Annual Report for the Year ended 31 December 2025

550 Porchester Road
Randwick Park, Auckland 2105

ALFRISTON COLLEGE

Annual Financial Statements - For the year ended 31 December 2025

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Alfriston College

Statement of Responsibility

For the year ended 31 December 2025

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

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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2025 fairly reflects the financial position and operations of the School.

The School's 2025 financial statements are authorised for issue by the Board.

Hinekura Ngataki
Full Name of Presiding Member

Signature of Presiding Member

22 June 2026
Date

Kylee Jefferies
Full Name of Principal

Signature of Principal

22 June 2026
Date

Alfriston College
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2025

	Notes	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Revenue				
Government Grants	2	16,290,818	13,508,691	15,388,671
Locally Raised Funds	3	355,029	359,121	464,711
Interest		226,042	160,000	232,161
Other Revenue		1,828	-	-
Total Revenue		16,873,717	14,027,812	16,085,543
Expense				
Locally Raised Funds	3	148,851	166,730	259,481
Learning Resources	4	11,389,083	10,946,833	9,982,501
Administration	5	1,777,865	1,923,186	2,340,475
Interest		8,335	5,000	5,527
Property	6	2,879,145	1,272,369	2,607,677
Other Expense	7	-	-	46,248
Loss on Disposal of Property, Plant and Equipment		805	-	6,508
Total Expense		16,204,084	14,314,118	15,248,417
Net Surplus / (Deficit) for the year		669,633	(286,306)	837,126
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		669,633	(286,306)	837,126

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 2025

	Notes	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Equity at 1 January		6,229,967	6,240,326	5,392,822
Total comprehensive revenue and expense for the year		669,633	(286,306)	837,126
Contribution - Furniture and Equipment Grant		145,670	-	19
Equity at 31 December		7,045,270	5,954,020	6,229,967
Accumulated comprehensive revenue and expense		7,045,270	5,954,020	6,229,967
Reserves		-	-	-
Equity at 31 December		7,045,270	5,954,020	6,229,967

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 2025

	Notes	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Current Assets				
Cash and Cash Equivalents	8	660,776	69,131	328,667
Accounts Receivable	9	852,226	717,854	838,620
GST Receivable		52,589	28,000	30,875
Prepayments		71,668	45,000	51,569
Inventories	10	15,264	6,500	16,049
Investments	11	4,950,000	2,250,000	3,750,000
Funds Receivable for Capital Works Projects	17	118,363	47,945	271,358
		6,720,886	3,164,430	5,287,138
Current Liabilities				
Accounts Payable	13	1,156,644	906,390	1,010,306
Revenue Received in Advance	14	97,496	34,500	54,194
Finance Lease Liability	16	45,896	44,761	30,603
Funds held for Capital Works Projects	17	59,072	42,283	65,081
		1,359,108	1,027,934	1,160,184
Working Capital Surplus/(Deficit)		5,361,778	2,136,496	4,126,954
Non-current Assets				
Property, Plant and Equipment	12	1,864,760	3,858,024	2,134,274
		1,864,760	3,858,024	2,134,274
Non-current Liabilities				
Provision for Cyclical Maintenance	15	58,186	-	-
Finance Lease Liability	16	123,082	40,500	31,261
		181,268	40,500	31,261
Net Assets		7,045,270	5,954,020	6,229,967
Equity		7,045,270	5,954,020	6,229,967

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 2025

	Note	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Cash flows from Operating Activities				
Government Grants		6,973,110	6,758,687	7,371,337
Locally Raised Funds		338,959	456,742	477,929
Goods and Services Tax (net)		(21,714)	4,330	(1,003)
Payments to Employees		(3,122,122)	(3,778,597)	(3,414,185)
Payments to Suppliers		(2,987,166)	(3,382,290)	(3,010,427)
Interest Paid		(8,335)	(5,000)	(5,527)
Interest Received		238,763	163,581	219,563
Net cash from/(to) Operating Activities		1,411,495	217,453	1,637,687
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		2,111	-	15,757
Purchase of Property Plant & Equipment (and Intangibles)		(174,280)	(2,156,700)	(562,838)
Purchase of Investments		(1,200,000)	1,500,000	(1,100,000)
Net cash from/(to) Investing Activities		(1,372,169)	(656,700)	(1,647,081)
Cash flows from Financing Activities				
Furniture and Equipment Grant		145,668	-	19
Finance Lease Payments		11,697	(30,604)	(52,256)
Funds Administered on Behalf of Other Parties		135,418	210,315	(36,163)
Net cash from/(to) Financing Activities		292,783	179,711	(88,400)
Net increase/(decrease) in cash and cash equivalents		332,109	(259,536)	(97,794)
Cash and cash equivalents at the beginning of the year	8	328,667	328,667	426,461
Cash and cash equivalents at the end of the year	8	660,776	69,131	328,667

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 2025

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 2025 to 31 December 2025 and in accordance with the requirements of the Education and Training Act 2020.

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

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

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

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

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

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

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

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

Cyclical maintenance
The School recognises its obligation to maintain the Ministry’s buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the School buildings. The estimate is based on the School’s best estimate of the cost of painting the School and when the School is required to be painted, based on an assessment of the School’s condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 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.

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

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

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.

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

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

q) Provision for Cyclical Maintenance
The property from which the School operates is owned by the Crown, and is vested in the Ministry. The Ministry has gazetted a property occupancy document that sets out the Board's property maintenance responsibilities. The Board is responsible for maintaining the land, buildings and other facilities on the School site in a state of good order and repair.

Cyclical maintenance, which involves painting the interior and exterior of the school, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provision is a reasonable estimate, based on the School's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition. The school completed exterior paining in 2025 and recommenced making provison based on the assessment provided by 10YPP consulatant.

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

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

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

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

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

Commitments and contingencies are disclosed exclusive of GST.

t) Budget Figures
The budget figures are extracted from the School budget that was approved by the Board.

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

2. Government Grants

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	$	$	$
Government Grants - Ministry of Education	5,135,313	5,235,416	5,152,180
Teachers' Salaries Grants	7,848,806	6,749,184	6,254,577
Use of Land and Buildings Grants	1,633,500	-	1,690,617
Ka Ora, Ka Ako - Healthy School Lunches Programme	976,424	917,616	1,685,852
Other Government Grants	696,775	606,475	605,445
	16,290,818	13,508,691	15,388,671

3. Locally Raised Funds

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

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
Revenue	$	$	$
Donations and Bequests	7,592	300	15,245
Fees for Extra Curricular Activities	67,958	105,110	98,395
Trading	16,817	-	1,198
Fundraising and Community Grants	2,817	34,300	98,909
Other Revenue	259,845	219,411	250,964
	355,029	359,121	464,711
Expense			
Extra Curricular Activities Costs	124,409	138,050	144,432
Trading	14,088	-	473
Fundraising and Community Grant Costs	10,354	28,680	114,576
	148,851	166,730	259,481
Surplus/ (Deficit) for the year Locally Raised Funds	206,178	192,391	205,230

4. Learning Resources

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	$	$	$
Curricular	583,552	763,086	625,124
Information and Communication Technology	263,541	267,300	251,454
Employee Benefits - Salaries	9,935,488	9,322,297	8,451,123
Staff Development	57,454	72,250	50,370
Depreciation	536,295	495,300	585,949
Other Learning Resources	12,753	26,600	18,481
	11,389,083	10,946,833	9,982,501

5. Administration

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	$	$	$
Audit Fees	22,683	16,000	11,382
Board Fees and Expenses	32,193	22,810	15,135
Legal Fees	1,783	8,000	3,629
Other Administration Expenses	60,504	62,700	56,869
Employee Benefits - Salaries	923,567	1,001,483	1,105,543
Insurance	22,885	28,431	23,314
Ka Ora, Ka Ako - Healthy School Lunches Programme	714,250	783,762	1,124,603
	1,777,865	1,923,186	2,340,475

6. Property

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	$	$	$
Consultancy and Contract Services	241,089	257,710	256,882
Cyclical Maintenance	303,488	245,000	2,177
Heat, Light and Water	194,766	218,345	188,235
Repairs and Maintenance	161,475	159,972	110,526
Use of Land and Buildings	1,633,500	-	1,690,617
Employee Benefits - Salaries	142,962	204,000	180,464
Other Property Expenses	201,865	187,342	178,776
	2,879,145	1,272,369	2,607,677

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 exercis that is conducted every 30 June for the Ministry of Education’s year-end reporting purposes.

7. Other Expense

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Impairment of Property, Plant and Equipment	-	-	46,248
	-	-	46,248

8. Cash and Cash Equivalents

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Bank Accounts	660,776	69,131	328,667
Cash and cash equivalents for Statement of Cash Flows	660,776	69,131	328,667

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

Of the $660,776 Cash and Cash Equivalents, and $4,950,000 short term bank deposits (Note 11), $1,075,589 is subject to restrictions for the following reasons:

• $86,588 of unspent grant 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. This is included in Revenue in Advance in note 14

• $10,908 of other revenue relating to the 2026 school year have been collected by the school. This is included in Revenue in Advance in note 14.

• $59,072 is held by the school on behalf of the Ministry of Education. The funds have been provided as part of the school's 5 Year Agreement Funding and is required to be spent on the school's buildings. Refer note 17.

9. Accounts Receivable

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Receivables	64,715	54,378	59,282
Receivables from the Ministry of Education	3,450	-	112,281
Interest Receivable	14,860	24,000	27,581
Teacher Salaries Grant Receivable	769,201	639,476	639,476
	852,226	717,854	838,620
Receivables from Exchange Transactions	79,575	78,378	86,863
Receivables from Non-Exchange Transactions	772,651	639,476	751,757
	852,226	717,854	838,620

10. Inventories

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Stationery	507	6,500	592
School Uniforms	14,757	-	15,457
	15,264	6,500	16,049

11. Investments

The School's investment activities are classified as follows:

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
Current Asset	$	$	$
Short-term Bank Deposits	4,950,000	2,250,000	3,750,000
Total Investments	4,950,000	2,250,000	3,750,000

12. Property, Plant and Equipment

2025	Opening Balance (NBV) $	Additions $	Disposals $	Impairment $	Depreciation $	**Total (NBV)** $
Buildings	394,942	25,660	-	-	(33,708)	**386,894**
Furniture and Equipment	642,576	33,012	(2,303)	-	(117,624)	**555,661**
Information and Communication Technology	848,576	47,145	-	-	(288,771)	**606,950**
Motor Vehicles	125,899	-	-	-	(43,538)	**82,361**
Leased Assets	57,684	157,244	-	-	(45,714)	**169,214**
Library Resources	64,597	6,636	-	(612)	(6,941)	**63,680**
	2,134,274	269,697	(2,303)	(612)	(536,296)	**1,864,760**

The net carrying value of furniture and equipment held under a finance lease is $86,408 (2024: $40,767)
The net carrying value of motor vehicles held under a finance lease is $nil (2024: nil)

Restrictions

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

	2025	2025	2025	2024	2024	2024
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	$	$	$	$	$	$
Buildings	722,405	(335,511)	**386,894**	696,745	(301,803)	394,942
Furniture and Equipment	2,759,835	(2,204,175)	**555,660**	2,730,244	(2,087,668)	642,576
Information and Communication Technology	3,089,436	(2,482,486)	**606,950**	3,042,292	(2,193,716)	848,576
Motor Vehicles	347,582	(265,221)	**82,361**	347,582	(221,683)	125,899
Leased Assets	330,787	(161,573)	**169,214**	426,205	(368,521)	57,684
Library Resources	189,442	(125,761)	**63,681**	185,125	(120,528)	64,597
	7,439,487	(5,574,727)	**1,864,760**	7,428,193	(5,293,919)	2,134,274

13. Accounts Payable

	2025	2025	2024
	Actual	Budget (Unaudited)	Actual
	$	$	$
Creditors	176,204	128,000	199,766
Accruals	63,326	22,088	54,239
Employee Entitlements - Salaries	804,971	666,051	666,050
Employee Entitlements - Leave Accrual	112,143	90,251	90,251
	1,156,644	906,390	1,010,306
Payables for Exchange Transactions	1,156,644	906,390	1,010,206
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	100
	1,156,644	906,390	1,010,306

The carrying value of payables approximates their fair value.

14. Revenue Received in Advance

	2025	2025	2024
	Actual	Budget (Unaudited)	Actual
	$	$	$
Grants in Advance - Ministry of Education	86,588	25,000	30,821
Other revenue in Advance	10,908	9,500	23,373
	97,496	34,500	54,194

15. Provision for Cyclical Maintenance

	2025	2025	2024
	Actual	Budget (Unaudited)	Actual
	$	$	$
Provision at the Start of the Year	-	-	-
Increase/(decrease) to the Provision During the Year	58,186	-	-
Provision at the End of the Year	58,186	-	-
Cyclical Maintenance - Current	-	-	-
Cyclical Maintenance - Non current	58,186	-	-
	58,186	-	-

In 2021 the school fully reversed the accumulated provision for cyclical maintenance,as major capital work was planned by the Ministry of Education.However, following discussions between the Board of Trustees, the Principal and the Ministry the school proceeded with the painting of the exterior walls of all blocks except Tirohanga Block in 2025. Based on the 10 Year Property Plan, the school recommenced making provision for cyclical maintenance effective from 2025.

Per the cyclical maintenance schedule, the School is next expected to undertake interior painting works during 2028 and exterior painting works during 2032.

16. Finance Lease Liability

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

	2025	2025	2024
	Actual	Budget (Unaudited)	Actual
	$	$	$
No Later than One Year	45,896	44,761	30,603
Later than One Year	123,082	40,500	31,261
	168,978	85,261	61,864
Represented by			
Finance lease liability - Current	45,896	44,761	30,603
Finance lease liability - Non current	123,082	40,500	31,261
	168,978	85,261	61,864

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, and includes retentions on the projects, if applicable.

2025	Opening Balances $	Receipts from MOE $	Payments $	Board Contributions / Transfers $	Closing Balances $
5 YA Projects -Learning Support Coordinator Space - Office 2 on hold	24,883	-	(1,097)	-	23,786
5 YA Projects - 3 Lifts replacements	12,113	-	-	-	12,113
5 YA Projects - Cafeteria Flooring	(47,892)	-	-	-	(47,892)
BOT special Project- Gym,Staffroom,Theatre & Music toilet flooring	(210,214)	207,732	(9,085)	11,567	-
5 YA Projects ILE Upgrade to create Digital Tech	(1,890)	-	(8,365)	-	(10,255)
5 YA Projects NIWE RMUNC Flood January storm event	10,185	-	-	-	10,185
5YA Projects Canopy Replacement	(7,592)	171,000	(181,860)	-	(18,452)
5 YA Projects - Heating and Cooling	(3,770)	-	(4,334)	-	(8,104)
5YA Project - Roof Repairs	17,900	-	(4,912)	-	12,988
MOE 5YA Project - Mould Remediation	-	-	(960)		(960)
5 YA Projects - Floor Covering Replacement	-	27,596	(60,296)		(32,700)
Totals	(206,277)	406,328	(270,909)	11,567	(59,291)

Represented by:

Funds Held on Behalf of the Ministry of Education	59,072
Funds Receivable from the Ministry of Education	(118,363)
	(59,291)

2024	Opening Balances $	Receipts from MOE $	Payments $	Board Contributions / Transfers $	Closing Balances $
5 YA Projects -Learning Support Coordinator Space - Office 2 on hold	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
	(170,119)	204,932	(241,090)	-	(206,277)

Represented by:

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

18. Related Party Transactions

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

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

19. Remuneration

Key management personnel compensation

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

	2025 Actual $	2024 Actual $
Board Members		
Remuneration	5,325	4,680
Leadership Team		
Remuneration	921,972	982,734
Full-time equivalent members	6	6
Total key management personnel remuneration	927,297	987,414

There are eight members of the Board excluding the Principal. The Board has heldeight 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:

	2025 Actual $000	2024 Actual $000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	220-240	200-220
Benefits and Other Emoluments	0-7	0-6

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

Remuneration $000	2025 FTE Number	2024 FTE Number
100 - 110	26.00	8.00
111-120	11.00	10.00
121-130	9.00	2.00
131-140	5.00	5.00
	51.00	25.00

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 . (2024: Nil)

21. Contingencies

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

Holidays Act Compliance – Schools Payroll
The Ministry of Education performs payroll processing and payments on behalf of boards, through payroll service provider, Education Payroll Limited.

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

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

22. Commitments

(a) Capital Commitments

At 31 December 2025, the Board had capital commitments of $1,716,165 (2024:$1,827,455) as a result of entering the following contracts:

Contract Name	Remaining Capital Commitment $
5YA Project - Learning Support Coordinator Space office 2	26,393
5 YA Projects ILE Upgrade to create Digital Tech	285,915
5 YA Projects - Heating and Cooling	1,091,896
5YA Project - Roof Repairs	14,353
MOE 5YA Project - Mould Remediation	81,940
5 YA Projects - Floor Covering Replacement	215,668
Total	**1,716,165**

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 2025, the Board has entered into the following contracts:

	BB Cleaning Ltd	Turftech Systems Ltd
No later than one year	$ 152,100.00	$ 153,535.00
Later than one year and no later than 5 Years	$ -	$ 153,535.00
	$ 152,100.00	$ 307,070.00

23. Financial Instruments

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

Financial assets measured at amortised cost

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	$	$	$
Cash and Cash Equivalents	660,776	69,131	328,667
Receivables	852,226	717,854	838,620
Investments - Term Deposits	4,950,000	2,250,000	3,750,000
Total financial assets measured at amortised cost	6,463,002	3,036,985	4,917,287

Financial liabilities measured at amortised cost

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
Payables	1,156,644	906,390	1,010,206
Finance Leases	168,978	85,261	61,864
Total financial liabilities measured at amortised cost	1,325,622	991,651	1,072,070

24. Events After Balance Date

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

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INDEPENDENT AUDITOR'S REPORT

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

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 pages 2 to 16, that comprise the statement of financial position as at 31 December 2025, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

Opinion

In our opinion the financial statements:

a) present fairly, in all material respects:

- the School's financial position as at 31 December 2025; and
- the School's financial performance and cash flows for the year then ended; and

b) comply with generally accepted accounting practice in New Zealand in accordance with Public Sector – Public Benefit Entity Standards Reduced Disclosure Regime.

Our audit was completed on 22 June 2026. This is the date at which our opinion is expressed.

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

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

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

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

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

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

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

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

Our responsibilities arise from the Public Audit Act 2001.

Other information included in the Board's annual report

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

The other information obtained at the date of our audit report includes copies of the Statement of Variance, Evaluation and analysis of learner progress and achievement, Good Employer Assurance, and Statement of Kiwisport funding.

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

In connection with our audit of the financial statements, our responsibility is to read the other information. In doing so, we consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit, or otherwise appears to be materially misstated. If, based on our work, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

Independence

We are independent of the School in accordance with the independence requirements of the Auditor-General's Auditing Standards, which incorporate the independence requirements of Professional and Ethical Standard 1 *International Code of Ethics for Assurance Practitioners (including International Independence Standards) (New Zealand)* 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 2025

Vision: Alfriston College will be a learning community dedicated to developing and supporting life-long, independent learners by creating an environment that fosters a sense of Belonging, values Learning and expects Success.

Strategic Goal	Actions	Review	Reason for variance	Next Steps
In our community, learning will be inclusive, connected, authentic and relevant and our culturally responsive and relational pedagogy will develop lifelong, independent learners.	Use reliable measures of progress: PAT, e-asTTle, CAAs and formative assessment	OTJs completed and implemented in curriculum areas. PAT data used as a model to judge CAA readiness. First round of CAA data used to inform next steps (interventions, targeted programmes, targeted groups of learners, refinement of teaching and learning programmes, September entries). Learner writing samples collected. CNs probability charts/predicted outcomes shared with staff and board Numeracy interventions – increased numeracy results at year 12 and 13 Num and Lit junior school end of term testing –	Introduced PATs into school, moving away from e-asTTle. Used the data provided to inform learner readiness for CAAs in the junior school. Year 9 SOY Lit data • 50.8% of learners between Stanine 1–3 • 47.4% of learners between Stanine 4–6 • 8.0% of learners between Stanine 7–9 Year 10 SOY Lit data • 28.3% of learners between Stanine 1–3 • 58.5% of learners between Stanine 4–6 • 12.9% of learners between Stanine 7–9 Strengths: • Year 9 – Vocabulary	Use 2025 junior Lit and Num data for future prediction of academic achievement for learners. Year 9 learners to complete PAT at the beginning of Term 1. School wide PLD session to be scheduled to analyse PAT data. Continue the work of the Achievement Team in tracking and monitoring the achievement of the co-requisite Numeracy and Literacy coordinators to support achievement by provision of resources ELL team to support learning and practice of CAA assessment and provide readiness advice

		measurable progress made in Term 3	• Year 10 – Reading Comprehension Weaknesses: • Year 9 – Punctuation and Grammar • Year 10 – Punctuation and Grammar Level 2 results: - Literacy 72.2% - Numeracy 96.9% Year 12 learners without the co-requisite were identified and entered for the CAAs. Acquisition of the co-requisite by the CAA Pathway was prioritised over the Additional Pathway using L2 standards to avoid further credit blocking for these learners. At the end of 2025 learners who had still not achieved the Numeracy component of the co-requisite were identified and provided with a further assessment	CAA entry by default for any learner without the co-requisite, or with the co-requisite but not NCEA due to credit blocking. Literacy opportunities to be created through the use of Level 1 Additional Pathway standards e.g. Religious Studies and English. These opportunities to be given to learners who do not achieve the CAAs in Year 12 Personal Learning and Pathway Plans (PLPPs) at key stages during the year to make learners explicitly aware of what they need to achieve for success NCEA information evening for parents and whanau NCEA information assemblies for learners

			opportunity of Level 1 Maths achievement standards.	
	Specialist teams to develop literacy and numeracy nests (learning programmes)	Lit and Num coordinator have engaged with Te Manu Karere (support through Evaluation Associates). Staff Only Day centred on school wide literacy focus, a range of staff led workshops were offered and start of year data was shared. All learning areas developed literacy action plans. Lit & Num Coordinators track and monitor data. CN led PLD on Lit and Num + CAA. Num and Lit junior school end of term testing – measurable progress made in Term 3.	LSC/We worked closely with Lit & Num coordinator to develop Lit & Num nests. Fluent foundations PLD led by Literacy Coordinator supported professional learning for staff to better understand PAT data. Numeracy workshops led by Achievement Team and Maths staff. Lit and Num Coordinators led PLD several times throughout the year. Shared junior data, how to interpret data, and next steps & teaching strategies for staff.	Set up reciprocal teaching PLD with Lit and Num coordinators. School wide focus on literacy, specifically focused on an area each term. Lit and Num coordinators continue to lead Lit and Num Nests. Literacy Coordinator involved with AIMHI Literacy Cluster Group run by Alana Madgwick.

	Consistent implementation and review of learning programmes	More rigorous assessment in junior school. Refinements made to junior learning programmes and course design following 2024 review. Junior assessment rubrics created. Developed and tested learner voice. Numeracy assessments continued to be refined looking ahead to 2026. Review of Lit programme by Katie with a view to 2026.	Junior school assessment rubrics developed in all curriculum areas, then implemented throughout the year. Termly reviews led to refinements of junior learning programmes and course design. Learner voice collected at the end of each term to inform next steps in learning programmes.	Curriculum Leaders to review 2025 achievement data and the effectiveness of Lit and Num interventions. Jnr rubrics to be revised based on progress markers and reporting descriptors. This information has only just been released to schools.
In our community, we will collaborate and partner with our learners and their whaanau and with industries and employers to ensure the best possible education opportunities and outcomes for all	Refine and strengthen a robust whanau tutor learning programme	Focus on learner PLPPs during Whaanau time. Learners established goals, priorities and plans for the year. HSP hui held Term 1 and Term 3. Focus on Learner PLPPs.	PLPPs were led by Whaanau Mentors and were the basis for discussion at HSP hui with whaanau. HSP hui in Term 1 and Term 3 to understand learner progress and achievement.	Following review of 2025 Whaanau Learning Programme, refine programme in 2026. Work with Pathways team to integrate Careers/Pathways into Whaanau Learning Programme.

		More robust follow up in attendance from Whaanau Mentors. Regular attendance team hui focused on identifying patterns and trends, making targeted interventions and whānau engagement.	Focus on attendance, with PLD provided, led to increased staff understanding and awareness of follow ups and how to code attendance. Attendance was established and patterns and trends identified resulted in targeted interventions for learners with attendance issues.	
	Provide PLD to support a robust whanau tutor learning programme, including learning progress conversations	PLD during start of year programme focused on Whaanau time and expectations of Whaanau Mentors. PLD for PLPPs provided to staff. PLD with attendance focus provided to staff. Focus on attendance codes. Week 7 and 8, Term 1, PLD focused on preparation for HSP meetings. School wide focus on AC Learning Culture and weekly automated reporting.	More robust whaanau learning programme was introduced in 2025. Learning programmes were planned and shared by Whaanau Leaders. Whaanau Leaders led whole staff PLD based on PLPPs, purpose of whaanau time and learner expectations. PLD whole staff provided on AC Learning Culture and AC Values as Learner Expectations. Automated weekly reporting was sent every Friday evening with a focus on	Focus on PLPPs in Term 1. Whaanau Leaders to provide whole staff PLD and team PLD focused on Whaanau Learning Programme and PLPPs. Whaanau Leaders and Curriculum Leaders to lead classroom observations and growth conversations with their teams.

		External PLD provided for Whaanau Leaders.	learning progress, assessment achievement updates, attendance and learner recognitions.	
	Robust reporting which includes weekly automated reporting that indicates learning effort and progress, achievement data, assessment deadlines and learner recognitions	Weekly reporting began and positive feedback received from school community. Focus on Weekly Reporting data included in HSP conversations.	Automated weekly reporting was sent every Friday evening with a focus on learning progress, assessment achievement updates, attendance and learner recognitions	Focus on diving deeper into data, analysing patterns and trends in engagement and attendance.
In our learning environment we expect the very best from everyone and will maximise learning experiences and outcomes by being a safe, supportive, and inclusive community that is free from racism, discrimination and bullying.	Refine and consistently apply the attendance process	Staff PLD on attendance codes. In Term 1 we reintroduced an Attendance Officer at school. We have started developing and implementing systems to improve comms to parents. Sc established Attendance Team. EDM report showed some improvement in regular attendance. Continued follow up of attendance from staff. Introduced afternoon attendance txt home to families.	Attendance Team established at school including SLT, Whaanau Leaders, Whanau Liasion, Attendance Officer and Data Manager. Patterns and trends of non-engagement and attendance were identified. Regular communication home around attendance and why it matters. Two text a day system established so that parents and whaanau were aware of daily attendance for their child/ren.	Focus on 60% regular attendance target for the year. Continue to communicate with families about attendance and our STAR plan. Continue to acknowledge 100% attendance learners and publish their achievement in school newsletter and send home congratulations. Attendance Team to continue monitoring patterns and trends. Use new and different approaches to improve

			Engaged with MOE to support school wide improvements. Regular attendance data: Term 1 - 51% compared to 43% in 2024 Term 2 - 48% compared to 29% in 2024 Term 3 - 32% compared to 30% in 2024 Term 4 - 16% compared to 12% in 2024	attendance and reach attendance targets.
	Develop a plan to respond to Māori and Pasifika achievement and attendance data.	WCOL Māori and Pasifika data attended Kāhui Ako attendance meeting. All schools shared their practices and work for continued improvement. Pasifika Reculturalisation staff PLD led by Tautai o le Moana. WCOL shared year level data with staff.	TOLM PLD was well received by staff and teachers involved had clear plans and strategies to implement in the classroom. The last part of the PLD was delivered by TOLM and this needs to be followed up by the school. Inconsistent approaches with WCOL staff and their portfolios. Māori and Pasifika plan was not developed as we wanted	Follow up with TOLM to tie up PLD loose ends and move forward with learning from 2025. Staff to share practice. Māori and Pasifika Achievement Navigator positions created due to WCOL funding being disestablished. Māori and Pasifika Achievement Navigators to be given clear guidance by SLT so that they know which

		Staff shared best practice stories in term 4 once TOLM PLD wrapped up.	to seek further community consultation to support developing these plans.	learners/groups of learners to prioritise and what sets of data to monitor. Whaanau hui established to gather voice. Will use data to inform Māori and Pasifika Achievement Plans.
	Review, refine and implement clear pastoral and attendance processes.	Learner recognitions being awarded regularly and celebrated within Whaanau and School Leader assemblies. Parents receiving regular updates about their child's learner recognitions when awarded. KAMAR set up so that whānau mentors also receive weekly attendance and pastoral data to follow up. Pastoral staff handbook established and used by staff to show tiered responses for pastoral incidents.	Learner recognitions celebrated in all assemblies and published in school newsletters. Weekly reporting informed parents and whaanau when their children received learner recognitions. Having an Attendance Officer meant that systems and processes for follow up were established and implemented by staff. This has led to greater ownership and accountability for attendance follow up by staff.	Continue to celebrate learner recognitions and achievements. Continue weekly reporting with a greater focus on analysing data collected. Provide ongoing PLD to staff and attendance staff to make continued improvements at the school. Pastoral Handbook needs to be updated and shared again with staff for reference.
	Proactive interventions and support from the TKoR team and Te Wahi Awhina for learners and staff.	CAI delivered staff PLD on regulation in Term 1 and Term 2.	Greater staff awareness of emotional regulation and recognising emotional cues	Analyse what the needs are for further staff PLD in 2026.

		Increased demand at Te Kaha o Roto. More learners self-referring. CAI to led further PLD in Term 4. Guidance counselling booking system adapted for 2026. Engagement with more external providers to support increasing diverse needs of learners.	in learners, colleagues, and themselves. External providers engaged with school to support the diverse needs of our learners. Noticed that learners were often coming to TKoR without appointments and wanting to see the counsellors then and there. Hence, change to booking system in 2026.	Continue to engage with external providers. Set clear expectations and deliverables. To be reported back to SLT. Analyse effectiveness and impact new booking system is making.
	Connected, authentic and relevant approach to promoting and supporting languages and cultures.	Nine cultural groups entered into Polyfest. Pasifika Reculturalisation staff PLD led by Tautai o le Moana. PLD opportunities for all staff during languages weeks.	PLD opportunities focused on effective teaching practices through understanding of cultural traditions, language and practices.	Continue to provide PLD opportunities for staff. Continue to provide cultural experiences for our learners so that they are strong in their cultural identity.
In our community, leaders will be future focused, culturally competent, learning and learner centred, collaborative and open to learning.	Strengthen and develop leadership through coaching and mana enhancement.	Middle leaders participated in external PLD focused on strengthening their leadership and developing their coaching and mentoring skills.	Middle Leaders participated in more external PLD opportunities. PLD was targeted based on areas for growth.	Focus on providing ongoing, targeted PLD opportunities for staff to grow their capability and capacity.

		Regular 1:1s with SLT and Middle Leaders were consistent with clear guiding questions. Middle Leaders are becoming more proactive and taking the reins in leading initiatives to improve academic outcomes for learners.	Middle Leaders led more whole staff PLD in 2025 showing greater confidence in their ability and leadership capability.	Establish milestone reporting for all leaders for increased accountability.
	Targeted professional development to grow staff capacity and capabilities to collaborate and contribute to pedagogy and curriculum	Middle Leaders participated in external PLD. Observation Cycle started, middle leaders followed up with professional learning conversations to drive improved teacher practice. Observation cycle continued. Fed into the PGC for all teaching staff.	Middle Leaders led observation cycle. Work still required to make improved sustained and consistent shifts in teaching practice across the school.	Continue to embed observation cycle. Provide coaching PLD for middle leaders to successfully lead follow up observation conversations.
	Targeted professional development to grow staff capacity and capabilities to contribute to team culture.	Middle leaders participated in external PLD focused on strengthening their leadership and developing their coaching and mentoring skills. Ongoing PLD provided throughout the year.	This was ongoing throughout 2025.	Continue to provide PLD opportunities through a targeted approach based on need and areas for growth and development.

In our community, our organisation will be trusting, relational, reflective, and responsive to the needs of all learners.	Developing and implementing a school-wide approach to MTM.	Weekly reporting going home every Friday. Achievement Team have started MTM.	Ongoing throughout 2025.	Continue to send weekly reporting in 2026. Reporting will have to be refined to include new MOE reporting descriptors.
	PLD programme to support a school-wide approach to MTM.	All learners have a PLPP. Revisisted PLPPs – discussion around progress and next steps. Whānau Mentors making continued contact and building connections with families. Revisit PLPPs in Term 4. Crucial for year 11, 12 and 13 learners who wish to sign out before exams begin. HSP for juniors in Term 4.	All learners in every whaanau had a PLPP that was established and revisited throughout the year. Goals were set and shared with families. HSP whaanau hui were held in Term 1 and Term 3. On reflection, we should have held one in Term 2.	Review and refine PLPPs for 2026. Calendar HSP hui and send dates to whaanau and parents.
	Targeted interventions for target groups of learners, including Māori and Pasifika.	Achievement Team role created to target Māori and Pasifika MTM Targeted interventions for Māori and Pasifika learners. Review, refine and improve interventions for Māori &	This led to some success, particularly with Numeracy. More targeted interventions were needed to have greater impact.	Māori and Pasifika Achievement Navigator roles have been created for 2026. Ensure that they have clear guidelines and supported to lead tracking and monitoring of data.

		Pasifika learners. This will feed into Māori & Pasifika achievement plans.		

Evaluation and analysis of learner progress and achievement

NCEA Level 1

Strategic actions taken in 2025 in response to 2024 achievement

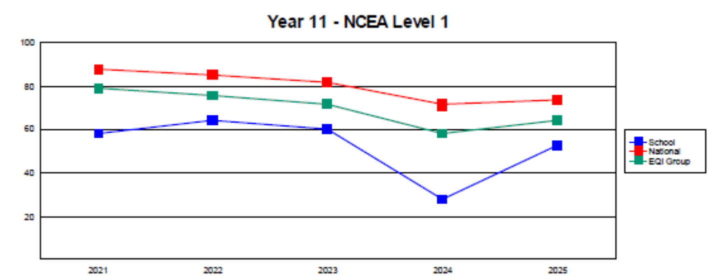
- CAA assessment was separated from the subject curriculum
- This increased the maximum number of credits available from ~80 to ~100
- One semester of Maths and English was made mandatory for all Year 11 learners
- A repeat of Semester 1 Maths and English was made possible for those who needed it
- All Year 11 learners were entered for one or both CAA opportunities as needed
- This created up to four opportunities for a learner to achieve the co-requisite
- Catch-up opportunities were created for learners to achieve Numeracy

Outcomes

- Overall achievement at Level 1 improved to 52.9% (almost doubled)
- Despite this significant improvement, achievement in all indicators is lower than the EQI and National figures
- Note that the data shown below is participation data. This is a change from enrollment based data which was previously reported by MoE. The significance of this is the number of "participants" at AC was almost the whole Year 11 roll.

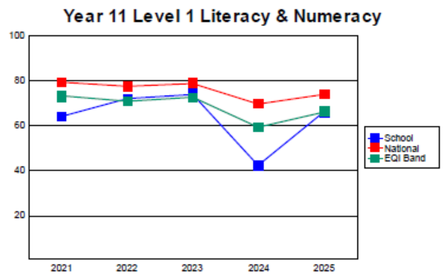
NCEA Level 1 Achievement (Participation based cumulative overall results)

	Alfriston College			National			Many Socioeconomic Barriers (School Equity Index Band)		
Academic Year	Year 11 NCEA L1	Year 11 NCEA L1	Year 11 Participate	Year 11 NCEA L1	Year 11 NCEA L1	Year 11 Participate	Year 11 NCEA L1	Year 11 NCEA L1	Year 11 Particpated
2021	58.5	110	188	87.9	43,071	49,003	79.3	4,136	5,215
2022	64.5	131	203	85.3	42,337	49,609	75.6	4,067	5,379
2023	60.3	114	189	81.9	42,371	51,733	71.9	4,193	5,831
2024	28.2	71	252	71.5	32,218	45,069	58.5	3,468	5,927
2025	52.9	117	221	73.5	33,645	45,755	64.5	3,893	6,031



- Co-requisite achievement (by either pathway) improved to 65.7%, up from 42% in 2024
  - Literacy 69.4%
  - Numeracy 77.6%
- CAA Numeracy achievement improved to 38% (from 28% in 2025)
- CAA Literacy achievement was slightly lower than 2025; 57% Reading (from 58%) and 50% Writing (from 53%)

Level 1 Literacy and Numeracy Achievement (Cumulative results by percentage)



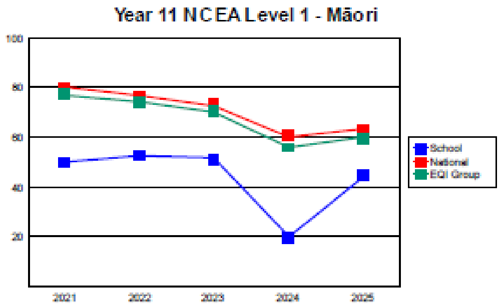
Alfriston College

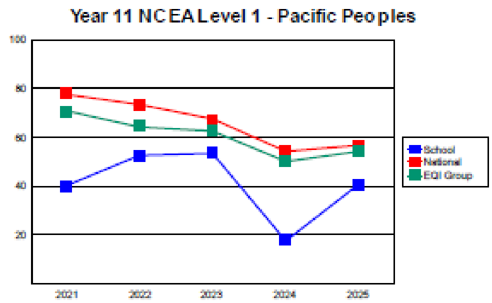
Academic Year	Achievement	Year 11	Year 12	Year 13
2021	Literacy & Numeracy	64.0	95.7	94.6
2022	Literacy & Numeracy	71.7	89.7	99.3
2023	Literacy & Numeracy	74.0	84.9	92.1
2024	Literacy & Numeracy	42.0	82.1	86.4
2025	Literacy & Numeracy	65.7	72.2	93.4

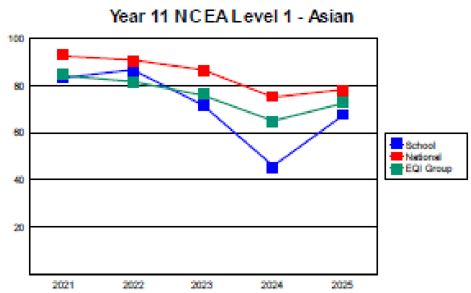
Disaggregated achievement data

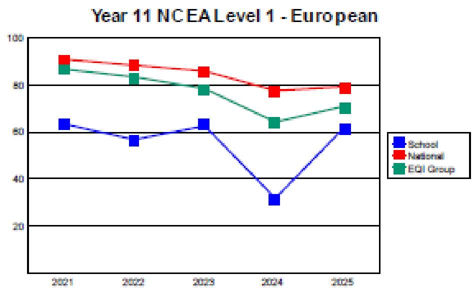
- Achievement rate for internal assessment 73.1%
- Achievement rate for external assessment 46.6% (excl. CAA)
- Similar improvements in achievement were seen in both genders and all ethnicities
- Girls' achievement rate was higher than boys' but both still remain below the EQI and National figures
- Improvements in Alfriston College achievement are proportionally larger than the improvement in the EQI and national achievement

Participation based cumulative results by ethnicity: Alfriston College









Other factors contributing to the data

- Literacy is still the limiting factor in co-requisite achievement

    - Note that this is despite there being more opportunities for Literacy under the Additional Pathway than there are for Numeracy
    - Note also that to achieve the Literacy component of the corequisite through the CAA pathway that the Reading *and* the Writing assessments must be achieved
- Credit blocking is an issue. This occurs when Numeracy and Literacy credits from Maths and English are used to satisfy the corequisite, with the effect that up to 20 credits that could be counting towards NCEA Level 1 are being used for the co-requisite instead. This illustrates the value of achieving the co-requisite through the CAAs
- The necessary inclusion of external assessment into the full year and Semester 2 classes significantly reduced the success rate in some Learning Areas e.g. Maths and Science

Implications and next steps

- Junior School Numeracy and Literacy Nest classes were established in 2025. The 2026 Year 11 learners will be coming into NCEA Level 1 and the CAAs with the benefit of one year of dedicated Numeracy and Literacy learning behind them
- Support the achievement of learners in the CAAs through the Numeracy and Literacy Nest class program using the termly assessments to track progress in the outcome areas of the CAAs, the work of the Numeracy and Literacy coordinators in planning the learning and assessment, and the PAT data to track progress over time
- We will continue to refine the use of PAT data from Year 9 and 10 to judge the CAA readiness of learners in the Junior school. Where this data shows readiness we will enter learners for the CAAs before Year 11
- Capitalise on the opportunity provided by the Additional Pathway standards for Numeracy and Literacy until it is removed at the end of 2027. This means:
    - Identifying and targeting learners who cannot or do not achieve the <u>both</u> the Literacy CAAs and creating workshop opportunities for them to complete extra under the Additional Pathway assessments e.g. Religious Studies or English
    - Same as above for Numeracy using Maths Additional Pathway standards
- Closely examine the issues that contributed to the low achievement rate in external assessment in some Learning Areas. Work with Curriculum Leaders to evaluate and improve their programs of teaching to better meet the expectations of external assessment
- Learners who enter Year 11 with the CAAs need to earn 60 credits for NCEA Level 1 whereas learners who do not achieve the CAAs by the end of Year 11 need to earn 80 credits for success at Level 1
- Personal Learning and Pathway Plans (PLPPs) at key stages during the year to make learners explicitly aware of what they need to achieve for success
- NCEA information evening for parents and whanau
- NCEA information assemblies for learners

NCEA Level 2

Strategic actions taken in 2025 in response to 2024 achievement

- We started 2025 with a newly established ELL learning area with the capacity to manage the significant number of ESOL learners from overseas (mainly India)

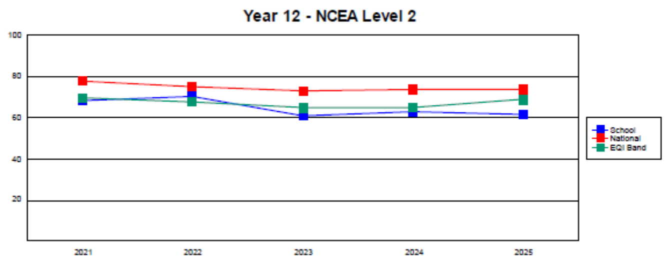
- This consisted of a full-time reception class for new overseas arrivals with high needs and a Year 12 ELL timetabled class for learners with lower needs. ELL learners were tested and placed accordingly.
- ELL provision for ESOL learners allowed access to the English for Academic Purposes (EAP) assessments which can lead to UE Literacy
- Other school structures and Pathway courses were unchanged from 2024
- Year 12 learners without the co-requisite were identified and entered for the CAAs. Acquisition of the co-requisite by the CAA Pathway was prioritised over the Additional Pathway using L2 standards to avoid further credit blocking for these learners.
- At the end of 2025 learners who had still not achieved the Numeracy component of the co-requisite were identified and provided with a further assessment opportunity of Level 1 Maths achievement standards.

Outcomes

- Overall achievement at Level 2 was 61.4%, within the range of achievement of the previous two years (60.8% to 62.9%). Note that unlike Level 1, this figure is based on enrolment not participation.
- This achievement is below the EQI and National figures.

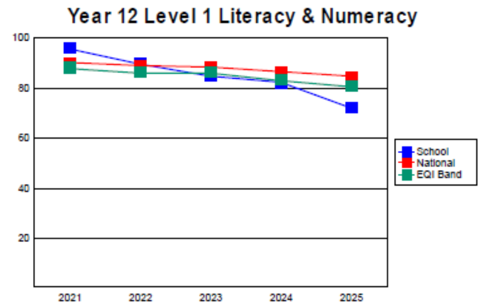
NCEA Level 2 Achievement (Enrolment based cumulative overall results)

	Alfriston College						National			Many Socioeconomic Barriers (School Equity Index Band)		
Academic Year	Year 12 NCEA L2	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 NCEA L3	Year 13 UE	Year 13 UE	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
2021	143 / 210	68.1	103 / 147	70.1	46 / 147	31.3	77.9	70.5	51.9	69.9	63.1	29.4
2022	130 / 185	70.3	95 / 139	68.3	47 / 139	33.8	74.9	68.2	50.3	67.4	59.7	27.0
2023	141 / 232	60.8	115 / 165	69.7	46 / 165	27.9	73.2	67.7	49.7	64.6	60.2	26.5
2024	144 / 229	62.9	133 / 206	64.6	60 / 206	29.1	73.6	69.4	50.6	65.2	62.7	28.4
2025	159 / 259	61.4	153 / 183	83.6	70 / 183	38.3	73.6	71.5	52.0	68.7	68.8	34.3



- Co-requisite achievement by either pathway was 72.2%. This is the lowest achievement of the previous five years and is lower than the EQI and National figures.
- This figure is a cumulative total, and it should be noted that learners in Year 12 in 2025 started that academic year with 42% of learners who had achieved the co-requisite. The gain in Year 12 is a 75% increase in the proportion of that Year group who have met the co-requisite.
- The achievement of the two components of the co-requisite are:
  - Literacy 72.2%
  - Numeracy 96.9%

Literacy and Numeracy Achievement for Year 12 Learners (Cumulative results by percentage)



Academic Year	Achievement	Alfriston College Year 11	Year 12	Year 13
2021	Literacy & Numeracy	64.0	95.7	94.6
2022	Literacy & Numeracy	71.7	89.7	99.3
2023	Literacy & Numeracy	74.0	84.9	92.1
2024	Literacy & Numeracy	42.0	82.1	86.4
2025	Literacy & Numeracy	65.7	72.2	93.4

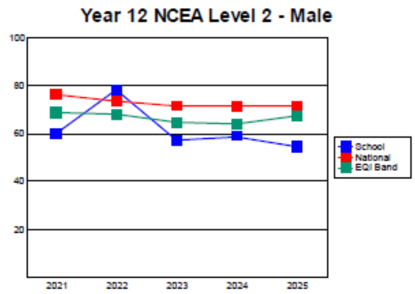
Year 12		
Level 1 Literacy	188	72.6
Level 1 Numeracy	251	96.9

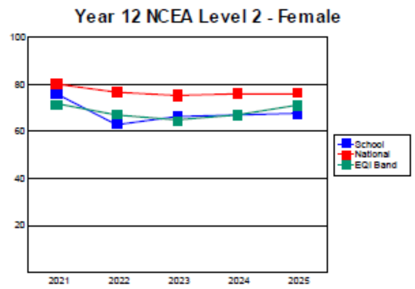
Disaggregated achievement data

- Achievement rate for school-based internally assessed achievement standards 77.5%
- Achievement rate for school-based externally assessed achievement standards 54.2% (excl. CAA)
- Achievement rate for externally assessed unit standards 90.3% (excl. CAA, almost entirely Pathways Courses)
- Girls achieved more highly than boys (see tables below). This is seen in the EQI and National figures too, however, girls' achievement is below the EQI and National measures and boys' achievement is well below.
- Disaggregation by ethnicity shows that Asian learners had the highest achievement rates, and Maori and Pasifika learners the lowest (see tables below).

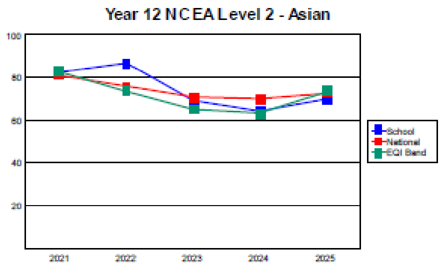
Level 2 Achievement by Gender (Enrolment based cumulative)

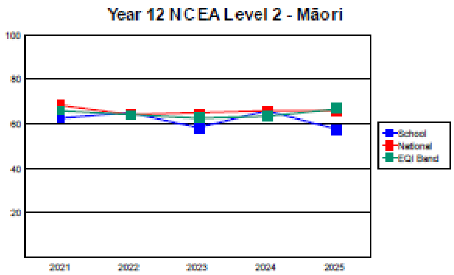
Academic Year	Alfriston College Year 12 NCEA L2	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 NCEA L3	Year 13 UE	Year 13 UE	National Year 12 NCEA L2	National Year 13 NCEA L3	National Year 13 UE	Many Socioeconomic Barriers (School Equity Index Band) Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
Male												
2021	61 / 102	59.8	43 / 69	62.3	12 / 69	17.4	76.0	66.8	45.5	68.8	61.5	22.8
2022	69 / 88	78.4	38 / 61	62.3	9 / 61	14.8	73.3	65.6	44.9	67.8	60.3	22.5
2023	79 / 138	57.2	56 / 79	70.9	18 / 79	22.8	71.8	64.8	44.0	64.9	59.1	20.8
2024	66 / 112	58.9	68 / 116	58.6	28 / 116	24.1	71.7	66.9	44.7	63.8	60.8	22.2
2025	67 / 123	54.5	71 / 88	80.7	24 / 88	27.3	71.5	68.7	45.6	67.1	66.7	27.3
Female												
2021	82 / 108	75.9	60 / 78	76.9	34 / 78	43.6	79.8	74.0	57.7	71.2	64.7	35.7
2022	61 / 97	62.9	57 / 78	73.1	38 / 78	48.7	76.6	70.5	55.3	67.0	59.1	31.5
2023	62 / 94	66.0	59 / 86	68.6	28 / 86	32.6	74.7	70.3	54.9	64.3	61.3	32.5
2024	78 / 117	66.7	65 / 90	72.2	32 / 90	35.6	75.6	71.9	56.1	66.8	64.8	35.3
2025	92 / 136	67.6	82 / 95	86.3	46 / 95	48.4	76.0	74.3	58.1	70.7	71.1	41.7

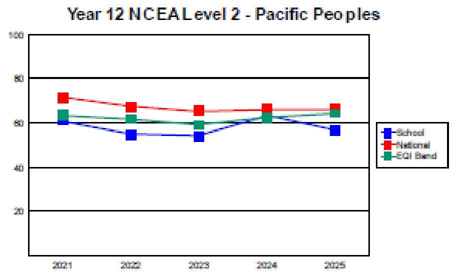




Level 2 Achievement by Ethnicity (Enrolment based cumulative - only the three largest groups or shown)







Other features in the data

- Literacy was the limiting factor for Year 12 learners who did not achieve the co-requisite in 2025. This is clearly seen in the figures above showing how similar the achievement of L1 Literacy and the co-requisite are (72.6% and 72.2% respectively) compared to Numeracy (96.9%).
- This is not surprising when over 50% of Year 12 learners in 2025 were tagged as ESOL and close to 20% listed their previous school as overseas.
- Credit blocking was still an issue for learners who started Year 12 without the co-requisite as any L2 English or Maths credits were used to meet the co-requisite instead of Level 2. These were the learners identified and entered for the CAAs and targeted for Level 1 Maths further assessment opportunities if they were unsuccessful in the CAAs.
- Many of the learners who did not achieve the Literacy component of the co-requisite were those ESOL learners who were in the ELLR reception class or the ELL timetabled class and were recent overseas enrolments.

Next steps

- Continue the work of the Achievement Team in tracking and monitoring the achievement of the co-requisite
- Numeracy and Literacy coordinators to support achievement by provision of resources
- ELL team to support learning and practice of CAA assessment and provide readiness advice
- CAA entry by default for any learner without the co-requisite, or with the co-requisite but not NCEA due to credit blocking.

- Literacy opportunities to be created through the use of Level 1 Additional Pathway standards e.g. Religious Studies and English. These opportunities to be given to learners who do not achieve the CAAs in Year 12
- Similar to above to Numeracy
- Personal Learning and Pathway Plans (PLPPs) at key stages during the year to make learners explicitly aware of what they need to achieve for success
- NCEA information evening for parents and whanau
- NCEA information assemblies for learners

NCEA Level 3 and University Entrance

Strategic actions taken in 2025 in response to 2024 achievement

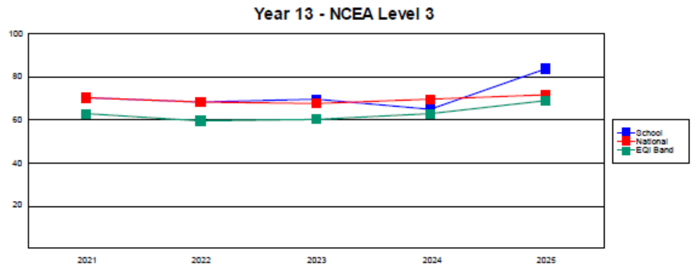
- See section above for Year 12 for detail. Summary of responses include:
    - Enhanced ELL provision
    - CAA entry by default if needed
    - Audit of school-based courses for opportunities to Numeracy and Literacy
    - Further opportunities for L1 assessment of standards that provide Numeracy and Literacy
- Full tracking and monitoring of:
    - Level 3 credits towards achieving NCEA L3
    - UE Literacy credits towards achieving UE Literacy
    - UE approved subject credits towards achieving UE

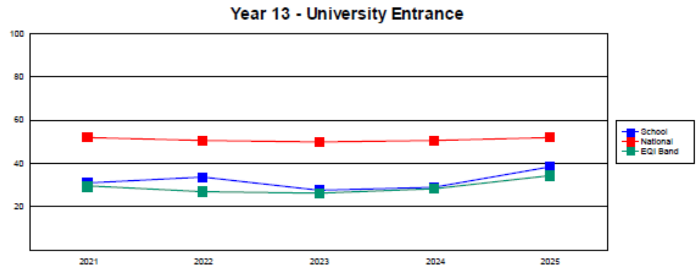
Outcomes

- Overall achievement of Level 3 was 83.6%, well above any of the previous four years. This figure is above the EQI and National figures.
- Overall achievement of University Entrance was 38.3%, above any of the previous four years. This figure is above the EQI figure but below National.

NCEA Level 3 and UE Achievement (Enrolment based cumulative overall results)

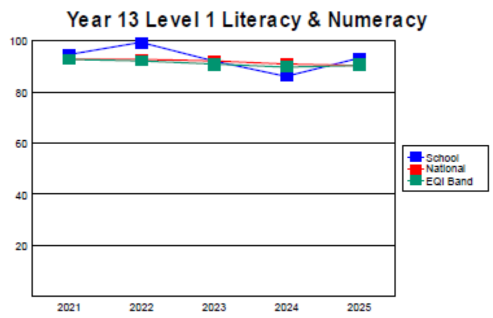
	Alfriston College						National			Many Socioeconomic Barriers (School Equity Index Band)		
Academic Year	Year 12 NCEA L2	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 NCEA L3	Year 13 UE	Year 13 UE	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
2021	143 / 210	68.1	103 / 147	70.1	46 / 147	31.3	77.9	70.5	51.9	69.9	63.1	29.4
2022	130 / 185	70.3	95 / 139	68.3	47 / 139	33.8	74.9	68.2	50.3	67.4	59.7	27.0
2023	141 / 232	60.8	115 / 165	69.7	46 / 165	27.9	73.2	67.7	49.7	64.6	60.2	26.5
2024	144 / 229	62.9	133 / 206	64.6	60 / 206	29.1	73.6	69.4	50.6	65.2	62.7	28.4
2025	159 / 259	61.4	153 / 183	83.6	70 / 183	38.3	73.6	71.5	52.0	68.7	68.8	34.3





- Co-requisite achievement by either pathway was 9.04%. This is higher than the previous two years and is better than the EQI and National figures.
- The achievement of the two components of the co-requisite are:
  - Literacy 93.4%
  - Numeracy 97.8

Literacy and Numeracy Achievement for Year 13 Learners (Cumulative results by percentage)



	Alfriston College			
Academic Year	Achievement	Year 11	Year 12	Year 13
2021	Literacy & Numeracy	64.0	95.7	94.6
2022	Literacy & Numeracy	71.7	89.7	99.3
2023	Literacy & Numeracy	74.0	84.9	92.1
2024	Literacy & Numeracy	42.0	82.1	86.4
2025	Literacy & Numeracy	65.7	72.2	93.4

Year 13		
Level 1 Literacy	171	93.4
Level 1 Numeracy	179	97.8

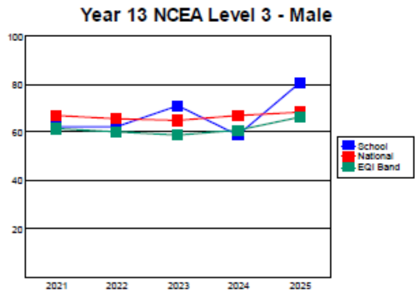
Disaggregated achievement data

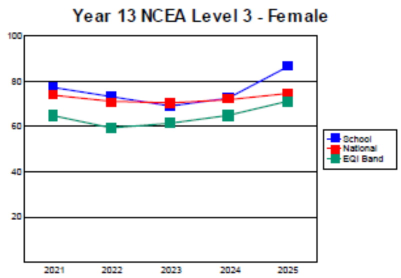
- Achievement rate for school-based internally assessed achievement standards 77.3%
- Achievement rate for school-based externally assessed achievement standards 65% (excl. CAA)
- Achievement rate for externally assessed unit standards 77.7% (excl. CAA, almost entirely Pathways Courses)
- Girls achieved more highly than boys in all indicators. This pattern is consistent with L1, L2, EQI and national figures. Girls' achievement is higher than EQI and national figures in all indicators. Boys' achievement is higher in all indicators except for Literacy.

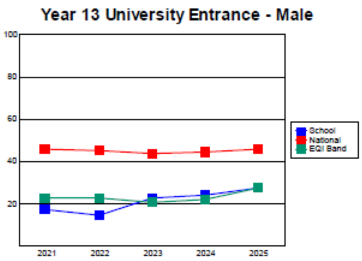
- Disaggregation by ethnicity shows that Māori and Pasifika learners had the highest achievement rates for Level 3, and Asian learners the lowest, however all are higher than the EQI and National figures. This reversal of the National and EQI pattern can be partly explained by the number of recent migrants (Asian - Indian) who do not achieve L3 for ELL reasons, and partly by the success of Māori and Pasifika learners in Pathways courses.

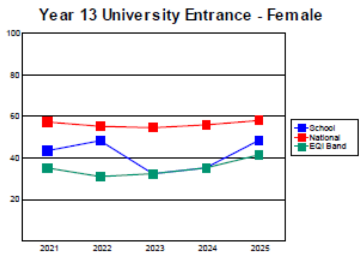
Level 3 and UE Achievement by Gender (Enrolment based cumulative)

	Alfriston College						National			Many Socioeconomic Barriers (School Equity Index Band)		
Academic Year	Year 12 NCEA L2	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 NCEA L3	Year 13 UE	Year 13 UE	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
Male												
2021	61 / 102	59.8	43 / 69	62.3	12 / 69	17.4	76.0	66.8	45.5	68.8	61.5	22.8
2022	69 / 88	78.4	38 / 61	62.3	9 / 61	14.8	73.3	65.6	44.9	67.8	60.3	22.5
2023	79 / 138	57.2	56 / 79	70.9	18 / 79	22.8	71.8	64.8	44.0	64.9	59.1	20.8
2024	66 / 112	58.9	68 / 116	58.6	28 / 116	24.1	71.7	66.9	44.7	63.8	60.8	22.2
2025	67 / 123	54.5	71 / 88	80.7	24 / 88	27.3	71.5	68.7	45.6	67.1	66.7	27.3
Female												
2021	82 / 108	75.9	60 / 78	76.9	34 / 78	43.6	79.8	74.0	57.7	71.2	64.7	35.7
2022	61 / 97	62.9	57 / 78	73.1	38 / 78	48.7	76.6	70.5	55.3	67.0	59.1	31.5
2023	62 / 94	66.0	59 / 86	68.6	28 / 86	32.6	74.7	70.3	54.9	64.3	61.3	32.5
2024	78 / 117	66.7	65 / 90	72.2	32 / 90	35.6	75.6	71.9	56.1	66.8	64.8	35.3
2025	92 / 136	67.6	82 / 95	86.3	46 / 95	48.4	76.0	74.3	58.1	70.7	71.1	41.7









Other features in the data

- The limiting factor to success for a small number of Year 13 learners was removed by giving them the opportunity to complete two Level 1 Religious Studies assessments, thereby meeting the requirements for Literacy. These learners had been unable to achieve the CAAs for three years, nor had they been able to achieve Literacy credits through their Level 2 and 3 subject classes.
- This allowed these learners to be awarded Level 1, 2 and 3 at the end of Year 13 and avoid leaving school with no formal qualification.
- A similar process was in place for Numeracy using Level 1 achievement standards for an even smaller group.

- Success at NCEA level 3 comes from Pathway courses for many learners. Pathway Course credits are from unit standards and none contribute to University Entrance. This explains the difference in magnitude of the improvement to Level 3 outcomes and the improvement to UE outcomes.

Next steps

- See section above for Year 12 for detail. Summary of next steps includes:
    - Achievement team tracking and monitoring
    - Numeracy and Literacy coordinators resourcing learning for co-requisite
    - ELL team support
    - Default CAA entry
    - L1 Literacy Additional Pathway standards
    - L1 Numeracy Additional Pathway standards
    - PLPPs
    - NCEA information evening for parents and whanau
    - NCEA information assemblies for learners

Statement of KiwiSport funding

Statement of Kiwisport Funding
for the year ending 31 December 2025

Kiwisport is a government funding initiative to support students' participation in organised sport. In 2025, the school received total Kiwisport funding of $29884 (excl GST). This funding was used to support the implementation of sporting initiatives free play sports sessions and supporting sports teams entering various regional and national competitions. In 2025, 43% of the student population represented the school in sport.

Alfriston College

Statement of compliance with employment policy

For the year ended 31 December 2025

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