

Annual Report  
For the  
Year Ended 31 December 2024

# ALFRISTON COLLEGE

## ANNUAL FINANCIAL STATEMENTS

### FOR THE YEAR ENDED 31 DECEMBER 2024

#### School Directory

Ministry Number:	6929
Principal:	Kylee Jefferies
School Address:	550 Porchester Road, Randwick Park, Mnaurewa, Auckland 2105
School Postal Address:	P O Box 75448, Manurewa,Auckland 2243
School Phone:	09 2690080
School Email:	<a href="mailto:k.Jefferies@alfristoncollege.school.nz">k.Jefferies@alfristoncollege.school.nz</a>

#### Members of the Board:

Name	Position	How Position Gaine	Term Expired/ Expires
Sarah-Jane Whitehead	Presiding Member	Elected	Sep-25
Kylee Jefferies	Principal ex Officio	Ex Offcio	
Stephen Miller	Deputy Presiding Member	Elected	Sep-25
Caroline McLeod	Parent Representative	Elected	Sep-25
Leslie Maria Mackie Te Au Toma Pakau	Parent Representative	Elected	Sep-25
Benjamin Koko Samuel	Parent Representative	Elected	Sep-25
Fajzehl Stevenson	Student Representative	Elected	Dec-24
Lisa-Maree Takuira	Staff Representative	Elected	Sep-25
Crystal Prasad	Board Secretary		

# ALFRISTON COLLEGE

Annual Financial Statements - For the year ended 31 December 2024

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# Alfriston College

## Statement of Responsibility

For the year ended 31 December 2024

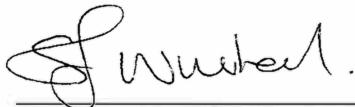
The Board accepts responsibility for the preparation of the annual financial statements and the judgements used in these financial statements.

The management (including the Principal and others, as directed by the Board) accepts responsibility for establishing and maintaining a system of internal controls designed to provide reasonable assurance as to the integrity and reliability of the School's financial reporting.

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2024 fairly reflects the financial position and operations of the School.

The School's 2024 financial statements are authorised for issue by the Board.

Sarah-Jane Whitehead  
Full Name of Presiding Member



Signature of Presiding Member

6 June 2025

Date:

Kylee Jefferies  
Full Name of Principal



Signature of Principal

6 June 2025

Date:

# Alfriston College

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
<b>Revenue</b>				
Government Grants	2	15,388,671	14,156,616	15,097,919
Locally Raised Funds	3	464,711	425,001	438,392
Interest		232,161	150,000	163,268
Gain on Sale of Property, Plant and Equipment		-	-	4,908
<b>Total Revenue</b>		<b>16,085,543</b>	<b>14,731,617</b>	<b>15,704,487</b>
<b>Expense</b>				
Locally Raised Funds	3	259,481	161,550	216,282
Learning Resources	4	9,982,501	11,173,657	10,042,416
Administration	5	2,340,475	2,288,603	2,266,069
Interest		5,527	5,300	7,170
Property	6	2,607,677	1,033,135	2,587,474
Other Expense	7	46,248	-	370
Loss on Disposal of Property, Plant and Equipment		6,508	-	1,418
<b>Total Expense</b>		<b>15,248,417</b>	<b>14,662,245</b>	<b>15,121,199</b>
<b>Net Surplus / (Deficit) for the year</b>		<b>837,126</b>	<b>69,372</b>	<b>583,288</b>
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<b>837,126</b>	<b>69,372</b>	<b>583,288</b>

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



# Alfriston College

## Statement of Changes in Net Assets/Equity

For the year ended 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
<b>Equity at 1 January</b>		5,392,822	5,399,208	4,744,511
Total comprehensive revenue and expense for the year		837,126	69,372	583,288
Contribution - Furniture and Equipment Grant		19	-	65,023
<b>Equity at 31 December</b>		6,229,967	5,468,580	5,392,822
Accumulated comprehensive revenue and expense		6,229,967	5,468,580	5,392,822
<b>Equity at 31 December</b>		6,229,967	5,468,580	5,392,822

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.



# Alfriston College

## Statement of Financial Position

As at 31 December 2024

		2024	2024	2023
	Notes	Actual	Budget (Unaudited)	Actual
		\$	\$	\$
<b>Current Assets</b>				
Cash and Cash Equivalents	8	328,667	353,707	426,461
Accounts Receivable	9	838,620	635,786	647,011
GST Receivable		30,875	25,763	29,872
Prepayments		51,569	108,064	78,023
Inventories	10	16,049	8,500	4,108
Investments	11	3,750,000	2,800,000	2,650,000
Funds Receivable for Capital Works Projects	17	271,358	-	220,019
		5,287,138	3,931,820	4,055,494
<b>Current Liabilities</b>				
Accounts Payable	13	1,010,306	686,683	658,879
Revenue Received in Advance	14	54,194	15,789	65,670
Finance Lease Liability	16	30,603	24,171	42,161
Funds held for Capital Works Projects	17	65,081	-	49,900
		1,160,184	726,643	816,610
<b>Working Capital Surplus/(Deficit)</b>		4,126,954	3,205,177	3,238,884
<b>Non-current Assets</b>				
Property, Plant and Equipment	12	2,134,274	2,319,491	2,177,838
		2,134,274	2,319,491	2,177,838
<b>Non-current Liabilities</b>				
Finance Lease Liability	16	31,261	56,088	23,900
		31,261	56,088	23,900
<b>Net Assets</b>		6,229,967	5,468,580	5,392,822
<b>Equity</b>		6,229,967	5,468,580	5,392,822

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



# Alfriston College

## Statement of Cash Flows

For the year ended 31 December 2024

	Note	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
<b>Cash flows from Operating Activities</b>				
Government Grants		7,371,337	7,137,616	6,735,616
Locally Raised Funds		477,929	427,851	474,808
Goods and Services Tax (net)		(1,003)	3,974	15,173
Payments to Employees		(3,414,185)	(4,132,686)	(3,222,787)
Payments to Suppliers		(3,010,427)	(2,976,610)	(3,266,859)
Interest Paid		(5,527)	(5,300)	(7,170)
Interest Received		219,563	152,483	158,761
Net cash from/(to) Operating Activities		1,637,687	607,328	887,542
<b>Cash flows from Investing Activities</b>				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		15,757	-	3,490
Purchase of Property Plant & Equipment (and Intangibles)		(562,838)	(664,018)	(969,591)
Purchase of Investments		(1,100,000)	(2,800,000)	(1,300,000)
Net cash from/(to) Investing Activities		(1,647,081)	(3,464,018)	(2,266,101)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		19	-	65,023
Finance Lease Payments		(52,256)	(36,177)	229,928
Funds Administered on Behalf of Other Parties		(36,163)	170,114	50,896
Net cash from/(to) Financing Activities		(88,400)	133,937	345,847
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>(97,794)</b>	<b>(2,722,753)</b>	<b>(1,032,712)</b>
Cash and cash equivalents at the beginning of the year	8	426,461	3,076,460	1,459,173
<b>Cash and cash equivalents at the end of the year</b>	<b>8</b>	<b>328,667</b>	<b>353,707</b>	<b>426,461</b>

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

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





# Alfriston College

## Notes to the Financial Statements

### For the year ended 31 December 2024

#### 1. Statement of Accounting Policies

##### **a) Reporting Entity**

Alfriston 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 2024 to 31 December 2024 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 15.

###### **Useful lives of property, plant and equipment**

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment, as disclosed in the significant accounting policies, are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 12.



### ***Critical Judgements in applying accounting policies***

Management has exercised the following critical judgements in applying accounting policies:

#### ***Classification of leases***

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the School. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee.

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 16. Future operating lease commitments are disclosed in note 22.

#### ***Recognition of grants***

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

### **c) Revenue Recognition**

#### ***Government Grants***

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

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

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

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

The property from which the School operates is owned by the 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	20 years
Board-owned Buildings	20 years
Furniture and Equipment	10 years
Information and Communication Technology	5 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.

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

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

**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.

**n) Revenue Received in Advance**

Revenue received in advance relates to grants received where there are unfulfilled obligations for the Group 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.

**o) 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.

**p) 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 for cyclical maintenance was reversed in 2021. Since 2021, the school stopped providing cyclical maintenance provision considering the scope of capital being planned by the Ministry.

The School carries out painting maintenance of the whole school over a 7 to 10 year period. The economic outflow of this is dependent on the plan established by the School to meet this obligation and is detailed in Note 15 of the disclosures in these accounts.



**q) Financial Instruments**

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

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

**r) 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.

**s) Budget Figures**

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

**t) 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

Government Grants - Ministry of Education
Teachers' Salaries Grants
Use of Land and Buildings Grants
Ka Ora, Ka Ako - Healthy School Lunches Programme
Other Government Grants

2024	2024	2023
Actual	Budget (Unaudited)	Actual
\$	\$	\$
5,152,180	4,911,654	4,337,708
6,254,577	6,968,000	6,689,040
1,690,617	-	1,663,943
1,685,852	1,647,594	1,757,180
605,445	629,368	650,048
<b>15,388,671</b>	<b>14,156,616</b>	<b>15,097,919</b>

## 3. Locally Raised Funds

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

### Revenue

Donations and Bequests
Fees for Extra Curricular Activities
Trading
Fundraising and Community Grants
Other Revenue

2024	2024	2023
Actual	Budget (Unaudited)	Actual
\$	\$	\$
15,245	-	2,876
98,395	73,340	74,991
1,198	-	38,302
98,909	101,800	36,362
250,964	249,861	285,861
<b>464,711</b>	<b>425,001</b>	<b>438,392</b>

### Expense

Extra Curricular Activities Costs
Trading
Fundraising and Community Grant Costs
International Student - Employee Benefits - Salaries

2024	2024	2023
Actual	Budget (Unaudited)	Actual
\$	\$	\$
144,432	142,200	156,005
473	-	44,917
114,576	19,350	13,285
-	-	2,075
<b>259,481</b>	<b>161,550</b>	<b>216,282</b>
<b>205,230</b>	<b>263,451</b>	<b>222,110</b>

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

## 4. Learning Resources

Curricular
Information and Communication Technology
Employee Benefits - Salaries
Staff Development
Depreciation
Other Learning Resources

2024	2024	2023
Actual	Budget (Unaudited)	Actual
\$	\$	\$
625,124	778,775	565,174
251,454	212,732	198,385
8,451,123	9,528,000	8,666,341
50,370	59,750	37,155
585,949	578,900	555,783
18,481	15,500	19,578
<b>9,982,501</b>	<b>11,173,657</b>	<b>10,042,416</b>

## 5. Administration

Audit Fees
Board Fees and Expenses
Legal Fees
Other Administration Expenses
Employee Benefits - Salaries
Insurance
Ka Ora, Ka Ako - Healthy School Lunches Programme

2024	2024	2023
Actual	Budget (Unaudited)	Actual
\$	\$	\$
11,382	11,800	11,050
15,135	28,200	23,531
3,629	4,000	4,348
56,869	52,025	43,903
1,105,543	1,352,686	1,083,918
23,314	26,354	21,351
1,124,603	813,538	1,077,968
<b>2,340,475</b>	<b>2,288,603</b>	<b>2,266,069</b>



## 6. Property

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Consultancy and Contract Services	256,882	253,730	232,151
Cyclical Maintenance	2,177	-	1,547
Heat, Light and Water	188,235	187,000	190,395
Repairs and Maintenance	110,526	183,000	166,050
Use of Land and Buildings	1,690,617	-	1,663,943
Employee Benefits - Salaries	180,464	220,000	153,724
Other Property Expenses	178,776	189,405	179,664
	<u>2,607,677</u>	<u>1,033,135</u>	<u>2,587,474</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. Other Expense

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
Loss on Uncollectable Accounts Receivable	-	-	370
Impairment of Property, Plant and Equipment	46,248	-	-
	<u>46,248</u>	<u>-</u>	<u>370</u>

## 8. Cash and Cash Equivalents

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Bank Accounts	328,667	353,707	426,461
Cash and cash equivalents for Statement of Cash Flows	<u>328,667</u>	<u>353,707</u>	<u>426,461</u>

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

### The following notes should be used where applicable:

Of the \$328,667 Cash and Cash Equivalents, \$65,081, is held by the School on behalf of the Ministry of Education. These funds have been provided by the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings and include retentions on the projects, if applicable. The funds are required to be spent in 2025 on Crown owned school buildings.

Of the \$328,667 Cash and Cash Equivalents, \$54,194 of Revenue Received in Advance is held by the School, as disclosed in note 14.

Of the \$328,667 Cash and Cash Equivalents, \$30,821 of unspent grant funding is held by the School. This funding is subject to conditions which specify how the grant is required to be spent. If these conditions are not met, the funds will need to be returned.

## 9. Accounts Receivable

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Receivables	59,282	115,375	63,797
Receivables from the Ministry of Education	112,281	-	60,320
Interest Receivable	27,581	12,500	14,983
Teacher Salaries Grant Receivable	639,476	507,911	507,911
	<u>838,620</u>	<u>635,786</u>	<u>647,011</u>
Receivables from Exchange Transactions	86,863	127,875	78,780
Receivables from Non-Exchange Transactions	751,757	507,911	568,231
	<u>838,620</u>	<u>635,786</u>	<u>647,011</u>

## 10. Inventories

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Stationery	592	-	54
School Uniforms	15,457	-	-
Canteen	-	8,500	4,054
	<u>16,049</u>	<u>8,500</u>	<u>4,108</u>



## 11. Investments

The School's investment activities are classified as follows:

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Current Asset			
Short-term Bank Deposits	3,750,000	2,800,000	2,650,000
Total Investments	3,750,000	2,800,000	2,650,000

## 12. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2024						
Buildings	377,492	50,260	-	-	(32,810)	394,942
Furniture and Equipment	701,006	106,282	(46,248)	-	(118,464)	642,576
Information and Communication Technology	816,196	379,521	(12,919)	-	(334,222)	848,576
Motor Vehicles	158,443	20,687	(7,160)	-	(46,071)	125,899
Leased Assets	57,843	48,060	-	-	(48,219)	57,684
Library Resources	66,858	6,089	(2,187)	-	(6,163)	64,597
	2,177,838	610,899	(68,514)	-	(585,949)	2,134,274

The following note can be used for each class of asset that are held under a finance lease:

The net carrying value of furniture and equipment held under a finance lease is \$40,767 (2023: \$33,400)

### 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.

	2024 Cost or Valuation \$	2024 Accumulated Depreciation \$	2024 Net Book Value \$	2023 Cost or Valuation \$	2023 Accumulated Depreciation \$	2023 Net Book Value \$
Buildings	696,745	(301,803)	394,942	646,485	(268,993)	377,492
Furniture and Equipment	2,730,244	(2,087,668)	642,576	2,670,211	(1,969,205)	701,006
Information and Communication Technology	3,042,292	(2,193,716)	848,576	2,760,765	(1,944,569)	816,196
Motor Vehicles	347,582	(221,683)	125,899	342,284	(183,841)	158,443
Leased Assets	426,205	(368,521)	57,684	378,146	(320,303)	57,843
Library Resources	185,125	(120,528)	64,597	187,105	(120,247)	66,858
	7,428,193	(5,293,919)	2,134,274	6,984,996	(4,807,158)	2,177,838

## 13. Accounts Payable

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Creditors	199,766	82,997	54,347
Accruals	54,239	47,317	48,163
Employee Entitlements - Salaries	666,051	487,845	487,845
Employee Entitlements - Leave Accrual	90,251	68,524	68,524
	1,010,307	686,683	658,879
Payables for Exchange Transactions	1,010,206	686,683	658,879
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	100	-	-
	1,010,306	686,683	658,879

The carrying value of payables approximates their fair value.

## 14. Revenue Received in Advance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Grants in Advance - Ministry of Education	30,821	-	51,000
Other revenue in Advance	23,373	15,789	14,670
	54,194	15,789	65,670





## 15. Provision for Cyclical Maintenance

The Ministry informed the school that major capital works will be carried out on the school site. The scope and timing of these works have not yet been defined for all building blocks. Until more information is available regarding the scope of the capital works, the school is unable to make a reliable estimate of the future maintenance requirements for its buildings. As a result, the cyclical maintenance provision was reversed in 2021, and no further provision has been made since 2022.

However, the Board of Trustees and the Principal discussed this matter with the Ministry and decided to paint the exterior walls of all blocks except Tirohanga Block. The painting contract was awarded to Carus Group Ltd., and the painting work commenced in January 2025.

## 16. Finance Lease Liability

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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
No Later than One Year	15,013	24,171	42,161
Later than One Year and no Later than Five Years	31,261	56,088	23,900
	<u>46,274</u>	<u>80,259</u>	<u>66,061</u>
<b>Represented by</b>			
Finance lease liability - Current	30,603	24,171	42,161
Finance lease liability - Non current	31,261	56,088	23,900
	<u>61,864</u>	<u>80,259</u>	<u>66,061</u>

## 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 8.

	2024	Opening Balances	Receipts from MOE	Payments	Board Contributions	Closing Balances
		\$	\$	\$	\$	\$
Learning Support Coordinator Space - Office 2	<i>on hold</i>	24,883	-	-	-	24,883
5 YA Projects - Security Lights Replacements		3,864	-	(3,864)	-	-
5 YA Projects - 3 Lifts replacements		12,108	-	5	-	12,113
5 YA Projects - Cafeteria Flooring		-	-	(47,892)	-	(47,892)
BOT special Project- Gym,Staffroom,Theatre & Music toilet flooring		(210,214)	-	-	-	(210,214)
5 YA Projects Replace Doors and Door closers		9,045	-	(9,045)	-	-
5 YA Projects ILE Upgrade to create Digital Tech		(1,890)	-	-	-	(1,890)
5 YA Projects Drainage work (NIWE RMUNC Flood January storm event )		(7,915)	107,932	(89,832)	-	10,185
5YA Projects Canopy Replacement		-	-	(7,592)	-	(7,592)
5 YA Projects - KTR Heating and Colling		-	-	(3,770)	-	(3,770)
5YA Project - Roof Repairs		-	97,000	(79,100)	-	17,900
Totals		<u>(170,119)</u>	<u>204,932</u>	<u>(241,090)</u>	<u>-</u>	<u>(206,277)</u>

### Represented by:

Funds Held on Behalf of the Ministry of Education	65,081
Funds Receivable from the Ministry of Education	<u>(271,358)</u>
	<u>(206,277)</u>

	2023	Opening Balances	Receipts from MOE	Payments	Board Contributions	Closing Balances
		\$	\$	\$	\$	\$
Learning Support Coordinator Space - Office 1	<i>completed</i>	18,630	-	(18,630)	-	-
Learning Support Coordinator Space - Office 2	<i>on hold</i>	24,883	-	-	-	24,883
SIP Project -Cafeteria Refurbishment	<i>completed</i>	(31,330)	24,762	-	6,568	-
SIP Project -Guidance Centre	<i>completed</i>	1,829	-	(1,829)	-	-
SIP project -Shade sails	<i>completed</i>	(23,660)	8,000	-	15,660	-
SIP Project - Signage	<i>completed</i>	(3,200)	3,200	-	-	-
5 YA Projects - Security Lights Replacements	<i>In progress</i>	(46,863)	50,727	-	-	3,864
5 YA Projects - 3 Lifts replacements	<i>In progress</i>	48,486	-	(36,378)	-	12,108
BOT special Project- Gym,Staffroom,Theatre & Music toilet floori	<i>completed</i>	(210,214)	-	-	-	(210,214)
5 YA Projects Replace Doors and Door closers	<i>In progress</i>	-	119,381	(110,336)	-	9,045
5 YA Projects ILE Upgrade to create Digital Tech	<i>In progress</i>	-	-	(1,890)	-	(1,890)
5 YA Projects Drainage work	<i>In progress</i>	-	-	(7,915)	-	(7,915)
Totals		<u>(221,439)</u>	<u>206,070</u>	<u>(176,978)</u>	<u>22,228</u>	<u>(170,119)</u>

### Represented by:

Funds Held on Behalf of the Ministry of Education	49,900
Funds Receivable from the Ministry of Education	<u>(220,019)</u>
	<u>(170,119)</u>



## 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.

	2024 Actual \$	2023 Actual \$
<b>Board Members</b>		
Remuneration	4,680	6,985
<b>Leadership Team</b>		
Remuneration	982,734	991,175
Full-time equivalent members	6	7
Total key management personnel remuneration	987,414	998,160

There are eight members of the Board excluding the Principal. The Board has held nine full meetings of the Board in the year. As well as these regular meetings, including preparation time, the Presiding member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

### Principal

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

	2024 Actual \$000	2023 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	200-220	220-230
Benefits and Other Emoluments	0-6	0-6

### Other Employees

The number of other employees with remuneration greater than \$100,000 was in the following bands:

Remuneration \$000	2024 FTE Number	2023 FTE Number
100 - 110	8.00	8.00
111-120	10.00	14.00
121-130	2.00	3.00
131-140	5.00	4.00
	25.00	29.00

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

## 20. Compensation and Other Benefits Upon Leaving

There were no compensation or other benefits paid or payable to persons who ceased to be board members, committee members, or employees during the financial year about that cessation. (2023: Nil)

## 21. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2024 (Contingent liabilities and assets at 31 December 2023: 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 2024 the Ministry of Education provided additional funding for both the Support Staff in Schools' Collective Agreement (CA) Settlement and the Teacher Aide Pay Equity Settlement. At the date of signing the financial statements, the School's final entitlement for the year ended 31 December 2024 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 2025.



## 22. Commitments

### (a) Capital Commitments

At 31 December 2024, the Board had capital commitments of \$1,827,455 (2023: NIL) as a result of entering the following contracts:

	2024
	\$
Learning Support Coordinator Space office 2	29,270
5YA Projec: 3 Lift Replacements	183,906
5YA Projec: Replace Door and Door Closers	13,269
5YA Projec: ILE Upgrade to create Digital Tech	293,110
5YA Projec: Canopy Replacements	190,000
5YA Projec: KTR Heating and Cooling	1,100,000
5YA Projec: Roof Repairs	17,900
	<u>1,827,455</u>

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

### (b) Operating Commitments

As at 31 December 2024, the Board entered into the following contracts:

	2024
	\$
School Day & Night Cleaning - BB Cleaning Ltd	178,620
School Ground maintenance - Turftech Systems Ltd	153,535
Building Exterior and Interior Paintning - Carus Ltd	241,239
	<u>573,394</u>

## 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

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Cash and Cash Equivalents	328,667	353,707	426,461
Receivables	838,620	635,786	647,011
Investments - Term Deposits	3,750,000	2,800,000	2,650,000
Total financial assets measured at amortised cost	<u>4,917,287</u>	<u>3,789,493</u>	<u>3,723,472</u>

### Financial liabilities measured at amortised cost

	2024	2024	2023
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Payables	1,010,207	686,683	658,879
Finance Leases	61,864	80,259	66,061
Total financial liabilities measured at amortised cost	<u>1,072,071</u>	<u>766,942</u>	<u>724,940</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 ALFRISTON COLLEGE'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2024

The Auditor-General is the auditor of Alfriston 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 his behalf.

#### Opinion

We have audited the financial statements of the School on pages 2 to 17, that comprise the statement of financial position as at 31 December 2024, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- a) present fairly, in all material respects:
  - its financial position as at 31 December 2024; and
  - its 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 9 June 2025. 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.

*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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## **Responsibilities of the Board for the financial statements**

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

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

In preparing the financial statements, the Board is responsible 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 assess the risk of material misstatement arising from the school payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arise from the Public Audit Act 2001.

### Other information

The Board is responsible for the other information. The other information comprises the statement of variance, statement of kiwi sport funding, good employer assurance, evaluation and analysis of learner progress and achievement giving effect to Te Tiriti o Waitangi, but does not include the financial statements, and our auditor's report thereon.

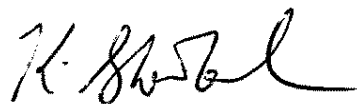
Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

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

# Statement of variance

Strategic Goal 1	Actions:	How will you measure success?	Review:	Next steps:	Progress/Variance:
In our community learning will be inclusive, connected, authentic and relevant and our culturally responsive and relational pedagogy will develop lifelong, independent learners.	Develop a Professional Learning Programme focused on Culturally responsive and relational practices	<ul style="list-style-type: none"> <li>• Culturally competent staff</li> <li>• The AC Way: Peer observation</li> <li>• SLT and Middle Leaders lead and facilitate PLD within our school</li> <li>• Development of a Localised curriculum</li> <li>• Regular Data Analysis: Attendance, Achievement, Engagement</li> </ul>	<ul style="list-style-type: none"> <li>• In school PLD led by SLT that connected to Teaching Standards.</li> <li>• Developed understanding of what standards look like in practice at AC.</li> <li>• Planning for junior whānau based learning completed during this time.</li> <li>• Delivery of professional learning - leading to improved Staff understanding and awareness of CAAs, as teachers of</li> </ul>	<ul style="list-style-type: none"> <li>• Growing middle leaders to lead professional development of staff within their learning areas/whanau spaces</li> <li>• Continue to provide opportunities for staff to reflect and learn as learning leaders</li> </ul>	<ul style="list-style-type: none"> <li>• Whanau Leaders have begun to lead PLD in 2025 with the support of SLT line managers</li> <li>• Middle leaders have been given external PLD opportunities to develop and strengthen their leadership skills and capabilities</li> <li>• Continuing with sequenced, planned internal PLD programme led by SLT</li> <li>• PLD led by more school leaders this year e.g. CAI: Understanding regulation leads to valuable education</li> </ul>

			<p>literacy and numeracy</p> <ul style="list-style-type: none"> <li>• Staff only day - targeted interventions schoolwide</li> <li>• Continuation of language week professional learning opportunities</li> <li>• A consistent professional learning program throughout the year.</li> <li>• Professional learning program is responsive to current needs - relevant and authentic development for staff.</li> <li>• All staff to complete PGC reflections for this year.</li> </ul>		
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	Strengthen our approach to Literacy and Numeracy in Whānau Based Learning courses	<ul style="list-style-type: none"> <li>● Increasing familiarity with our common reading strategies and our writing progressions</li> <li>● Tracking and monitoring, regular data analysis</li> <li>● Mentoring for Learners with complex learning needs</li> <li>● Deliberate and strategic teaching interventions based on data analysis.</li> <li>● Identify Learners with high levels of Literacy and Numeracy to support and extend their understanding</li> </ul>	<ul style="list-style-type: none"> <li>● CAAs undertaken in May. Largest number of learners to take part in an examination at AC – 350 learners.</li> <li>● Upgraded digital infrastructure to support digital requirements of CAAs.</li> <li>● Results not available from NZQA until late August. This is frustrating as the next CAAs will be held in early September and gives us little time to prepare learners who need to resit the exams.</li> <li>● Realignment of the CAA delivery based on previous</li> </ul>	<ul style="list-style-type: none"> <li>● Action the vacancies for literacy and numeracy leaders (within school Kahui Ako roles)</li> <li>● Knowing learners at a deeper level in order to track their progress effectively</li> <li>● Development of a literacy and numeracy profile (long term)</li> <li>● Explore PAT testing as a measure and learner reflections on self-efficacy</li> </ul>	<ul style="list-style-type: none"> <li>● Literacy Coordinator and Numeracy Coordinator appointed: <ul style="list-style-type: none"> <li>○ Lit: On</li> <li>○ Num: Sb</li> </ul> </li> <li>● Junior curriculum changes has resulted in the introduction of Lit and Num Nests at year 9 and 10 in 2025 – compulsory Lit and Num courses for juniors.</li> <li>● 2025 PAT testing has begun</li> <li>● 2025 Alfriston Kāhui Ako response to Literacy and Numeracy. To begin PAT testing year 4, 8 and 10 learners across the Kāhui to better understand the needs of learners across the Kāhui, to track and monitor progress, to make Kāhui wide targeted interventions</li> <li>● Engaging with Te Manu Karere programme in</li> </ul>

			<p>experience (May 2024)</p> <ul style="list-style-type: none"> <li>• Ma Wai Rā continued with more targeted learning plans for learners including extension opportunity for learners who were successful with a work experience and leadership program</li> <li>• Engagement with external literacy specialist (Julie Luxon)</li> <li>• AC junior curriculum refresh 2025 - whanau literacy and numeracy nests</li> </ul>		<p>2025 to improve Literacy and Numeracy Strategic Planning, to grow our Lit and Num Coordinators capabilities, to support year 12 learners to achieve Lit and Num co-requisites</p> <ul style="list-style-type: none"> <li>• Schools were not given timely CAA results in 2024. There was no personalised feedback/feedforward for learners. Due to the untimely manner in which schools received results, it was incredibly difficult to make targeted interventions for learners.</li> <li>• Now only two opportunities in the school year for learners to sit CAA examinations. Originally there was meant to be three opportunities per school year</li> <li>• Year 12 and 13 learners who had partially completed Lit and Num</li> </ul>
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					<p>through Achievements standards lost these credits in the cull of additional standards that could contribute to Num and Lit.</p> <ul style="list-style-type: none"> <li>• Many year 11 learners did not choose Maths or English subject courses because they had MWR</li> <li>• These learners could only achieve Num or Lit from the CAAs</li> <li>• Across the two CAA opportunities achievement rates in Year 11 were: <ul style="list-style-type: none"> <li>○ Literacy Reading 58%</li> <li>○ Literacy Writing 53%</li> <li>○ Numeracy 28%</li> </ul> </li> <li>• For learners who were enrolled L1 English, Te Reo Māori and Maths (plus other contributing standards), the achievement rates for Num and Lit were: <ul style="list-style-type: none"> <li>○ Literacy 43%</li> <li>○ Numeracy 63%</li> </ul> </li> </ul>
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					<ul style="list-style-type: none"> <li>Since NCEA Level 1 will not be awarded without Num and Lit, the co-requisite achievement was a significant limiting factor to NCEA L1 achievement overall, more so for Literacy (55% overall) than for Numeracy (65% overall), compared to 80% for both in 2023</li> </ul>
	Progress our understanding of changes to Te Mātaiaho (NZC refresh) and NCEA Change programme	<ul style="list-style-type: none"> <li>Regular Data Analysis: Attendance, Achievement, Engagement</li> <li>Development of a Localised Curriculum</li> <li>Improved Learner achievement</li> <li>Course design: Reviewing and refining courses across junior and senior school</li> <li>Regularly seeking Learner voice</li> <li>PLD</li> </ul>	<ul style="list-style-type: none"> <li>NCEA Level One changes have been challenging as there is little resourcing and guidance provided from NZQA and MOE.</li> <li>Challenging to progress understanding of the NZC refresh at this stage as new announcements about further changes were made this month.</li> </ul>	<ul style="list-style-type: none"> <li>Explore year 11 and 12 data as to NCEA achievement learners leave school with.</li> </ul>	<ul style="list-style-type: none"> <li>NCEA Level One changes were very challenging in 2024. There was little resourcing and guidance provided from NZQA and MOE.</li> <li>PLD opportunities provided by MOE to support implementation were always webinars – this is not helpful. Teachers and Schools require face to face, in school support to make meaningful interventions for their learners.</li> <li>English Curriculum consultation now closes in</li> </ul>

			<ul style="list-style-type: none"> <li>• PLD continued</li> <li>• Curriculum areas are responding to the NZQA external moderation feedback, refining and making changes where required, celebrating success</li> <li>• Changes announced for English and Maths curriculum areas</li> <li>• Challenging to stay up to date as there are constant changes</li> </ul>		June 2025 – again another change.
<b>Strategic Goal 2</b>	<b>Actions:</b>	<b>How will you measure success?</b>	<b>Review:</b>	<b>Next steps:</b>	<b>Progress/Variance:</b>
In our community, we will collaborate and partner with our learners and their whānau and with industries and employers to ensure	Review and refine the AC Whānau Learning Programme	<ul style="list-style-type: none"> <li>• Engagement in all areas of school life (Tracking and monitoring)</li> <li>• Attendance at whānau time</li> <li>• Shared ownership of the time</li> </ul>	<ul style="list-style-type: none"> <li>• Review currently in progress by SLT and Whānau Leaders.</li> <li>• Programme for Term 3 will be</li> </ul>	<ul style="list-style-type: none"> <li>• Tuturu provide a school reflection tool to delve deeply into our pastoral care system (for SLT)</li> </ul>	<ul style="list-style-type: none"> <li>• Internal review of Pastoral Care in 2024 at AC has led to a refreshed Whanau Learning Programme in 2025</li> <li>• Re-introduction of PLPPs (Personalised Learning</li> </ul>

the best possible education opportunity and outcomes for all.		<ul style="list-style-type: none"> <li>• Mentoring in class, re-introduce learner mentoring in school</li> <li>• Learner voice</li> <li>• Rigorous learning programme focused on Hauora and wellbeing</li> <li>• Developing the capacity and capability of Whānau Leaders</li> </ul>	<p>collaboratively by all staff involved and driven by Whānau Leaders</p> <ul style="list-style-type: none"> <li>• Timetable changes have impacted whānau tutor program</li> <li>• Curriculum areas are more engaged in tracking and monitoring of learner progress</li> <li>• Whānau Leaders targeted interventions working with whānau</li> <li>• Continued strengthening and refining of whanau programme</li> </ul>	<ul style="list-style-type: none"> <li>• Explore how staff approach vaping, a teaching opportunity</li> <li>• Whanau tutors leading learning progress conversations with whanau</li> </ul>	<p>Pathway Plan) in Whanau Learning Programme in 2025</p> <ul style="list-style-type: none"> <li>• HSP (Home School Partnership) hui begin in Term One 2025</li> <li>• Shift to weekly automated reporting in 2025: <ul style="list-style-type: none"> <li>○ Effort</li> <li>○ Learning Progress</li> <li>○ Attendance</li> <li>○ Assessment results (both junior and senior)</li> <li>○ NCEA updates</li> <li>○ Assessment deadlines</li> <li>○ Learner recognitions</li> </ul> </li> </ul>
	Sustain our Pathways Hub and STP programme	<ul style="list-style-type: none"> <li>• School leaver data</li> <li>• Engagement with industries and local businesses (continued partnerships)</li> </ul>	<ul style="list-style-type: none"> <li>• Careers expo attended by year 12 and 13 learners this term.</li> </ul>	<ul style="list-style-type: none"> <li>• Springboard trust to work with Js and WEA to create a strategic plan for Careers and Pathways</li> </ul>	<ul style="list-style-type: none"> <li>• Js and WEA have begun pilot programme with Springboard Trust in 2025. This will support careers and pathways being weaved into all</li> </ul>

			<ul style="list-style-type: none"> <li>• New gateway opportunities with DHL created this term.</li> <li>• Visit to MIT by School Leader to continue to strengthen partnership.</li> <li>• Continued gateway and STAR programs in Term 2 holidays, continued for Term 3 holidays</li> <li>• Continued success in Media design school program with a learner applying to go full-time in 2025</li> <li>• Year 11 MWR extension opportunity for learners who were successful with the CAA in May a work experience and leadership program</li> </ul>	<ul style="list-style-type: none"> <li>• Integration of careers curriculum with whanau programme - part of goal setting</li> </ul>	curriculum areas, rather than being stand alone.
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			<ul style="list-style-type: none"> <li>• Scholarship applications are complete</li> <li>• The Cause Collective and Youth town</li> <li>• Year 11 MWR learners did well in their pathway placements</li> <li>• 18 learners were recognized at the MIT prizegiving</li> </ul>		
	Strengthen learner tracking, monitoring and mentoring, with specific focus on Māori, Pasifika and high and complex-needs learners	<ul style="list-style-type: none"> <li>• School wide approach to mentoring and monitoring</li> <li>• Engagement with whānau</li> <li>• Tracking and monitoring, regular data analysis</li> <li>• Learner voice</li> </ul>	<ul style="list-style-type: none"> <li>• SLT are working with Middle Leaders to strengthen this.</li> <li>• An opportunity for WCOL to focus on tracking and monitoring and work with Middle Leaders and SLT to make interventions with learners</li> <li>• Tracking and monitoring</li> </ul>	<ul style="list-style-type: none"> <li>• Formalizing IEP documentation for learners with high and complex needs</li> <li>• Providing opportunities for TWA, TKOR to upskill staff and raise awareness about specific learner needs and how to respond to them e.g. defib location</li> <li>• Work with SENCO in 2025 to provide PLD</li> </ul>	<ul style="list-style-type: none"> <li>• Js, Sc and SI to begin planning Māori and Pasifika Achievement plans in 2025, Term One. Will consult with staff, learners and whānau to ensure we are supporting our learners' aspirations</li> <li>• Achievement Team appointed and will track, monitor and analyse data across all year levels (achievement, attendance, engagement) in 2025 and beyond.</li> </ul>



			<p>schoolwide, 11MWR, whanau leaders, mentoring, NZCLs</p> <ul style="list-style-type: none"> <li>• Staff only day</li> <li>• SLT interventions with Year 12/13s</li> <li>• Continued and additional mentoring programs - Sisters United, Moana Tautua, Tu Kaha Rangatahi, Te Kaha o te Rangatahi, expanded Year 13 mentoring team</li> <li>• Targeted mentoring of Māori learners, wānanga ako</li> <li>• Continued strengthening of the tracking, monitoring and mentoring process</li> </ul>	<p>for staff to better understand high and complex needs of learners, and what strategies and learning plans they can implement for these learners</p>	<p>Māori and Pasifika data will be disaggregated</p>
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			<ul style="list-style-type: none"> <li>Creating specific data roles within the WCOL roles</li> </ul>		
<b>Strategic Goal 3</b>	<b>Actions:</b>	<b>How will you measure success?</b>	<b>Review:</b>	<b>Next steps:</b>	<b>Progress/Variance:</b>
Our learning environment will ensure barrier free access for all to maximise learning experiences and outcomes.	Create a consistently clean, warm and welcoming environment for Learners, staff and community	<ul style="list-style-type: none"> <li>Daily checking of school cleaning</li> <li>Grow relationship with Master Cleaners, report immediate concerns so that they are addressed</li> <li>Liaise with MOE on property maintenance repair/issues that need addressing, report to BOT</li> </ul>	<ul style="list-style-type: none"> <li>New groundsman from Turf Tech this term.</li> <li>Teshwill routinely checks cleaning each day and reports on any issues.</li> <li>Property issues have been seen immediately when identified.</li> <li>Reviewing current cleaning company</li> <li>Learning Leaders prioritising an audit of learning space</li> <li>Renewed contract with Turf Tech for two years</li> </ul>	<ul style="list-style-type: none"> <li>End of 2024 clean up schoolwide</li> </ul>	<ul style="list-style-type: none"> <li>Relationship with Turf Tech continues in 2025</li> <li>BB Cleaning has the 2025 cleaning contract</li> </ul>

			<ul style="list-style-type: none"> <li>• BB Cleaning have the cleaning contract for 2025</li> </ul>		
	Continue to grow Kai 4 Learning within our school for its sustainability	<ul style="list-style-type: none"> <li>• PEA/BLS improvements</li> </ul>	<ul style="list-style-type: none"> <li>• Working with MOE to secure a contract with Randwick Park to keep Kai 4 Learning running next year.</li> <li>• Announcements by the government that funding for the programme will be significantly cut next year means there is much uncertainty about its sustainability at our school.</li> <li>• By early September no information given by MOE about what delivery will look like in 2025. We have applied to</li> </ul>	<ul style="list-style-type: none"> <li>• Continuing with internal model on a very reduced staff and budget.</li> </ul>	<ul style="list-style-type: none"> <li>• Due to the funding for the Ka Ora Ka Ako Programme being reduced by more than 50% we were unable to take on a contract with Randwick Park School to provide lunches for them as we do not have the staffing to manage this in 2025</li> <li>• In 2025 staffing in K4L has been reduced from 11 to 5 staff</li> <li>• No longer able to provide daily sandwiches and yoghurts in Whanau buildings due to funding reductions</li> <li>• 2025 will help us to understand if our internal lunch programme is sustainable beyond this year</li> </ul>

			buy our own ingredients. <ul style="list-style-type: none"> <li>• Reduced staff due to remodelling by MOE</li> <li>• Unsure of future sustainability</li> </ul>		
<b>Strategic Goal 4</b>	<b>Actions:</b>	<b>How will you measure success?</b>	<b>Review:</b>	<b>Next steps:</b>	<b>Progress/Variance:</b>
In our community, we will all be safe, supportive, and inclusive, free from racism, discrimination, and bullying, expecting the very best from everyone.	Grow the profile of Cultural groups, Sports, Music, the Arts and Performing Arts at Alfriston College	<ul style="list-style-type: none"> <li>• Increased participation and contribution to these areas by Learners and Staf</li> <li>• Learning community created where everyone feels culturally safe, confident and competent</li> <li>• Respectful and tolerant school environment</li> <li>• EOTC opportunities given to Learners to enhance their cultural, sporting, and Arts/Performing Arts experience</li> <li>• Language weeks planned and celebrated</li> </ul>	<ul style="list-style-type: none"> <li>• Smokefree rockquest and Tagata beats successes: Crown and Mystery</li> <li>• Te Kahikātoa competing at Ngā Kapa Haka Kura Tuarua o Aotearoa in Nelson.</li> <li>• Girls Rugby made the semi finals but were beaten.</li> <li>• Planning underway for 2025 AC choir</li> <li>• Arts Showcase evening</li> </ul>	<ul style="list-style-type: none"> <li>• Possibly organise a social media team of staff (Ea)</li> </ul>	<ul style="list-style-type: none"> <li>• No funding for Hillary Camp in 2025</li> </ul>

		<ul style="list-style-type: none"> <li>Continued Inter-Whānau competitions</li> </ul>	<ul style="list-style-type: none"> <li>Māori &amp; Pasifika success awards</li> <li>Language weeks</li> <li>UNISS tournament</li> <li>Football team won the</li> <li>Counties Manukau sports reps</li> <li>Koroneihana: Te Kahikātoa and Kaupapa Māori staff</li> <li>Word – The Frontline, AC Spoken Word team in the final on September 21 at Aotea Centre</li> <li>Hillary camp</li> </ul>		
	Strengthen Pastoral Care and Hauora and Wellbeing at Alfriston College	<ul style="list-style-type: none"> <li>Increased engagement with services from external agencies and providers</li> <li>Driving Hauora initiatives within school</li> </ul>	<ul style="list-style-type: none"> <li>Ngā Tai Tini: collaboration with Counties Manukau DHB and Tu Kaha Collective to fund an in school social worker to work</li> </ul>	<ul style="list-style-type: none"> <li>Appoint an attendance officer to support follow up of attendance</li> <li>Use revised attendance codes</li> </ul>	<ul style="list-style-type: none"> <li>Moana Tautua lost their funding last year so we are no longer able to use their services for our Pasifika boys</li> <li>Ngā Tai Tini collaboration continues in 2025</li> </ul>

		<ul style="list-style-type: none"> <li>• Improved attendance, pastoral and escalated pastoral</li> <li>• Tracking and monitoring vulnerable Learners</li> <li>• Actioning effective interventions for individual Learners</li> <li>• Increased communications with whānau to grow relationships</li> </ul>	<p>with up to 15 whānau. Role is currently advertised.</p> <ul style="list-style-type: none"> <li>• Moana Tautua: working with our school to mentor Pasifika boys facing attendance challenges.</li> <li>• Anger Management course for identified learners being implemented in Te Kaha o Roto.</li> <li>• Sisters United mentoring</li> <li>• Appointment for Ngā Tai Tini</li> <li>• Continuing to work with Moana Tautua</li> <li>• Whānau Leaders targeted interventions working with whanau</li> </ul>	<ul style="list-style-type: none"> <li>• Create a new attendance plan (STAR)</li> </ul>	<ul style="list-style-type: none"> <li>• CAI continues work with providers used in 2024</li> <li>• Triage meetings with key Pastoral stakeholders initiated in 2025. This will enable us to continue to make effective interventions for vulnerable learners</li> <li>• Attendance Officer appointment in 2025. The AO works closely with SLT, Whanau Community Liaison and Whanau Leaders to monitor attendance. Also makes referrals to ASA</li> <li>• Regular attendance dropped dramatically in Term 4 to 12% in comparison to 30% in Term 3, 29% in Term 2 and 43% in Term 1</li> <li>• Gender Diverse learners had the highest rate of chronic absence in Term 4, 2024 with 100% of learners attending less than 70% of the time. Need to investigate</li> </ul>
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			<ul style="list-style-type: none"> <li>• Good Space Surveys throughout the year</li> <li>• Cohesive schoolwide approach to Pastoral care</li> </ul>		<p>further to ensure we are making targeted interventions to support these learners</p> <ul style="list-style-type: none"> <li>• Achievement team has begun attendance tracking for 2025</li> </ul>
<b>Strategic Goal 5</b>	<b>Actions:</b>	<b>How will you measure success?</b>	<b>Review:</b>	<b>Next steps:</b>	<b>Progress/Variance:</b>
In our community, leaders will be future focused, culturally competent, learning and learner centred, collaborative and open to learning.	Strengthen PRT Programme		<ul style="list-style-type: none"> <li>• Been driven by Sc. Increased 1:1s and mentoring with PRTs. Led PLD to support PRTs in creating portfolios. Regular monitoring, guidance and feedback provided.</li> <li>• Continuing with Nm after returning from Maternity Leave</li> <li>• ASTTP planning for 2025 (increase to 3 teacher trainees)</li> </ul>	<ul style="list-style-type: none"> <li>• PRT coordinator and SCT</li> <li>• Teacher trainees for 2025: Ea &amp; Kn</li> <li>• More observations from SCT / NZCLs</li> </ul>	<ul style="list-style-type: none"> <li>• Had intended to have 3 ASTTP trainees, however due to cuts in the programme we have only been able to put through 2 trainees in 2025</li> </ul>

			<ul style="list-style-type: none"> <li>• PRT support continued with Nm</li> <li>• NZCLs</li> </ul>		
	Leadership wānanga	<ul style="list-style-type: none"> <li>• Increased opportunities for Middle Leadership led initiatives e.g. leading PLD, supporting the development and growth of their teams, understand the needs of individuals to support their growth, growth coaching</li> <li>• Professional Growth Cycle</li> <li>• Self-reflection</li> <li>• Regular 1:1s with Middle Leaders</li> </ul>	<ul style="list-style-type: none"> <li>• Two wānanga this term focused on positioning ourselves as leaders and growing the capability of our teams through the mahi we lead.</li> <li>• Budget management workshop with middle leaders</li> <li>• NCEA intervention mahi</li> <li>• Review, reflect act - collaboration with NZCLs and staff to refresh Junior Curriculum for 2025</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to grow agentic leaders in 2025</li> <li>• Provide more external PLD opportunities for middle leaders to upskill</li> </ul>	<ul style="list-style-type: none"> <li>• Continue this mahi in 2025</li> </ul>
<b>Strategic Goal 6</b>	<b>Actions:</b>	<b>How will you measure success?</b>	<b>Review:</b>	<b>Next steps:</b>	<b>Progress/Variance:</b>



<p>In our community, our organisation will be trusting, relational, reflective, and responsive to the needs of all learners.</p>	<p>Refine enrolment and transition process</p>	<ul style="list-style-type: none"> <li>• Review and refine enrolment forms: shift enrolment forms online</li> <li>• Continue to grow relationship with feeder schools</li> <li>• Data analysis of year 8 Learners coming into Alfriston College to understand their learning needs</li> <li>• Working with external agencies and providers</li> </ul>	<ul style="list-style-type: none"> <li>• Work in progress to digitise enrolments. This can be done through our website and could be connected to KAMAR, if this option suits us.</li> <li>• Continued planning towards digitising enrolments</li> <li>• Plans for ELL reception class in 2025</li> <li>• Draft code of conduct/expectations for learners on enrolment</li> <li>• WE - school visits</li> <li>• Plans and staffing for reception class 2025 - learners will be tested and welcomed to NZ and AC prior to</li> </ul>	<ul style="list-style-type: none"> <li>• Digitising enrolments</li> <li>• School bridge</li> <li>• ELL learners personalized programs</li> </ul>	<ul style="list-style-type: none"> <li>• Did not progress to online enrolment as was intended in 2024. This will be initiated in 2025</li> <li>• ELL reception class has been resourced for 2025</li> <li>• WE continues to manage transitions in 2025 with our feeder schools</li> </ul>
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			starting a full timetable (ELL)		
	Referral processes to services in school	<ul style="list-style-type: none"> <li>• Data analysis: Achievement, Attendance, Engagement</li> <li>• Working with external agencies</li> <li>• Responding quickly and working with whānau at home (increased communication home)</li> <li>• Engagement with Te Hononga</li> <li>• Raise the profile of services available to Learners, particularly our most vulnerable learners</li> <li>• Improve engagement with KAMAR e.g. Pastoral entries so referrals can be made at pace</li> </ul>	<ul style="list-style-type: none"> <li>• Learners are regularly being referred to services in school. Clearer communication about the process is an identified area for improvement next term.</li> <li>• Work in progress</li> <li>• CLA's role and involvement with enrolment and altered referrals</li> <li>• Pastoral care referrals being tidied up so that criteria and need/next steps are clear</li> </ul>	<ul style="list-style-type: none"> <li>• Strengthen referral processes with regular Triage meetings in 2025</li> <li>• Continue to raise the profile of all health and wellbeing services available to our learners</li> </ul>	<ul style="list-style-type: none"> <li>• Triage meetings with key Pastoral stakeholders initiated in 2025. This will enable us to continue to make effective interventions for vulnerable learners</li> <li>• Shift to weekly automated reporting in 2025: <ul style="list-style-type: none"> <li>○ Effort</li> <li>○ Learning Progress</li> <li>○ Attendance</li> <li>○ Assessment results (both junior and senior)</li> <li>○ NCEA updates</li> <li>○ Assessment deadlines</li> <li>○ Learner recognitions</li> </ul> </li> <li>• Further KAMAR PLD provided to staff during 2025 start up</li> </ul>

# Alfriston College

## *Statement of Kiwi Sport Funding*

*For the year ending 31 December 2024*

*At Alfriston College, our sports vision is to foster an inclusive and vibrant sporting community for all. Our mission is to create an engaging sports environment where every learner feels encouraged to participate, connect, build confidence, and develop a strong sense of belonging.*

*In 2024, our sports program provided opportunities for 507 learners across 23 different sports, including cricket, futsal, softball, golf, chess, and waka ama, among others.*

*A key highlight of the year was our continued success in the Division 1 NZSS Softball Championships, where we finished as runners-up. We also maintained a strong presence in local and regional sports seasons and tournaments.*

*Our program saw growth in participation numbers and an expanded volunteer base to support this development. Additionally, we enhanced our offerings by opening the gym during break times for various sports and investing in equipment for learners to use outdoors during their free time.*

*We take pride in fostering independent learners through sports and activities, empowering them to grow both on and off the field.*

# **Alfriston College**

## **Good Employer Assurance**

For the year ended 31 December 2024

As a good employer, Alfriston College operates an employment policy that contains provisions that are necessary for the fair and proper treatment of employees in all aspects of their employment including,

- follow Health and Safety procedures and monitor staff well-being.
- abide by the Equal Employment Opportunities requirements.
- opportunities to explore further professional developments.
- recognition of ethnic and cultural needs and differences

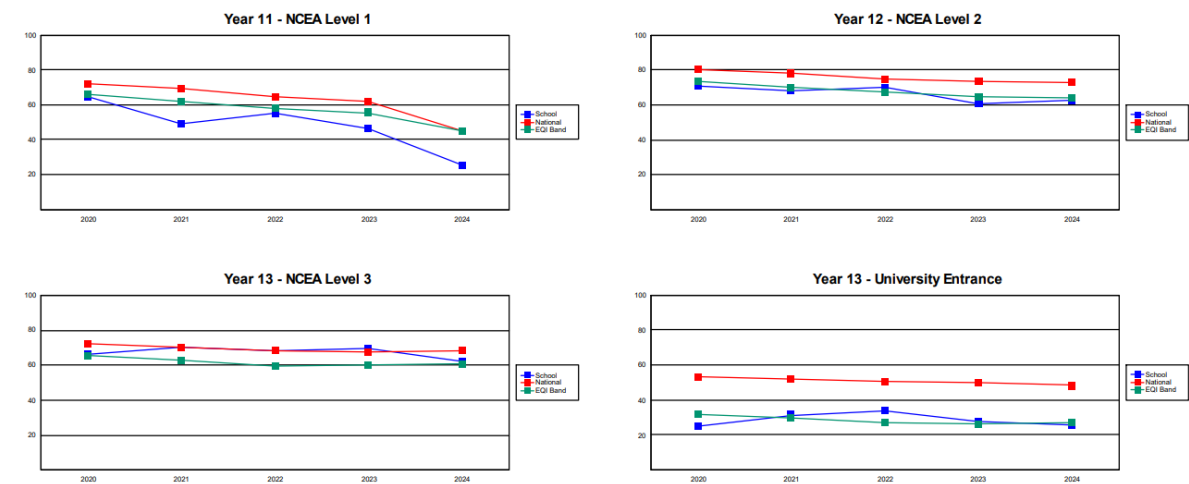
# Evaluation and analysis of learner progress and achievement

## Achievement in NCEA and UE: Alfriston College

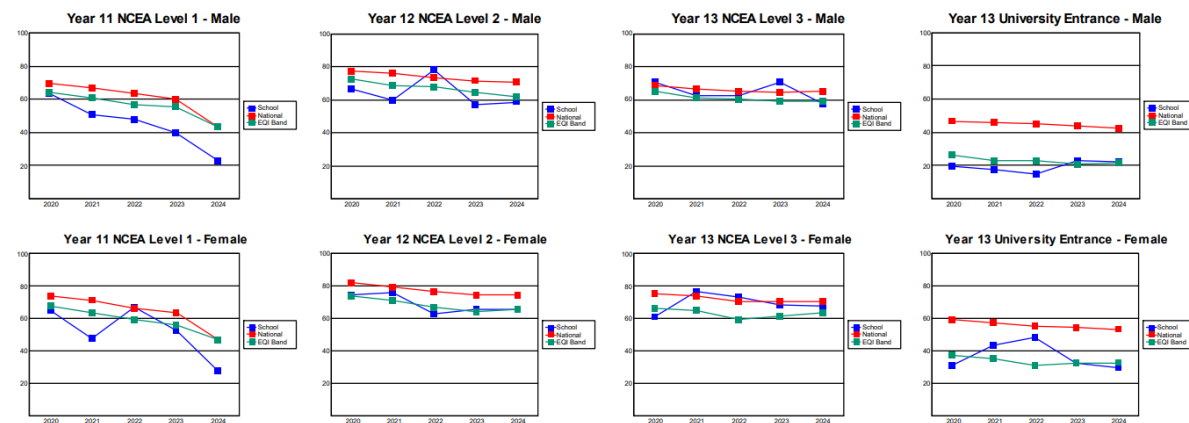
PR2 - Enrolment Based Cumulative Overall Results

Generated 15-Jan-2025

Alfriston College					National				Many Socioeconomic Barriers (School Equity Index Band)			
Academic Year	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
2020	64.3	70.9	66.0	25.2	71.8	80.1	72.1	53.4	66.0	73.4	65.7	31.6
2021	48.9	68.1	70.1	31.3	69.2	77.9	70.5	51.9	62.0	69.9	63.1	29.4
2022	55.3	70.3	68.3	33.8	64.9	74.9	68.2	50.3	57.9	67.4	59.7	27.0
2023	46.3	60.8	69.7	27.9	61.7	73.2	67.7	49.7	55.5	64.6	60.2	26.5
2024	25.3	62.4	62.1	25.7	44.9	72.7	68.2	48.2	44.8	63.9	61.1	26.8

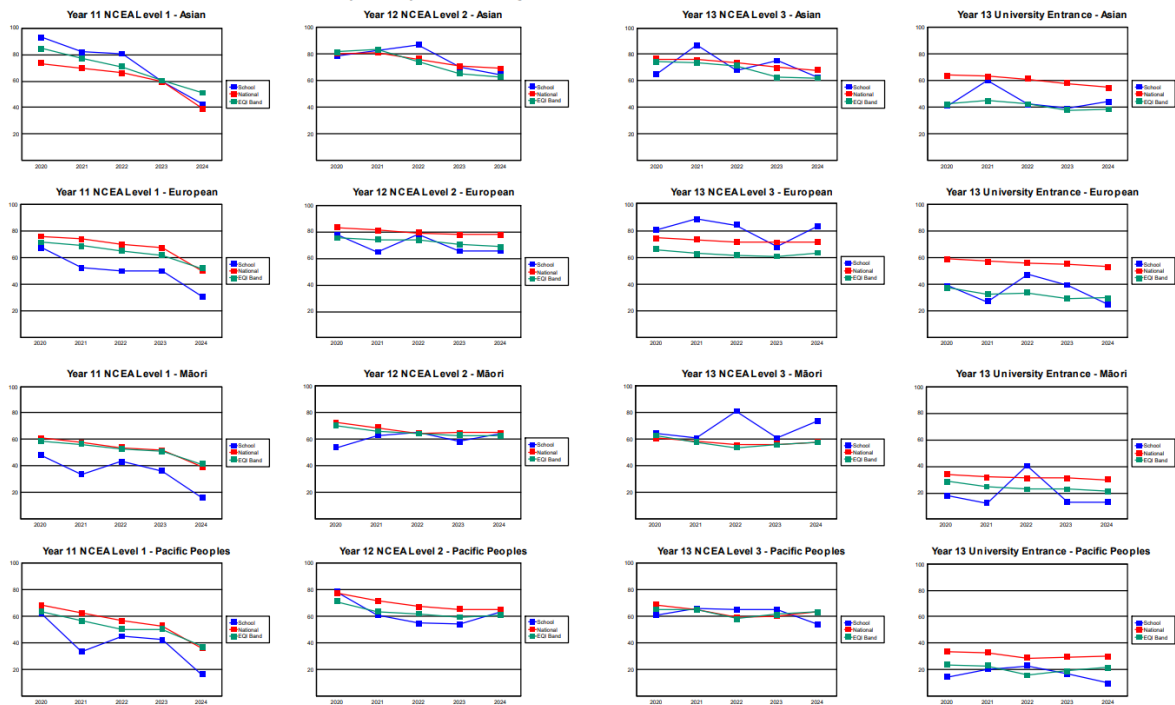


Alfriston College					National				Many Socioeconomic Barriers (School Equity Index Band)			
Academic Year	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
<b>Male</b>												
2020	63.0	67.0	70.7	19.5	69.0	77.8	68.5	46.8	64.4	72.0	65.3	25.9
2021	50.5	59.8	62.3	17.4	67.0	76.0	66.8	45.5	60.8	68.8	61.5	22.8
2022	47.9	78.4	62.3	14.8	63.4	73.3	65.6	44.9	56.8	67.8	60.3	22.5
2023	40.0	57.2	70.9	22.8	60.1	71.8	64.8	44.0	55.1	64.9	59.1	20.8
2024	22.7	58.9	57.8	22.4	43.1	70.7	65.7	42.5	43.3	62.2	59.1	21.2
<b>Female</b>												
2020	65.1	74.7	61.0	31.2	74.1	82.4	75.5	59.6	67.9	74.2	66.1	37.5
2021	47.5	75.9	76.9	43.6	71.5	79.8	74.0	57.7	63.5	71.2	64.7	35.7
2022	67.0	62.9	73.1	48.7	66.5	76.6	70.5	55.3	59.1	67.0	59.1	31.5
2023	52.4	66.0	68.6	32.6	63.3	74.7	70.3	54.9	55.9	64.3	61.3	32.5
2024	27.5	65.8	67.8	30.0	46.9	74.8	70.6	53.6	46.8	65.9	63.3	33.0

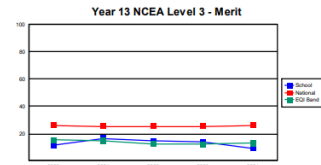
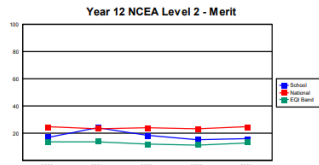
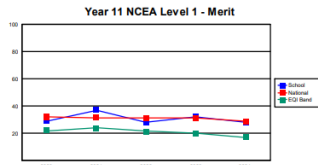
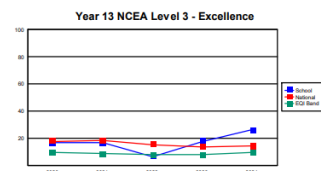
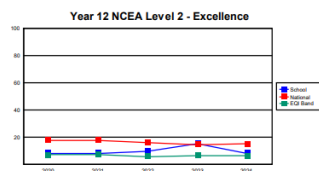
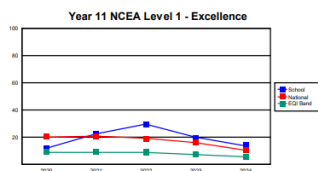


Academic Year	Alfriston College				National				Many Socioeconomic Barriers (School Equity Index Band)			
	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
<b>Asian</b>												
2020	92.7	78.6	65.2	41.3	73.1	80.0	76.5	64.1	84.4	81.4	74.3	42.5
2021	82.0	82.7	86.8	60.5	70.0	81.1	76.2	63.4	77.1	83.0	73.3	44.9
2022	80.6	86.8	68.1	42.6	65.9	76.0	73.6	61.3	70.9	73.9	71.5	42.8
2023	59.3	69.8	75.4	39.3	59.5	70.7	70.1	58.1	60.5	65.1	62.6	37.9
2024	42.9	64.4	62.5	44.3	39.4	69.2	68.2	55.0	51.2	62.6	62.0	38.5
<b>European</b>												
2020	67.4	78.0	80.6	38.9	75.8	83.2	74.6	59.0	71.7	75.6	65.7	37.3
2021	52.2	64.7	88.5	26.9	74.0	81.2	73.2	57.2	68.9	74.4	62.7	32.8
2022	50.0	78.4	84.2	47.4	69.7	79.4	71.6	56.0	65.2	73.6	61.8	33.6
2023	50.0	65.6	67.9	39.3	67.2	78.0	71.4	55.5	62.0	70.3	60.5	29.3
2024	30.6	65.7	83.3	25.0	50.5	77.8	71.6	53.3	51.8	68.8	63.0	29.9
<b>Māori</b>												
2020	48.1	53.3	64.4	17.8	60.8	71.9	60.7	34.1	58.8	70.0	62.6	28.4
2021	33.8	62.3	61.0	12.2	57.7	68.3	58.5	31.7	56.4	65.6	57.8	24.6
2022	43.2	64.4	81.1	40.5	53.9	64.1	55.7	30.9	52.9	63.9	53.4	23.0
2023	36.3	57.7	60.9	13.0	51.9	64.6	56.3	31.2	50.9	62.5	56.0	23.0
2024	16.3	63.8	73.6	13.2	39.3	64.3	57.9	29.9	41.5	61.8	57.7	21.0
<b>Middle Eastern/Latin American/African</b>												
2020	70.0	100.0	100.0	16.7	72.4	77.6	73.2	57.7	69.2	77.2	64.4	42.5
2021	85.7	88.9	100.0	75.0	68.4	78.0	70.3	56.0	72.3	68.8	67.6	50.7
2022	72.7	71.4	57.1	28.6	61.3	73.3	67.4	51.4	57.8	65.6	61.3	33.8
2023	80.0	60.0	83.3	33.3	60.2	69.4	66.9	51.4	56.7	60.2	57.5	32.9
2024	53.8	80.0	77.8	44.4	40.7	68.8	65.7	49.9	46.3	57.1	57.6	34.1
<b>Other Ethnicity</b>												
2020	100.0				74.6	81.0	74.3	56.9	65.6	78.6	76.2	42.9
2021	100.0				73.2	78.5	72.9	55.1	67.7	81.3	80.8	34.6
2022		100.0			65.5	77.0	66.3	53.4	49.1	69.2	60.7	28.6
2023	66.7	50.0	100.0	100.0	59.6	73.9	65.5	48.7	55.9	56.1	57.6	33.3
2024		100.0			40.6	73.3	70.6	54.2	45.9	69.1	55.9	17.6
<b>Pacific Peoples</b>												
2020	61.7	78.3	61.3	14.5	68.2	77.1	68.9	33.7	63.4	70.9	65.3	23.8
2021	33.7	60.9	66.2	20.6	62.3	71.5	64.9	33.0	56.3	63.6	64.9	23.1
2022	45.0	54.7	64.9	22.8	56.6	67.3	59.4	28.7	50.4	61.6	58.3	16.0
2023	42.4	53.9	65.0	16.7	52.7	65.0	60.4	29.8	50.1	59.2	61.7	19.1
2024	16.1	62.9	54.3	10.0	36.3	64.9	63.4	30.1	37.5	60.9	63.5	21.5

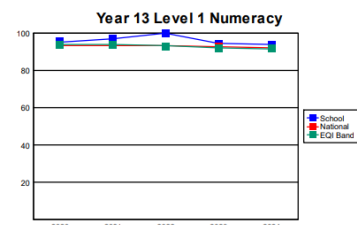
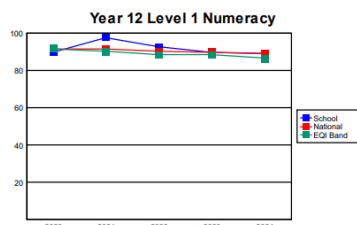
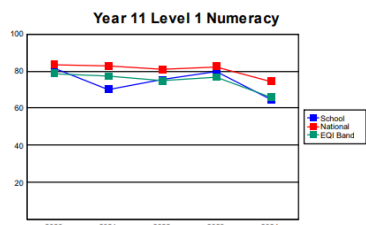
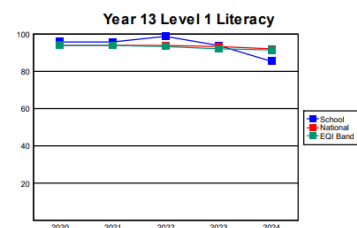
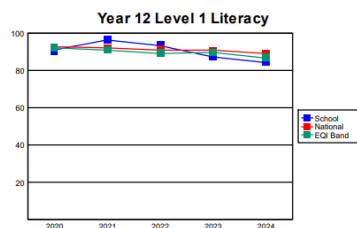
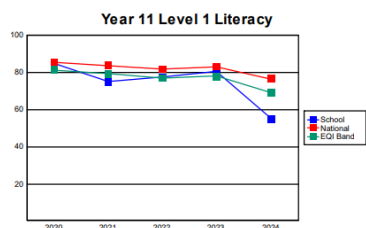
PR2 CHARTS - Enrolment Based Cumulative Results by Ethnicity: Alfriston College



Alfriston College				National			Many Socioeconomic Barriers (School Equity Index Band)		
Academic Year	Year 11 NCEA Level 1	Year 12 NCEA Level 2	Year 13 NCEA Level 3	Year 11 NCEA Level 1	Year 12 NCEA Level 2	Year 13 NCEA Level 3	Year 11 NCEA Level 1	Year 12 NCEA Level 2	Year 13 NCEA Level 3
<b>Achieved with Excellence</b>									
2020	12.0	8.6	16.2	20.7	17.9	17.5	9.4	7.2	9.2
2021	22.7	8.4	16.5	21.1	17.9	17.9	9.4	7.6	8.3
2022	29.8	10.0	6.3	19.4	16.5	15.3	9.2	6.0	7.6
2023	20.2	15.6	17.4	16.7	15.0	13.6	7.7	6.8	7.5
2024	14.1	8.4	25.8	11.1	15.1	14.2	5.8	6.4	9.3
<b>Achieved with Merit</b>									
2020	29.5	17.3	11.4	32.3	24.9	26.3	22.0	13.6	15.3
2021	37.3	24.5	16.5	31.9	23.8	25.3	24.0	14.1	14.8
2022	28.2	18.5	14.7	31.4	24.0	25.5	21.6	12.3	12.6
2023	32.5	15.6	13.9	31.4	23.5	25.6	20.2	11.9	12.3
2024	28.2	16.1	9.4	28.8	25.0	26.1	17.4	13.3	13.2



Alfriston College					National			Many Socioeconomic Barriers (School Equity Index Band)		
Academic Year	Achievement	Year 11	Year 12	Year 13	Year 11	Year 12	Year 13	Year 11	Year 12	Year 13
2020	Literacy	84.5	90.8	96.2	85.1	92.7	94.4	81.2	92.3	94.2
2021	Literacy	74.7	96.7	95.9	83.6	92.2	94.2	79.0	91.1	94.2
2022	Literacy	77.2	93.5	99.3	81.6	91.2	93.9	76.7	89.4	93.6
2023	Literacy	80.5	87.5	93.9	82.8	90.8	93.5	77.9	89.8	92.3
2024	Literacy	54.8	84.3	85.9	76.5	89.0	92.2	69.0	86.9	91.6
2020	Numeracy	81.8	89.8	95.6	83.6	91.7	93.7	78.8	91.7	93.9
2021	Numeracy	70.2	97.6	97.3	82.5	91.3	93.6	77.3	90.1	93.9
2022	Numeracy	75.5	92.4	100.0	80.8	90.2	93.3	74.7	88.5	93.2
2023	Numeracy	79.7	89.7	94.5	82.3	90.0	93.0	76.7	88.5	92.1
2024	Numeracy	64.8	89.1	94.2	74.5	89.1	92.2	65.9	86.5	92.0



## Level 1

### Background

- 2024 was the first year of 'New NCEA'. Major changes included:
- All new Achievement Standards
- Greatly reduced number of standards
- Each standard worth more credits
- Only four standards per subject
- More learning and content to be covered in each of the new, larger standards
- Half of the credits in all subjects assessed externally
- Reduced number of opportunities to achieve Num and Lit
- Introduction of CAA (online exam style assessment) for Num and Lit
- CAA are set at L5 of the NZC.

### Actual outcomes

- Many learners did not choose Maths or English subject courses because they had MWR
- These learners could only achieve Num or Lit from the CAAs
- Across the two CAA opportunities achievement rates in Year 11 were:
  - Literacy Reading 58%
  - Literacy Writing 53%
  - Numeracy 28%
- For learners who were enrolled L1 English, Te Reo Māori and Maths (plus other contributing standards), the achievement rates for Num and Lit were:
  - Literacy 43%
  - Numeracy 63%
- Since NCEA Level 1 will not be awarded without Num and Lit, the co-requisite achievement was a significant limiting factor to NCEA L1 achievement overall, more so for Literacy (55% overall) than for Numeracy 65% overall), compared to 80% for both in 2023
- The NCEA change, staffing vacancies and the relief crisis led to workload increases across the teaching staff for most of the year, which led in turn to shortened days for much of the year
- Some courses were unable to offer both planned standards to learners for the reasons above and the increased demand of the larger standards
- In combination, these factors were the main contributors to the drop in NCEA Level 1 outcomes in 2024
- Level 1 Merit endorsements were on par with the national average, and above average in comparison to schools with a similar equity index
- Māori and Pasifika achievement rates were disproportionately lower than other ethnic groups which is concerning.
- Māori achievement was at 16.3% in 2024. This was 20% lower than in 2023.
- Pasifika achievement was at 16.1% in 2024. This was 26.3% lower than in 2023.
- Asian and European achievement rates decreased in 2024 and we will need to track this progress in 2025

### Successful learners

In general, learners who achieved NCEA Level 1 in 2024 were those who:

- Were at or above asTTle L4A at the end of Year 10. Nationally NZQA tells us that around 85% of learners with asTTle 4A or above in Numeracy achieve the Num CAA. The correlation is weaker for Literacy.
- Had chosen a combination of classes, that by chance, were not adversely affected by staff vacancies, shortened days or reduced credit offerings
- Achieved Num and Lit from the CAA and therefore did not have to use credits from their Maths, English or Te Reo Māori classes to meet the Num and L1 Lit requirement\*
- Met deadlines and completed and submitted work for external assessment and attended external exams



*\*Note that some learners who did not achieve the CAA Num (NZC L5) did achieve the two Maths Level 1 internals (NZC L6). This highlights the very different style of assessment in CAA and the fundamental difference between Numeracy and Mathematics, and is something the Numeracy coordinator will need to be mindful of in developing Junior School Numeracy programs in 2025*

### **Making it work better in 2025**

- Classes are more closely aligned to subjects and curriculum areas
- Simplified range of class options means more learners get first choice of classes
- Staff are more familiar with new L1 standards
- MoE and NZQA have clarified and refined some guidance relating to assessment
- Learners will have the equivalent of 10 semester classes (100 cr)
- Num and L1 Lit CAA credits are now in addition to the 100 cr above, not included.
- Fully staffed (almost) means smaller class sizes than in 2024
- All learners can take a Maths and an English class if they choose, meaning they have two possible routes for achieving Num and L1 Lit (this year only. The subject Pathway will be removed by MoE for 2026).
- Achievement team will track and monitor learners in each year level, plus Māori and Pasifika learners, throughout the year
- Weekly automated effort and progress reports will flag progress and achievement issues early so interventions can be made
- Pushback from MoE to resist large-scale entry for CAA means that not all Year 11 learners will be enrolled in a full NCEA Level 1 course. The change from enrollment to participation data published by NZQA will mean that even if there were no actual increase in Level 1 success in 2025, the achievement figure is likely to show an increase.
- Action plans for Māori and Pasifika achievement will be initiated in 2025.
- There are now dedicated Numeracy and Literacy Nest classes in the Junior School. The first learners to complete the new two-year Junior School program with Num and Lit Nest classes will be Year 11 in 2027. We will have a proper longitudinal measure of progress of these learners over that time.

## Level 2

### Background

- Level 2 Achievement Standards were unchanged
- School structures and Pathways courses were unchanged for Year 12
- New co-requisite requirement for Num and Lit applied to any learner who did not already have Num and/or Lit from Year 11
- 13% or around 1 in 8 Year 12 learners in 2024 were new to AC
- Of these, over half were new to New Zealand and were ESOL learner
- Learners who had partially completed Num and/or Lit through Achievements standards lost these credits in the cull of additional standards that could contribute to Num and Lit
- The ESOL provision at AC was overwhelmed throughout 2024
- Around 45 Year 12 learners without Num and/or Lit (around 20%) were entered for the CAA during 2024

### Actual Outcomes

- Achievement rates for the ~45\* Year 12 learners in the CAA were:
  - Literacy Reading 24%
  - Literacy Writing 13%
  - Numeracy 6%\*\*

*\*Note that these were the learners who had not achieved Num and Lit in Year 11, or were new to AC, or were new to NZ and ESOL)*

*\*\*The particularly low rate of achievement in the Num CAA highlights again the significant literacy demand of this assessment for ESOL learners. Some learners who did not achieve the Num CAA did achieve Num through L2 Maths achievement standards.*

- Overall achievement at L2 was maintained within the range of the previous four years i.e. 63% in the range 61 to 71%)
- Cumulative Num achievement was similar to 2023 at around 89%. See comment in italics above
- Cumulative Lit achievement was 84%, lower than any of the previous four years
- Both Māori and Pasifika achievement rates increased in 2024
- Māori achievement increased in 2024 by 6.1% to 63.8% in comparison to 57.7% in 2023
- Pasifika achievement increased by 9% to 62.9% in comparison to 53.9% in 2023
- Asian achievement decreased in 2024 and we will need to closely monitor progress in 2025

### Making it work better for Year 12 in 2025

- Achievement team will track and monitor learners in each year level, plus Māori and Pasifika learners, throughout the year
- Resourcing of ESOL provision to meet the still increasing demand
- Weekly automated effort and progress reports will flag progress and achievement issues early so interventions can be made (not including Pathway courses)
- Term 1 special assembly to explain the NCEA situation to Year 12
- NCEA information evening for parents and whānau about finding success
- Support from MoE to assist with catching-up Year 12 learners who did not achieve the co-requisite in 2024
- Identification of learners without the co-requisite for one or more of the following actions:
  - Review of their 2025 learning program to identify Num and Lit opportunities that exist
  - Holiday workshop to complete L1 achievement standards to get Num and Lit
  - Re-entry for the CAA in May and September as needed
- Targeting of UE Lit acquisition for all Year 12 learners, especially the UE it W credits for those enrolled in L2 English.

## Level 3 and University Entrance

### Background

- Level 3 Achievement Standards and UE requirements were unchanged
- School structures and Pathways courses were unchanged for Year 13
- New co-requisite requirement for Num and Lit applied to any learner who did not already have Num and/or Lit from 2023 or earlier
- One in three (33%) of Year 13 learners in 2024 were new to AC in 2023 or 2024
- 5% of Year 13 learners in 2024 were new to New Zealand and were ESOL

### Implications for AC

- Learners who had partially completed Num and/or Lit through Achievements standards lost these credits in the cull of additional standards that could contribute to Num and Lit
- The ESOL provision at AC was overwhelmed throughout 2024
- Most ESOL learners held very unrealistically high expectations of success, especially in Literacy related areas.
- Around 40 Year 13 learners without Num and/or Lit (around 20%) were entered for the CAA during 2024

### Actual Outcomes

- Achievement rates for the ~40\* Year 13 learners in the CAA were:
  - Literacy Reading 24%
  - Literacy Writing 16%
  - Numeracy 26%

*\*Note that these were the learners who had not achieved Num and Lit in Year 11 or 12, or were new to AC, or were new to NZ and ESOL)*

- Overall achievement at L3 was 59%, lower than any of the previous four years
- Cumulative Num achievement was similar to 2023 at around 94%
- Cumulative Lit achievement was 88%, lower than any of the previous four years
- UE achievement was 24%, higher than any of the previous four years\*
- Māori achievement increased by 12.7% in 2024 at 73.6% in comparison to 60.9% in 2023. Additionally, UE achievement increased by 0.2% to 13.2% in comparison to 13% in 2023.
- Pasifika achievement decreased in 2024 by 10.7% to 54.3% in comparison to 65% in 2023, which is concerning. Additionally, UE achievement decreased in 2024 by 6.7% to 10% in comparison to 16.7% in 2023, which is again concerning.
- Asian achievement decreased in 2024 and we will need to closely monitor progress in 2025
- Level 3 Excellence endorsements at AC outperformed both the national standard (14.2%) and similar equity index groups (9.3%) at 25.8%.

*\*Note that the denominator for the UE figure is the number of learners achieving L3, not the number on roll*

### Making it work better for Year 13 in 2025

- Achievement team will track and monitor learners in each year level, plus Māori and Pasifika learners, throughout the year
- Resourcing of ESOL provision to meet the still increasing demands
- Weekly automated effort and progress reports will flag progress and achievement issues early so interventions can be made (not including Pathway courses)
- Term 1 special assembly to explain the NCEA situation to Year 13
- NCEA information evening for parents and whānau about finding success
- 2025 Year 13 learners without Num and Lit i.e. those who did not achieve the CAA last year nor the AS pathway, have been identified for one or more of the following actions:

- Review of their 2025 learning program to identify Num and Lit opportunities that exist
- Holiday workshop to complete L1 achievement standards to get Num and Lit
- Re-entry for the CAA in May and September as needed
- Targeting of UE acquisition for all Year 13 learners

Weekly automated effort and progress reports will flag progress and achievement issues early so interventions can be made (not including Pathway courses)

- Term 1 special assembly to explain the NCEA situation to Year 13
- NCEA information evening for parents and whānau about finding success
- 2025 Year 13 learners without Num and Lit i.e. those who did not achieve the CAA last year nor the AS pathway, have been identified for one or more of the following actions:
  - Review of their 2025 learning program to identify Num and Lit opportunities that exist
  - Holiday workshop to complete L1 achievement standards to get Num and Lit
  - Re-entry for the CAA in May and September as needed
- Targeting of UE acquisition for all Year 13 learners

# Giving effect to Te Tiriti o Waitangi

At Alfriston College, we are committed to giving effect to *Te Tiriti o Waitangi* through intentional actions that honour Māori knowledge, foster strong relationships with mana whenua, and ensure cultural responsiveness across our school community.

## 1. Integrating Mātauranga Māori

Mātauranga Māori is not just included in the curriculum — it is woven throughout teaching and learning across all learning areas. This ensures that Māori knowledge systems, values, and perspectives are visible, respected, and alive within our school culture.

## 2. Building Staff Capability

Professional learning and development (PLD) is provided to all staff, with a particular focus on those new to Aotearoa New Zealand. This includes learning about local iwi history, significant landmarks, and tikanga practices. It helps create a shared understanding and deep respect for the cultural context in which we teach.

## 3. Strengthening Partnerships with Mana Whenua

We are actively resetting and rebuilding our relationship with mana whenua. This involves ongoing engagement, listening, and collaboration to ensure that their voice and aspirations are reflected in our school's direction and decision-making. We are working toward a genuine partnership based on trust, reciprocity, and respect.

## 4. Celebrating Māori Learner Success

We recognise and celebrate the success of our Māori learners in a way that affirms their identity, language, and culture. Achievements are acknowledged in culturally meaningful ways, including our Māori Success Awards where Māori learners are uplifted and supported to shine. These celebrations strengthen a sense of belonging and pride within our Māori community.

## 5. Māori-Centred Learning Pathways

Our school offers a range of courses through our Kaupapa Māori Curriculum Area that reflect our commitment to Māori-centred education. Students can engage in te reo Māori at various levels, as well as courses focused on *te ao Māori* — exploring Māori worldviews, history, and cultural practices. At senior levels, students also have the opportunity to take *Te Ao Haka*, a course grounded in haka, performance, and tikanga, which supports deep cultural learning and expression. Additionally, *mau rākau* is offered as a unique opportunity for students to learn the traditional Māori martial art, helping to strengthen discipline, cultural identity, and connection to ancestral knowledge.

## 6. Governance and Te Tiriti Responsibilities

Our Board takes an active role in upholding *Te Tiriti o Waitangi*. This includes ensuring that the principles of partnership, participation, and protection are reflected in school policies, strategic planning, and resource allocation.

## 7. Kapa Haka Thriving at Our School

Kapa haka has become a cornerstone of cultural life at our school, with strong growth and participation in Te Kahikātoa over the past three years. It provides an avenue for Māori students to express pride in their identity and for all students to engage meaningfully with te ao Māori through waiata, haka, and performance. The enthusiasm and commitment from our kaiako and ākonga have led to kapa haka becoming a vibrant and celebrated part of our school's identity.

These steps reflect our commitment to the principles of partnership, protection, and participation outlined in *Te Tiriti o Waitangi*. We continue to reflect on our practices and grow in our responsibility to create a learning environment where Māori students, and all students, can thrive.