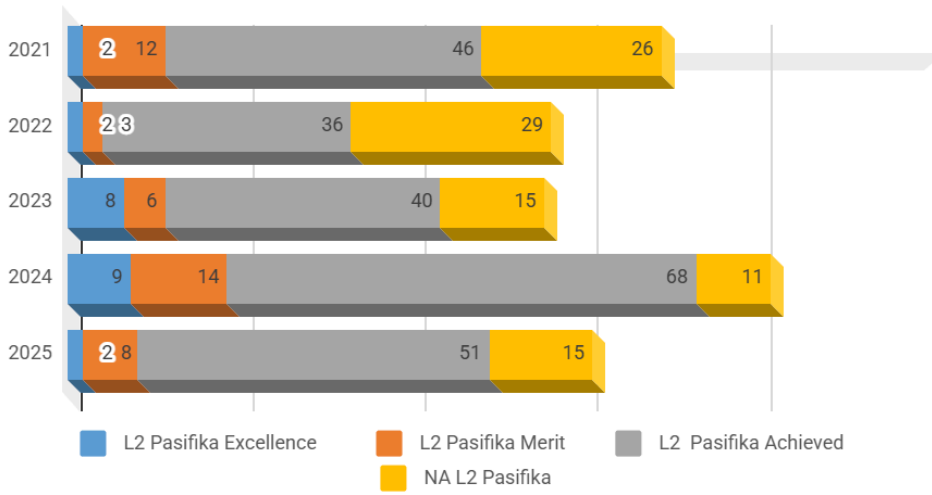
Number of Level 3 Endorsements 2021-25



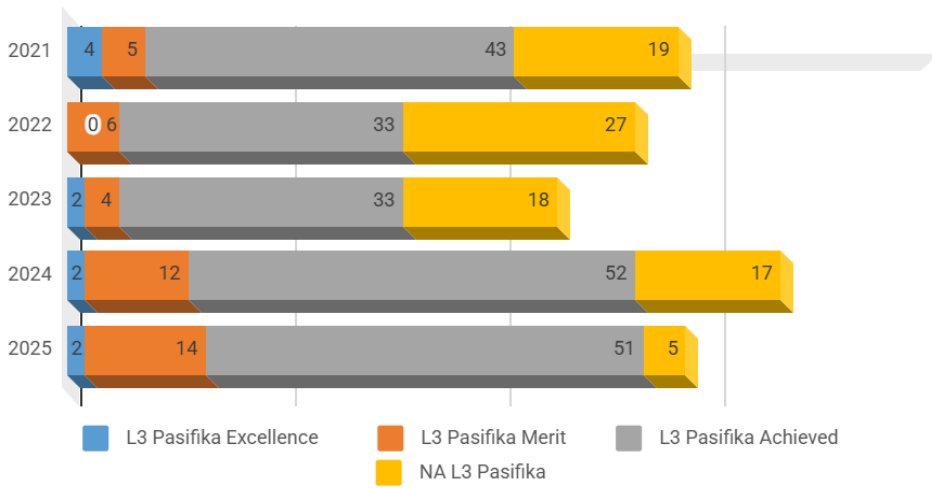
Figures 14 (a)- (c) Levels 1-3 Course Endorsements for Pasifika students



Number of Level 2 Endorsements 2021-25



Number of Level 3 Endorsements 2021-25

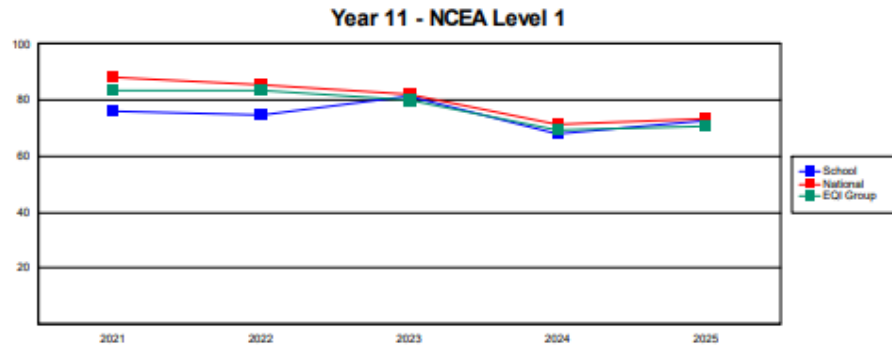


Achievement in NCEA and UE: Waitakere College

Generated 12-Mar-2026

PR1 - Participation Based Cumulative Overall Results

Academic Year	Waitakere College			National			Above Average 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	76.1	207	272	87.9	43,071	49,003	83.6	6,302	7,536
2022	74.6	194	260	85.3	42,337	49,609	83.2	6,328	7,604
2023	81.8	269	329	81.9	42,371	51,733	79.8	6,655	8,341
2024	68.0	255	375	71.5	32,218	45,069	69.4	6,768	9,749
2025	72.9	280	384	73.5	33,645	45,755	70.9	6,605	9,311



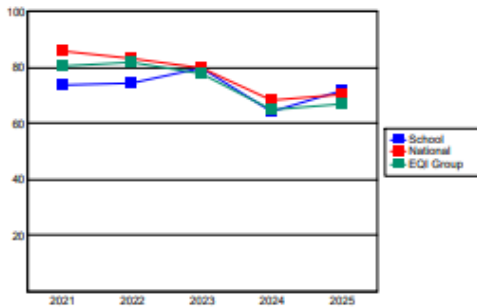
Achievement in NCEA and UE: Waitakere College

Generated 12-Mar-2026

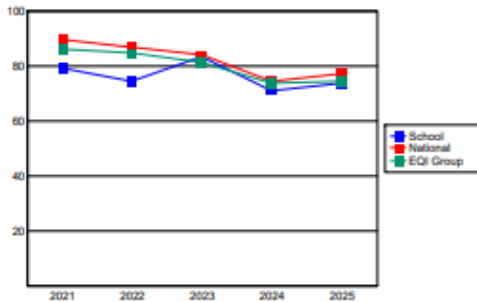
PR1 - Participation Based Cumulative Results by Gender

Academic Year	Waitakere College			National			Above Average 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	73.7	112	152	86.0	21,231	24,676	80.7	2,920	3,618
2022	74.6	100	134	83.5	21,287	25,489	81.8	2,985	3,651
2023	79.8	134	168	80.0	21,174	26,459	77.7	3,078	3,960
2024	64.5	120	186	68.5	16,000	23,360	65.2	3,153	4,837
2025	71.9	133	185	70.3	16,660	23,688	67.4	3,133	4,648
Female									
2021	79.2	95	120	89.8	21,836	24,323	86.3	3,381	3,917
2022	74.6	94	126	87.3	21,046	24,115	84.6	3,342	3,952
2023	83.9	135	161	83.9	21,197	25,273	81.7	3,577	4,380
2024	71.4	135	189	74.7	16,166	21,630	73.6	3,613	4,906
2025	73.9	147	199	77.0	16,926	21,971	74.5	3,472	4,661

Year 11 NCEA Level 1 - Male



Year 11 NCEA Level 1 - Female



Achievement in NCEA and UE: Waitakere College

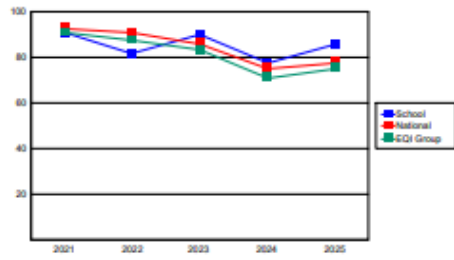
Generated 12-Mar-2026

PR1 - Participation Based Cumulative Results by Ethnicity

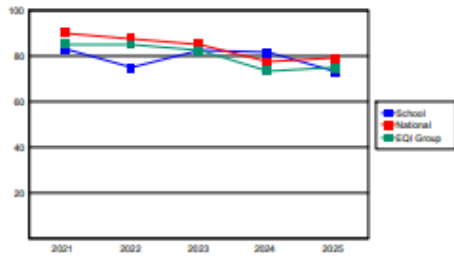
Academic Year	Waitakere College			National			Above Average Socioeconomic Barriers (School Equity Index Group)		
	Year 11 NCEA L1	Year 11 NCEA L1	Year 11 Participate	Year 11 NCEA L1	Year 11 NCEA L1	Year 11 Participate	Year 11 NCEA L1	Year 11 NCEA L1	Year 11 Participate
Asian									
2021	90.7	49	54	92.7	5,704	6,151	91.0	628	690
2022	81.6	40	49	90.8	5,936	6,540	87.7	650	741
2023	90.0	81	90	86.3	6,483	7,508	83.2	764	918
2024	77.5	86	111	75.4	5,058	6,712	71.3	933	1,308
2025	86.0	104	121	78.0	5,384	6,901	75.5	939	1,243
European									
2021	83.3	100	120	90.8	29,228	32,206	85.5	4,020	4,704
2022	75.0	93	124	88.3	28,904	32,744	85.3	4,105	4,810
2023	83.2	109	131	85.7	28,854	33,651	82.6	4,322	5,232
2024	81.7	116	142	77.6	22,075	28,441	73.8	4,370	5,919
2025	73.6	120	163	79.3	22,777	28,730	75.1	4,309	5,741
Māori									
2021	62.3	43	69	79.8	9,188	11,513	76.9	1,718	2,234
2022	67.6	48	71	76.6	9,009	11,766	76.1	1,691	2,222
2023	63.6	49	77	72.6	9,062	12,474	72.8	1,789	2,457
2024	55.4	56	101	60.4	7,323	12,133	62.3	1,830	2,936
2025	51.7	46	89	63.3	7,808	12,334	62.7	1,691	2,699
Middle Eastern/Latin American/African									
2021	100.0	16	16	88.4	947	1,071	92.5	123	133
2022	66.7	4	6	85.2	918	1,077	88.5	100	113
2023	87.5	14	16	81.7	975	1,194	81.3	130	160
2024	81.8	9	11	71.3	734	1,029	77.8	130	167
2025	93.8	15	16	70.8	811	1,146	80.8	126	156
Other Ethnicity									
2021			1	92.2	648	703	83.9	52	62
2022	100.0	2	2	90.1	584	648	92.5	62	67
2023	75.0	3	4	83.9	570	679	86.3	69	80
2024	100.0	2	2	76.3	383	502	78.8	78	99
2025	100.0	1	1	78.5	344	438	73.5	50	68
Pacific Peoples									
2021	64.4	58	90	77.9	4,882	6,271	80.7	1,040	1,289
2022	74.2	72	97	73.2	4,747	6,484	78.3	1,072	1,369
2023	77.1	81	105	67.6	4,712	6,968	74.6	1,087	1,458
2024	54.6	59	108	54.6	3,552	6,506	62.4	1,083	1,736
2025	63.6	75	118	56.8	3,892	6,847	62.0	1,045	1,685

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

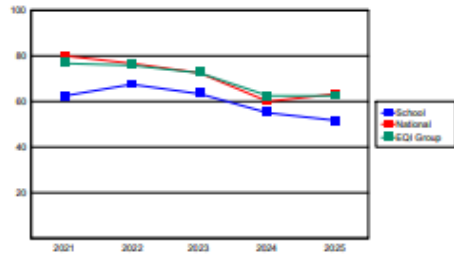
Year 11 NCEA Level 1 - Asian



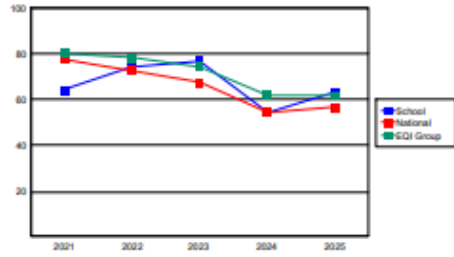
Year 11 NCEA Level 1 - European



Year 11 NCEA Level 1 - Māori



Year 11 NCEA Level 1 - Pacific Peoples



Achievement in NCEA and UE: Waitakere College

Generated 12-Mar-2026

PR2 - Enrolment Based Cumulative Overall Results

Waitakere 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	183 / 232	78.9	139 / 206	67.5	73 / 206	35.4
2022	203 / 273	74.4	135 / 198	68.2	68 / 198	34.3
2023	209 / 268	78.0	170 / 218	78.0	101 / 218	46.3
2024	292 / 340	85.9	175 / 220	79.5	86 / 220	39.1
2025	300 / 376	79.8	255 / 282	90.4	155 / 282	55.0

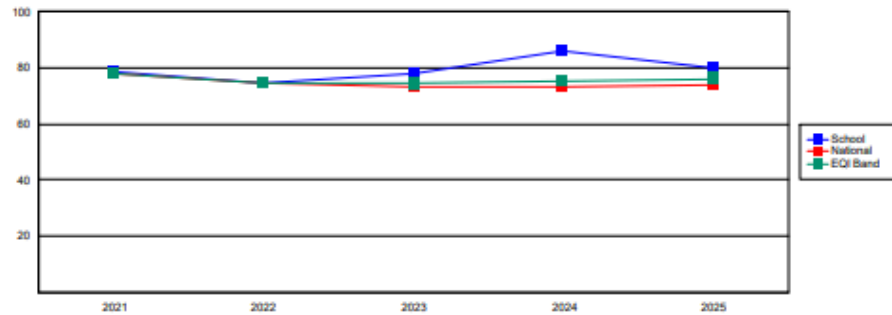
National

Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
77.9	70.5	51.9
74.9	68.2	50.3
73.2	67.7	49.7
73.6	69.4	50.6
73.6	71.5	52.0

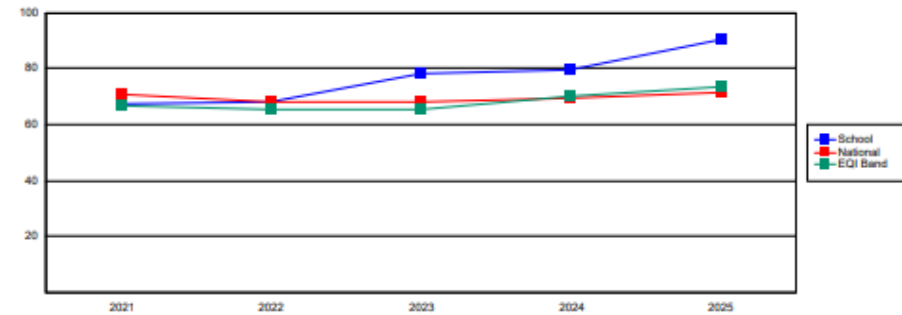
Above Average Socioeconomic Barriers (School Equity Index Band)

Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
78.2	67.0	40.8
74.4	65.4	39.9
74.3	65.3	40.5
75.1	69.8	42.2
76.3	73.7	43.9

Year 12 - NCEA Level 2



Year 13 - NCEA Level 3



Year 13 - University Entrance



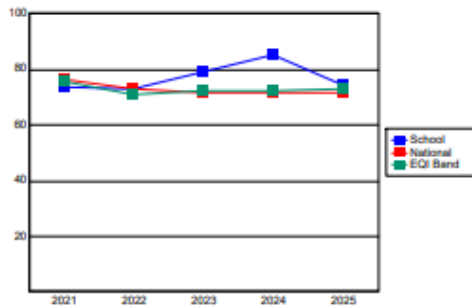
Achievement in NCEA and UE: Waitakere College

Generated 12-Mar-2026

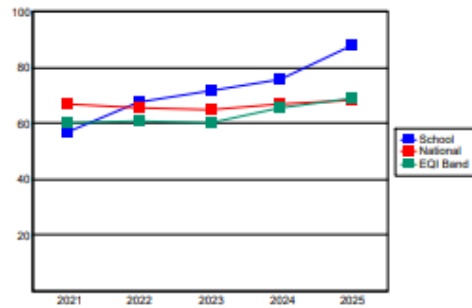
PR2 - Enrolment Based Cumulative Results by Gender

Academic Year	Waitakere College						National			Above Average 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	90 / 122	73.8	55 / 97	56.7	25 / 97	25.8	76.0	66.8	45.5	75.4	60.0	31.7
2022	109 / 149	73.2	67 / 99	67.7	25 / 99	25.3	73.3	65.6	44.9	71.0	61.0	31.9
2023	107 / 135	79.3	83 / 116	71.6	44 / 116	37.9	71.8	64.8	44.0	71.9	60.4	33.1
2024	144 / 169	85.2	85 / 112	75.9	30 / 112	26.8	71.7	66.9	44.7	72.1	66.0	35.1
2025	141 / 189	74.6	116 / 132	87.9	55 / 132	41.7	71.5	68.7	45.6	72.6	68.8	33.4
Female												
2021	93 / 110	84.5	84 / 109	77.1	48 / 109	44.0	79.8	74.0	57.7	80.9	72.6	48.3
2022	94 / 124	75.8	68 / 99	68.7	43 / 99	43.4	76.6	70.5	55.3	77.5	68.8	46.2
2023	102 / 133	76.7	87 / 102	85.3	57 / 102	55.9	74.7	70.3	54.9	76.4	69.4	46.7
2024	148 / 171	86.5	90 / 108	83.3	56 / 108	51.9	75.6	71.9	56.1	78.0	73.1	48.5
2025	159 / 187	85.0	139 / 150	92.7	100 / 150	66.7	76.0	74.3	58.1	79.8	78.1	53.5

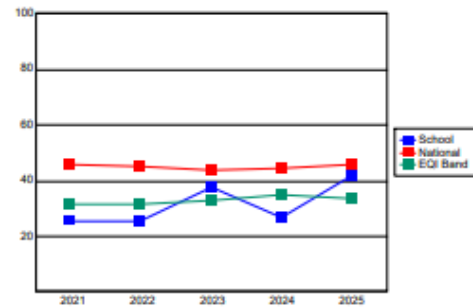
Year 12 NCEA Level 2 - Male



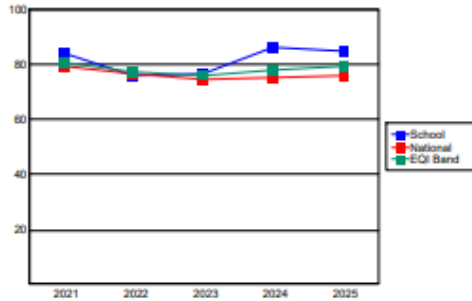
Year 13 NCEA Level 3 - Male



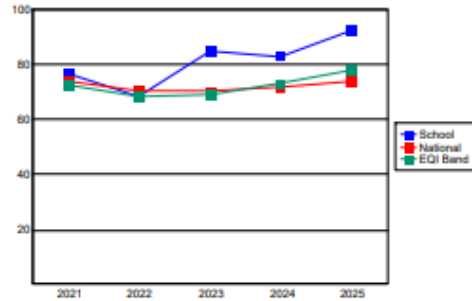
Year 13 University Entrance - Male



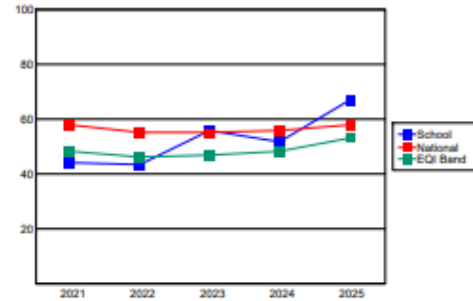
Year 12 NCEA Level 2 - Female



Year 13 NCEA Level 3 - Female



Year 13 University Entrance - Female



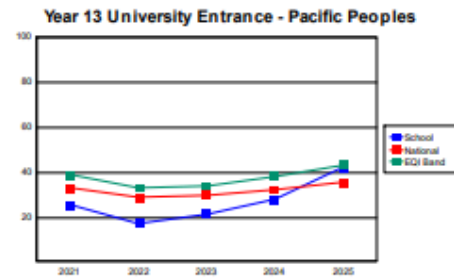
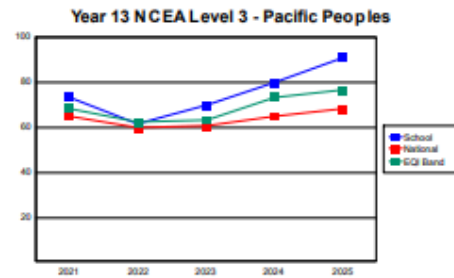
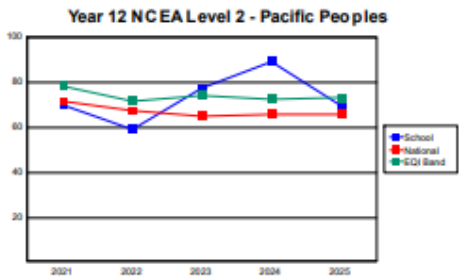
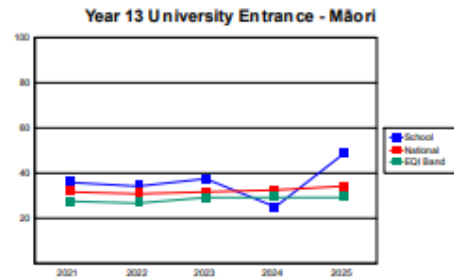
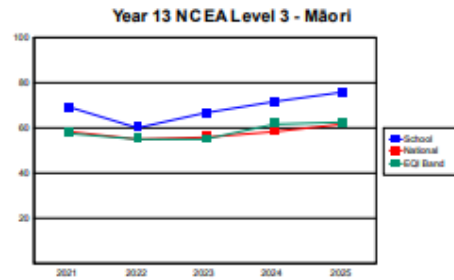
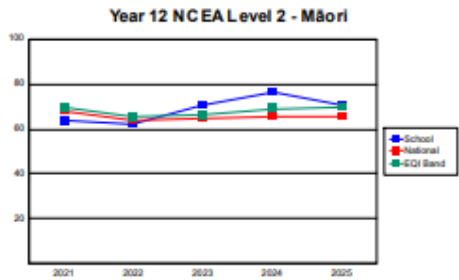
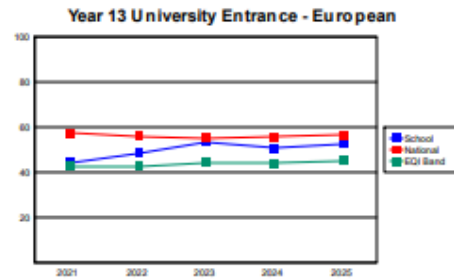
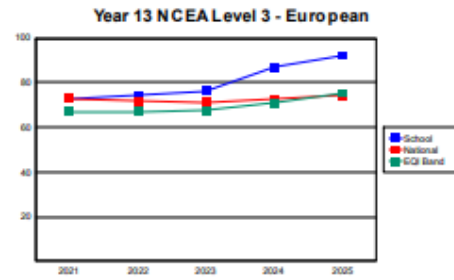
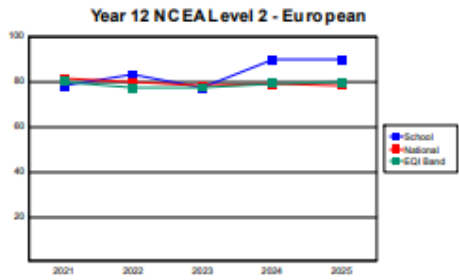
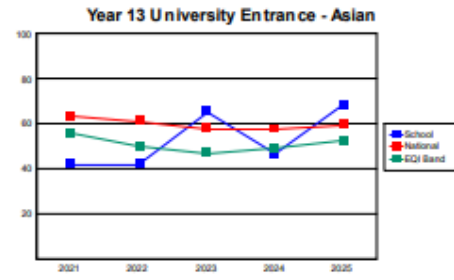
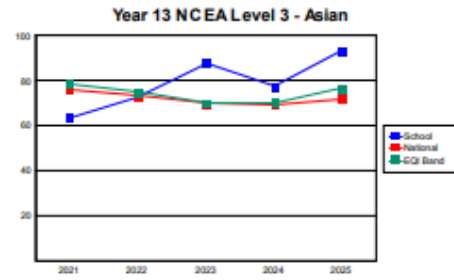
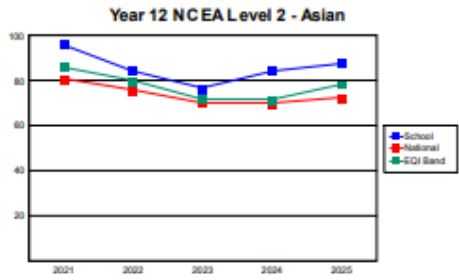
Achievement in NCEA and UE: Waitakere College

Generated 12-Mar-2026

PR2 - Enrolment Based Cumulative Results by Ethnicity

Academic Year	Waitakere College						National			Above Average 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	57 / 59	96.6	33 / 52	63.5	22 / 52	42.3	81.1	76.2	63.4	86.6	78.7	56.0
2022	50 / 59	84.7	43 / 59	72.9	25 / 59	42.4	76.0	73.6	61.3	80.2	75.1	50.0
2023	53 / 69	76.8	51 / 58	87.9	38 / 58	65.5	70.7	70.1	58.1	72.2	70.3	47.2
2024	90 / 106	84.9	48 / 62	77.4	29 / 62	46.8	70.1	69.6	57.9	71.8	70.5	49.2
2025	103 / 117	88.0	87 / 93	93.5	64 / 93	68.8	72.7	72.3	59.8	78.7	76.6	52.6
European												
2021	73 / 94	77.7	59 / 81	72.8	36 / 81	44.4	81.2	73.2	57.2	79.9	67.3	42.9
2022	96 / 116	82.8	52 / 70	74.3	34 / 70	48.6	79.4	71.6	56.0	77.1	67.0	43.0
2023	91 / 118	77.1	71 / 93	76.3	50 / 93	53.8	78.0	71.4	55.5	77.2	67.7	44.4
2024	111 / 124	89.5	72 / 83	86.7	42 / 83	50.6	78.6	72.8	55.6	79.1	70.7	44.1
2025	120 / 134	89.6	94 / 102	92.2	54 / 102	52.9	78.2	74.2	56.6	79.3	75.3	45.5
Māori												
2021	33 / 52	63.5	27 / 39	69.2	14 / 39	35.9	68.3	58.5	31.7	69.3	58.2	27.1
2022	45 / 72	62.5	23 / 38	60.5	13 / 38	34.2	64.1	55.7	30.9	65.1	55.6	26.8
2023	50 / 71	70.4	34 / 51	66.7	19 / 51	37.3	64.6	56.3	31.2	66.1	55.3	28.6
2024	58 / 76	76.3	38 / 53	71.7	13 / 53	24.5	65.4	59.0	31.9	69.0	62.1	29.1
2025	64 / 91	70.3	44 / 58	75.9	28 / 58	48.3	65.4	62.4	33.7	69.6	62.8	29.4
Middle Eastern/Latin American/African												
2021	7 / 7	100.0	6 / 11	54.5	2 / 11	18.2	78.0	70.3	56.0	80.5	72.4	51.7
2022	15 / 16	93.8	6 / 6	100.0	4 / 6	66.7	73.3	67.4	51.4	79.4	68.0	44.7
2023	5 / 8	62.5	11 / 13	84.6	5 / 13	38.5	69.4	66.9	51.4	69.3	69.3	47.4
2024	17 / 19	89.5	6 / 7	85.7	0 / 7		69.5	67.6	52.9	72.5	64.1	45.5
2025	8 / 12	66.7	16 / 19	84.2	11 / 19	57.9	70.0	68.7	52.6	72.3	75.0	51.3
Other Ethnicity												
2021			1 / 1	100.0	0 / 1		78.5	72.9	55.1	81.4	66.7	35.7
2022							77.0	66.3	53.4	79.7	56.1	43.9
2023	1 / 1	100.0					73.9	65.5	48.7	84.3	64.3	37.5
2024	4 / 4	100.0					74.4	72.3	56.7	75.2	75.0	47.1
2025	3 / 3	100.0	4 / 4	100.0	2 / 4	50.0	74.9	71.2	55.2	85.7	73.1	53.7
Pacific Peoples												
2021	60 / 86	69.8	52 / 71	73.2	18 / 71	25.4	71.5	64.9	33.0	78.2	68.3	38.6
2022	52 / 88	59.1	46 / 75	61.3	13 / 75	17.3	67.3	59.4	28.7	71.9	61.8	33.1
2023	70 / 91	76.9	48 / 69	69.6	15 / 69	21.7	65.0	60.4	29.8	74.2	63.0	33.8
2024	91 / 102	89.2	66 / 83	79.5	23 / 83	27.7	65.8	64.6	32.2	72.5	73.2	38.4
2025	81 / 118	68.6	78 / 86	90.7	36 / 86	41.9	66.0	67.7	35.3	73.0	76.0	43.4

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

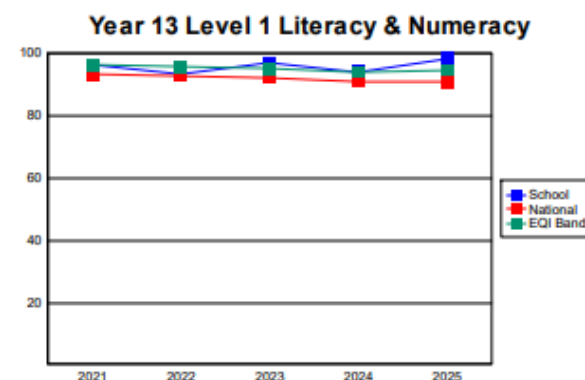
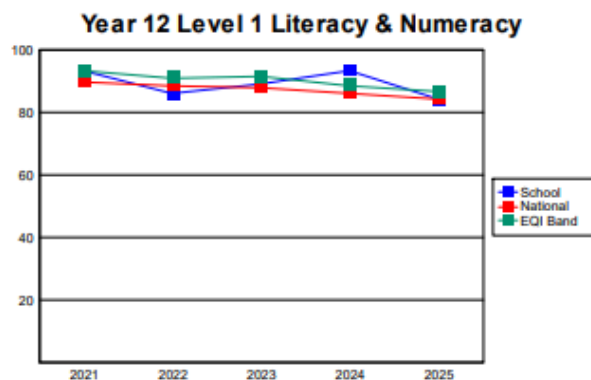
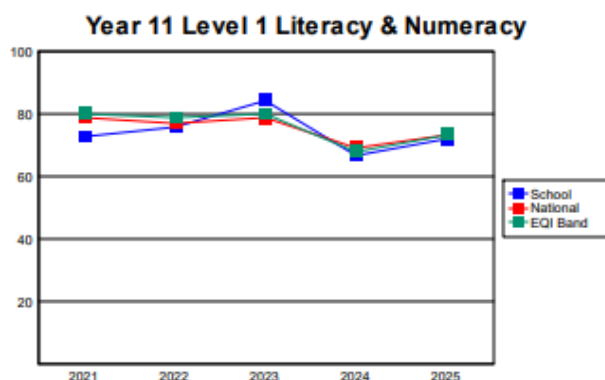


Level 1 Literacy and Numeracy: Waitakere College

Generated 27-Mar-2026

PR 3 - Cumulative Results by Percentage

Waitakere College					National			Above Average 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
2021	Literacy & Numeracy	73.0	93.5	96.1	79.2	90.1	92.9	80.5	93.2	96.1
2022	Literacy & Numeracy	76.2	86.1	92.9	77.2	88.7	92.5	79.0	91.2	95.4
2023	Literacy & Numeracy	84.6	89.2	96.8	78.8	88.4	92.0	80.3	91.6	94.8
2024	Literacy & Numeracy	67.2	93.5	94.1	69.6	86.4	90.8	68.4	88.9	93.8
2025	Literacy & Numeracy	72.2	84.3	98.2	73.8	84.6	90.6	73.8	86.6	94.3



Pre-2024, Literacy & Numeracy indicates where students met both the Literacy and Numeracy components of NCEA. From 2024, Literacy and Numeracy indicates where students have met the NCEA Co-Requisite requirements.

Waitākere College Board of Trustees Statement of Compliance with Employment Policy

As of 31st December 2025, the Waitākere College Board of Trustees has ensured the fair and proper treatment of its employees in all aspects of employment by:

- Confirming that policies and procedures relating to personnel have been reviewed.
- Confirming that it meets the requirements identified as best practice.
- Confirming that at all times, it aims to be a good employer, complying with the conditions stated in all employee contracts.
- Confirming that all employees are treated fairly, according to the skill, abilities and qualifications they bring without bias.
- Confirming that it meets all its Equal Employment Opportunities requirements.



Mark Shanahan
Principal/Tumuaki

School

Waitakere College

KIWISPORT NOTE

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2025, the school received total Kiwisport funding of \$52,985 (excluding GST). The funding was spent on Sports Staffing and Equipment. The number of students participating in organised sport increased from 40% to 43% of the school roll.