Annual Report
2025

LONG BAY COLLEGE
Care, create, excel

LONG BAY COLLEGE

Care, create, excel

Contents

Principal's report 3

List of all school board members 5

Statement of variance 6

Overall NCEA Achievement 22

Evaluation of the school's students' progress and achievement 34

Report on how the school has given effect to Te Tiriti o Waitangi 36

Statement of compliance with employment policy 46

Statement of compliance with employment policy 48

Other reports on special and contestable funding 49

Statement of KiwiSport funding 50

Independent Auditor's Report 51

Annual Financial Statements 63

Principal's report

2025 was a landmark year for Long Bay College as we celebrated 50 years since our doors opened to our community. Across this jubilee year, the College not only honoured its history, but also demonstrated the strength of its present culture: ambitious, inclusive, and deeply connected to our whānau and wider community. Our celebrations included an Alumni Sports Day, a highly successful Home Turf Challenge, a sold-out Gala Dinner, and the community festival - Long Bay Live. These occasions brought generations together and reinforced what we know to be true: schools endure because people invest in them, and because communities choose to belong.

In academic terms, the year again reflected Long Bay College's sustained commitment to high expectations and high support. At senior level, 2025 results remained strongly above national and "Few Socioeconomic Barriers" comparators, with particularly strong outcomes at NCEA Level 3 and University Entrance. Specifically, 94.5% of Year 13 students gained NCEA Level 3, and the College recorded its highest ever rate of University Entrance achievement, with 77% of Year 13 students gaining UE. We also saw continued improvement in endorsement outcomes, with 59% of students who gained NCEA Level 3 doing so with an endorsement, and both Merit and Excellence endorsement rates lifting again.

A standout feature of 2025 was the breadth of excellence across scholarship and extension pathways. The College's 2025 NZQA Scholarship outcomes were record breaking, with an unprecedented 85 scholarships awarded, alongside a Top (in New Zealand) Scholar Award and three Top in (New Zealand) Subject awards. These outcomes reflect not only the capability and effort of individual students, but also the sustained work of staff, families, and peers who create an environment in which aspiration is normalised and supported.

Across the five arms of our school (Academia, The Arts, Culture, Sport and Service) there were particular highlights that capture the richness of what it means to belong to Long Bay College.

The Arts delivered a year of exceptional performance and recognition. Our school bands led the way, with Rumpus Machine placing second in New Zealand at Rock Quest, and Rotten Weather winning 'Stand Up Stand Out'. Performing Arts groups also achieved strongly in competition settings, including an Auckland title for our Theatresports team and an Auckland title for our Show Quest team. Our jazz musicians secured Gold at the Auckland Jazz competition, students gained regional recognition in visual arts, and our dancers achieved multiple high placings across national events, including podium finishes at 'Dance NZ Made' and strong results at national dance competitions. Our students and audiences were also treated to memorable productions on our stage, including 'Charlie and the Chocolate Factory' and 'Too Much Punch for Judy'.

Culturally, 2025 represented a genuine milestone. One of the most significant achievements of the year was our kapa haka group performing at Polyfest for the first time in the school's history, a moment that reflected sustained commitment, months of dedication, and deep pride in identity. This was not our only representation on the Polyfest stage, with our Dragon dancers also performing on the Diversity stage. Across the year, these moments reinforced our commitment to Te Tiriti o Waitangi and to ensuring that being Māori at Long Bay College is understood and experienced as a strength and an asset.

Sport had a bumper year, marked by both team success and individual excellence. The introduction of our mascot, Ray from the Bay, added to the energy of school sport culture, with “Up the Rays” becoming a common cry across events. We had 11 students selected to represent their nation at international level, and our teams achieved strongly across codes. Highlights included our Girls Cross-Fit team winning first place in New Zealand, our Girls 1st XI football team going 11 and 0 to win the A1 Auckland Championship, our Boys 1st XI football team winning the Auckland A2 title, our Netballers winning the 1A Harbour title, and our Boys Basketball premiers winning both the Harbour Open Grade and the Greater Auckland Open title. These achievements reflect the discipline of our athletes, the expertise of coaches, and the strength of the school’s sporting culture.

Service remained central to the ethos of Long Bay College in 2025. Students and staff led and participated in fundraising initiatives that raised tens of thousands of dollars for charitable causes, including a Relay for Life effort that exceeded $35,000. Students participated in conservation and environmental projects, delivered practical support to families, and contributed actively through the Student Volunteer Army in service activities across the school and local community. Whole-school initiatives, including the Polar Bear Challenge, also reflected the willingness of students and staff to step forward for causes bigger than themselves. Sustainability remained a focus, including student-led initiatives such as Enviro Week, which included the planting of over 200 native trees on campus, and wider efforts recognised through the awarding of the Enviroschools Green:Gold Award.

As we conclude 2025, I wish to express my gratitude to our students, staff, families, alumni, and board. This year asked us to honour our past while continuing to lift our expectations of what a leading state co-educational school can be. The achievements outlined above reflect a community that is aspirational and grounded, values-led and future-focused. I look forward to building on this foundation as we continue to ‘pursue excellence, nurture wellbeing, and lead with integrity’.

CJ Healey
Principal

List of all school board members

Board Member	Term
Derek Blank	Elected for 2022-2025 then 2025-2028 term Presiding Member 2022-current
Dave Clark	Elected for 2025-2028 term Assistant Presiding Member
Paul Kerr	Elected for 2025-2028 term
Pearl Runga	Elected for 2025-2028 term
Monique Sanna	Elected for 2025-2028 term
Morag Ward	Elected for 2025-2028 term
Katherine Woollard	Co-opted for 2025-2028 term Elected for 2022-2025 term
Kristen Evans – Staff Representative	Elected for 2022-2025 then 2025-2028 term
Lily Cowan – Student Representative	Elected for Sept 2025/Sept 2026 1 year term
CJ Healey – Principal	

Statement of variance

LONG BAY COLLEGE
Care, create, excel

IMPLEMENTATION PLAN:
A CULTURE OF WELLBEING (HAUORA) AND CARE (ATAWHAI)

STRATEGIC GOAL 1: Fostering a climate of safety, extraordinary care and connectedness to develop strong, healthy and resilient students, staff and whānau

Success Measures: Community members are supported to be resilient, healthy, safe and are confident to face any challenges towards achieving personal levels of excellence

Strategic Priorities	Strategic Initiatives and Actions	Measures	Commentary
Develop and embed an explicit, lived culture of wellbeing through programmes, practices and initiatives across the school	Ensure the Wellbeing Centre is equipped to be culturally responsive • PLD with bilingual staff • PLD with international staff • PLD with external services • Establish greater connections with International team	• Weekly liaison meetings established with Wellbeing to focus on increasing Asian student engagement and developing culturally responsive support strategies • Increase in Asian support services available to students •Implementation of targeted PLD • Student and staff surveys • 80% staff & student satisfaction re. systems & need for cultural responsiveness; 70% ELL students feel supported and positive about going both to the Wellbeing Centre & International (cultural differences/perceptions overcome, especially for Asian students); engagement from Wellbeing Centre with bilingual services (internal & external) increased by 70% for ELLs	ELL Wellbeing framework design completed. Final PLD session ran after school in Week 7 (HEEADSSSS Assessment & Grounding Breathing Techniques); follow-up completed for W1 T1 2026 re. recording and framework. Initiative fully implemented with a consistent approach from the start of 2026; schoolwide terminology confirmed in SLT to ensure consistency of approach across the school moving forwards. Implementation, wider pastoral support framework, promotion of ELL Wellbeing intiative to the ELL community ready for the start of Term 1 2026
	Elevate the House System to foster school spirit and healthy competition to encourage more active participation and pride across all year levels • Manu Taki (Staff Leaders) and Student Leaders • House assemblies • Explicit competition and integrated points system linked to participation, in clubs, activities, sports, service, attendance, academic achievement, engagement scores etc • Visible leader boards and trophy presentations • Whole school House events • Greater 'service' component • Greater link to Atawhai	• Report on incentives, awards which drive ākonga to engage • Termly House assemblies led by Mana Taki and Student Leaders • Support Year Level and School Assemblies with House Competition features • House chant/song created for each house • Explicit competition and integrated points system linked to participation, in clubs, activities, sports, service, attendance, academic achievement, engagement scores, uniform expectations, school values etc • Visible leader boards and trophy presentations • Whole school House events • Plan, execute and embed annual activities which earn house points across the 5 arms of the school (Academia, Arts, Culture, Service, Sport). • Increase participation and funds raised for Cancer Society. $30,000 2025 • Greater 'service' component • Greater link to Atawhai established	This year marked a significant step forward in strengthening our House culture and building ākonga engagement across the school. A range of initiatives helped build connection, and participation, while also laying the groundwork for the 2026–2028 Strategic Plan. Throughout the year, House spirit was visible in both Year Level and whole-school assemblies, where House competition features were regularly advertised and showcased. House assemblies were led by the Manu Taki (Staff House Leader) and Heads of House (Y13 Leaders). Each House developed its own chant, which was heard loudly at full school events. Our integrated points system, linking performance across house activities, attendance, academic achievement, and engagement contributed to the points total. Digital point reveals during assemblies generated a strong sense of excitement. Kea house won for much of the year which meant the trophy at reception was permanently green. In 2026, this will evolve further with the House trophy updating after every event rather than once per term. A wide variety of whole-school House events took place, including Relay for Life, Pink Shirt Day, Jump for Life, the Polar Challenge, Spelling Bee, Rock-Paper-Scissors Battle, and the Hole in One challenge. These events will continue into 2026 with minor refinements to improve delivery. The clear priority is to lift participation rates. Strong links to Atawhai were reinforced through our support of the Cancer Society. Our community raised over $30,000, and we aim to increase both participation and fundraising next year. As we move into the 2026-2028 Strategic Plan, the House system will play an even more central role in driving expectations, attendance, achievement, service, and overall ākonga engagement. Visible leader boards, improved incentives and awards, and strengthened use of House Prefect teams will all support this shift. Prefect teams, alongside other student leadership portfolios, will be more intentionally integrated into event delivery and participation drives.

	Enhancing our commitment to becoming an environmentally friendly school by devising a sustainable plan relating to clear and cohesive practices across our school	Following being awarded Bronze and Silver Enviroschools Awards, we aim to reach Green Gold status by the end of 2025. This supported through: • Development of outdoor learning spaces • Implementation of recycling systems • Engagement of wider school in sustainability learning and practices	**Green-Gold Achievement** • We have successfully attained Green-Gold status under the Enviroschools programme (confirmed 18 November). This represents a significant milestone in our sustainability journey. **Key Initiatives and Progress** • **EnviroWeek:** In June the Sustainability Council delivered a full programme of sustainability activities across the school, including an Atawhai session across all Year levels, a seedling workshop in our outdoor classroom, a gardening workshop lead by our Ecolution group, a Clothing swap, a Plastic Free Friday lunchbox incentive, a bake sale to raise funds for Sustainability initiatives, opportunity to collaborate on a recycling mural project and the opportunity to join a working bee at Vaughn stream. • **Waste Audit:** Completed in August with student-led analysis. Recommendations include standardising classroom recycling and introducing a bottle recycling station near the canteen. • **Planting Projects:** Ashley Ave bank planting completed. Additional planting proposals are ongoing including working with Restore Hibiscus Bays to develop a planting plan for the area of the bank directly in front of our English block to mitigate waterlogging. • **Community Partnerships:** Ongoing collaboration with Auckland Council and local groups to strengthen Sustainability initiatives in our local and wider community. • **Enviroschools Reflection Event:** Held in October, the event was led by our Sustainability Prefects and attended by the Sustainability Council, Ecolution group, Kapa Haka group, key staff, and the wider student body. We were proud to host invited guests from Auckland Council, Restore Hibiscus Bays, Long Bay Business Association, and Orewa College, creating a strong platform for collaboration. The event showcased our students' leadership in sustainability and reinforced our position as a model school within the Enviroschools network. **Recommended Next steps beyond Green Gold** • **Outdoor Classroom & Waste Management:** Faculty and school-wide consultation is being sought to inform next steps for our outdoor classroom development and school-wide waste practices. • **Mentoring and Partnerships:** The Sustainability team at Auckland Council have commended our leadership in driving sustainability initiatives within a secondary school setting, describing us as a beacon school. They have highlighted our student empowerment framework as a standout feature and are encouraging us to take the next step by mentoring other schools that are just beginning their sustainability journey.
	Review student attendance data post Covid and introduce initiatives to return student attendance to pre-Covid levels	Improve student attendance to goal of +90% Y9 - 92%, Y10 - 91%, Y11 - 90%, Y12- 90%, Y 13 - 86%, Mao - 82%, Pacifica - 80% Reduce those students in the Moderate and Chronic attendance levels. Percentage of akōnga attending school regularly (attending more than 90%, an average of 9 days a fortnight) 2024 - MOE - 70% 2026 - MOE - 75% Percentage of akōnga who are moderately absent (attending more than 70% up to 80%, missing two to three days a fortnight) 2024 - MOE - 6% 2026 - MOE - 4% Percentage of akōnga who are chronically absent (attending 70% or less, missing three or more days a fortnight) 2024 - MOE - 5% 2026 - MOE - 3% Link into STAR / NAISSS and MOE inititives - with LBC focus, review targets.	We have been working on the Draft Attendance Management Plan and Stepped Attendance Response(STAR) to support align with MOE requirements and our Student Management System to support regular attendance. Percentage of students time Present in: Term 1 2025 - 91% Term 2 2025 - 89% Term 3 2025 - 87% However, the area to focus on is the percentage of students being 90%+ for each term and year. The attendance management that has been developed along with the STAR - will help support with a structured follow that all schools must follow. By 2030 the MOE has set a target of 80% of students attending 90% of the time. In 2023 - 57.7% In 2024 - 59.35% At 2025 to date - we are at 63.3% This is comparable to our Equity index, but still an area we need to build on and grow further. We have secured funding from the MoE to support with removing potential barriers for the next 2 years, on top of the supports that are already in place. Alongside this we have a change in external attendance service from NAISSS to Blue Light Ventures, who we have worked with supporting at risk students in the past 2 years to support behaviours / attendance and engagement. Our main area the reduces these percentages of attendance continues to be medical and having reviewed our practice and that of other schools, we have suggested a wording change to our Attendance Policy. The updated attendance policy has been approved alongside the attendance management plab and associated stepped attendance response, STAR. As we move into 2026, this has been rolled into the new strategic plan, with new measures based on the MoE goals and ours.
			As part of this STAR in place and initial communications in place ready to go. with the following measures for the next part of the strategic plan. Clear communication system in place to parents and students on attendance expectations on enrolment, at the start of the year and each term Communications in place with parents what steps the school will take if the student is absent from school. STAR through website, student parent guide. Provide students / parents with regular updates on their childs attendance and were it sits on the STAR Internal and external referral systems in place to remove barriers to attendance. Goal is by 2029 to have 80% of students attending 90%+. 2026 - 67.8%+ 2027 - 72.8%+ 2028 - 77.8%+

LONG BAY COLLEGE
Care, create, excel

DRAFT IMPLEMENTATION PLAN:
DIVERSITY, EQUITY & INCLUSION (TE REREKĒTANGA, TE TIKA, TE WHAKAURU)

STRATEGIC GOAL 2: Committing to the development, growth and dignity of all people, guided by the principles of Te Tiriti o Waitangi, ensuring learners, staff and whānau from a diverse range of identities, abilities and experiences will thrive in this community

Success Measures: Community members are valued, celebrated and have a strong sense of belonging and self efficacy within the LBC umbrella

Strategic Priorities	Strategic Initiatives and Actions	Measures	Commentary
Develop programmes to build a cohesive understanding of both bicultural and intercultural responsiveness and competencies as described in Tātaiako	• Maximising Learning Time developed as a school wide approach (courses of study in schemes and in practice supporting and considerate of intentional and responsive planning mindful of cognitve science and relational practices. • Explicit literacy practices to be a feature of all junior schemes developed in line with school PLD and discplinary literacy approaches. • Tino Akoranga to explicitly scaffold induction and mentoring at the college.	• Schemes of work for all courses of study to follow "Maximising Learning Time" considerations explictly. • All Junior schmes of work overtly scaffold discipline specific literacy approaches as described in Tino Akoranga. • Contextual numeracy approaches aligned to the co-requsite to be developed over 2025. • Tino akoranga approaches relating to curriculum design inform PCT programme • Significant (5%) gains in acdemic output over the next 5 years in all measures (NCEA Level Achivement, Endorsements, UE, Scholarship, Value Added)	Following release of the ministry curriculum update there is a high degree of overlap and clear alignment between the incoming nationwide frameworks relating to knowledge rich curriculum and the "maximising learning time" and schemes of work initiative at the school. Our PLD programme and QA foci 2026 also highly aligned with the direction signalled by Ministry of Education. Scheme of work development continues across Faculties with scheme of work development sessions now an ongoing feature of practice where SLT and Faculty leadership workshop schemes to support their iteration. As detail relating to the senior qualification and curriculum across year 11-13 is confirmed (early 2026) we will need to adapt our approaches. That said, while curriculum iteration will need to go significantly beyond 2025 and may extend out to 2028, we are well placed as a school to work to meet current MoE timeframes relating to the complusary Maths and English curriculum and draft curricula planned to be in place in 2027.
	Review and identify student (including Special Assessment Conditions) needs from Learning Support to ensure that all learners are able to experience academic success	• Maximising Learning Time a consideration for all learners, including those with additional learning needs. • Students and staff are supported to deliver excellent outcomes for our learners requiring additional support • Learning Support Buddy System implemented and reviewed.	Learning Support buddy system discontinued in favour of prioritisation of core learning support business, namely the development of schemes of work and the establishment of sustainable working practices within the faculty. Wider teaching staff have been supported through ongoing links to 2024 neurodiversity PLD series, and its reiteration through the 2025 edition of Tino Akoranga. Additional staff PLD on literacy approaches for neurodiverse students in T4. Learning Support staff supported through external PLD opportunities, both for teacher aides and teaching staff. Strong engagement with structured literacy through iDeal programme, this is showing pleasing initial outcomes for students working to access NZ curriculum. SAC to be reviewed in 2026 to ensure greater efficiency.
	Improve the visibility of Te ao Māori • Artworks (carvings, symbolism) commisioned to highlight bicultural foundations and placed with prominence • Practices and events held that place significance and importance on Māori celebrations • House system to incorporate te reo me te tikanga Māori (The language and customs)	• We visibly and tangibly reflect a kura of Aotearoa • Kapa haka perform at Polyfest 2025 • Review of Mātauranga Māori course and consider potential future direction • Haka competition between the houses is held. • House Trophy design incorporate appropriate Māori patterns. Proposal and design for front of reception pou is finalised. • New Kapa haka uniforms are designed and produced.	Throughout the year, significant progress has been made in strengthening our school's cultural identity, and commitment to Māori initiatives guided by the principals of Te Tiriti o Waitangi. Uenuku Hawiri (carver and artist) has been contracted to create a pouwhenua for installation at the front of reception, outside the Principal's office. Matua Vern Rosier will collaborate on the final stages of the project, ensuring that the carving is supported by narratives that reflect the history of our kura and the surrounding area. The full cost of materials, carving, installation, and associated blessings is $40,000, and approval has been given to proceed while seeking retrospective external funding. As a trustee of Ngāti Manuhiri, Vern Rosier will formally seek iwi support, and we have maintained communication with Delma O'Kane Farrell (Kaitakawaenga/Arbitrator, Ngāti Manuhiri Settlement Trust). Our Māori school logo has been used as the foundation for a new sign installed at reception, strengthening our cultural identity and visibility. We have also created a new House Trophy incorporating Māori design elements, further embedding te ao Māori into the life of the school. Kapa haka continues to grow in strength and presence. Our group performed at Polyfest this year and will return in 2026 to compete in the entry level competitive division. New kapa haka uniforms were produced and proudly worn at Matariki. We continue to await the outcome of external funding for piupiu; the procurement process has proven slow and complex. A partial order has been placed to secure our supplier, with expectations of receiving ten completed piupiu by the end of 2026. It will take several years to build a full set. Additionally, new korowai are currently being designed. Cultural learning among students and staff is also progressing. All Year 9 students learnt the school haka during their camp experience and will be prepared to participate in a house haka battle in 2026. Staff learning of the haka is ongoing, with a goal of performing confidently for our 2026 leavers.

Culture and curriculum will be supportive of community members from all backgrounds, meeting their complex needs irrespective of religion, ethnicity, nationality, gender, sexuality, learning abilities and socio-economic background	• Create space and support for clubs, groups etc of varying interest, seeking out opportunity for dialogue with relevant communities and individuals • Investigate the roles of TIC Polyfest and Non-sporting extra curricular • Ensure greater clarity and visibility for clubs and co-curricular groups • Develop opportunities for greater student leadership of clubs and activities.	• Greater range of groups, clubs and activities • One new club in each of Science and Technology in 2025. • Kapa haka - number of participants (from 12 in '22, to 20 in'23 and '25 in '24) and performances to increase. • Other cultural/ethnic groups performing at Polyfest. • Clubs Directory developed and made avaliable • Co-curricular expo held in Jan 2025 • Termly re-promotion of clubs • Club promotion in year level assemblies.	• **Polyfest:** Kapa Haka and Dragon Dance debuted at Polyfest in 2025; positive feedback and plans for continuity are in place. • **New 2025 clubs:** included Science Fair Club, Letters to Strangers, and 3D Modelling Club, Laser Cutting Club as well as various additions and changes in Performing Arts. • **New Clubs in Science & Technology:** Science Fair Club and Laser Cutting Club introduced in 2025, VEX Robotics and EVolocity under review for 2026. • **Enrolling students:** There has been an increased visibility of Clubs and Activities at enrolment evenings, using student leadership to discuss and promote opportunities directly with enroling families. • **Clubs Directory:** has been established using our O365 Teams platform. Termly updates have been posted, plans to make further improvements in Term 1, 2026 (to coincide with start-up of groups), website and prospectus updates have also been a key focus to ensure that parents have access to key information. • **Assemblies:** Assembly promotion for individual Clubs and Activities has been in place in 2025 but limited. • **Extra-curricular Expo:** A Clubs and Activities Expo was integrated into orientation plans at the start of 2025 with varying success. Plans are currently in place to showcase all Clubs and Activities (including Sports) in a staff-led Assembly showcase at the start of 2026. • **Duke of Edinburgh programme:** This is now under new leadership. Coordination is going well with additional opportunities for students being sought. Planning is also in progress for an Awards ceremony and information evening in early 2026. **Recommended next steps:** Strategic planning underway for stronger start-of-year promotion to recruit wider staff engagement in leading Clubs and Activities.

LONG BAY COLLEGE
Care, create, excel

DRAFT IMPLEMENTATION PLAN
EXCEPTIONAL LEARNING (TINO AKORANGA)

STRATEGIC GOAL 3: Providing an exceptional, responsive learning environment in which our staff and students' needs are met through high quality, learning centred education

Success Measures: Our students and staff are the beneficiaries of the coordinated development of initiatives that simultaneously achieve strategic goals and enhance the autonomy, value and agency of our community

Strategic Priorities	Strategic Initiatives and Actions	Measures	Commentary
Develop high quality, researched based, cohesive PLD which enhances all of our staffs' knowledge and expertise as active participants in learning.	• Develop and deliver PLD that is considerate of maximising learning time and explicit instruction considerations in the classroom. • Develop and deliver PLD that is considerate of the science of reading and science of writing. • Develop staff capability across faculties to raise co-requisite preparedness. • Develop staff capability to better support ELL students via PLD programme. • Support Staff to be provided with opportunities to enhance relevant skills and capabilities. • Develop leadership capability amongst staff. • Develop PCT PLD programme to reflect and reinforce wider school approaches. • Develop QA related PLD supports to align with Maximising Learning, and Literacy and Numeracy. • Provide opportunities for teachers new to New Zealand to become knowledgable about Te Tiriti o Waitangi and its implications for practice in New Zealand.	• Increased consistency relating to Tino Akoranga, including smooth starts to lessons, learning intentions, success criteria, do-nows, "I do, We do, You do" practices, checks for understanding, plenaries, lesson closing. • Increased consistency in reading and writing approaches across the college. • Higher rates of co-req attainment secured. • Significant (5%) gains in academic output over the next 5 years in all measures (NCEA Level Achievement, Endorsements, UE, Scholarship, Value Added). • Plans for practices supportive of Maximising Learning, and Literacy and Numeracy supports evident in QA process. • Practices supportive of ELL Learners evident in faculty practice and in schemes of work. • Staff in leadership roles supported to develop their capability and confidence in those roles. • PCT programme alignment evident in classroom practices and reflections. • Staff who are new to New Zealand are supported with learning and resources to become knowledgable about Te Tiriti o Waitangi and its implications for practice in New Zealand.	2025 PLD series has supported greater implementation of explicit instruction (I do, We do, You do) practices into classrooms via our Maximising learning time focus in Term 1, and its folding into schemes of work in Term 2. In Terms 3 and 4 we have focused on literacy, with the goal of ensuring all staff are working to support improved literacy across the college. Foci have included explicit tired vocabulary instruction, strategies for reading complex academic texts, supporting academic writing, structured talk as a tool for literacy, tandem teaching of reading and writing, and interventions for neurodiverse and English language learners. 2025 PLD series now in development. Term 1 to focus on continuing literacy learning from 2025, with a focus on simple, complex, and compound sentences, paragraph formulation, and disciplinary literacy. Term 2 for focus on assessment readiness through the lens of Mahara. This will include Ebbinghaus's forgetting curve, scaffolding and its removal to support independence, retrieval practice, spaced retrieval, and interleaving. Term 3 will focus on effective feedback, ensuring that the feedback our students are recieving is of the greatest impact and is most supportive in achieving academic progress. Research around numeracy and how we can best support it across the curriculum more meaningfully is an area of focus for 2026-27 development. Short courses will be launched in 2026, providing short intervention-style sequences of learning for staff on a range of topics - classroom management, beginners curriculum leadership, new to New Zealand support, effective questioning, support for English language Learners, effective questioning, and mentoring being some examples. Our new SCT for 2026 is working with WIN to develop the Pre-Certified Teacher programme (first and second years). It will have a considerable focus on effective classroom management, particularly in Term 1. With increasing numbers of trainee teachers and PCTs in the school, DP, SCT and Trainee teacher coordinator will run additional mentoring support sessions in 2026 to ensure that we are growing the best teachers we can. We have 7 full-year trainees at the college in 2026 - 1 x Geography/Tourism, 1 x Chemistry, 1 x Physics, 1 x Dance, 2 x Health and PE.
	• Provide opportunities for teachers to develop their usage and understanding of Te Reo Māori.	• Staff across the college are supported to develop the capability in Te Reo Māori through engagement with certificate level Polytech courses and through the provision of self-directed learning resources.	Our Leadership programme will return in 2026, with six candidates scheduled to have additional PLD in their leadership practice in Terms 1-2, and external coaching and mentoring via the Springboard trust in Terms 3-4. Staff selected are Sports Director, TIC Statistics, HOF Art,(TIC Engineering, TIC Junior Science and relief, Acting AHOF Social Science. Mahi Tahi to continue in 2026, with a focus on bringing additional members of each faculty into the programme. PLD for new-engagers to be implemented in T1, 2026.
Integrate Mahi Tahi as an approach as a driver of pedagogical improvement and relational trust across faculties.	• Develop and deliver Mahi Tahi programme for 2025 focused on maximising learning time and explicit instruction. •Develop and deliver PLD to support Mahi Tahi programme delivery. • Alignment of PCT programme with Mahi Tahi.	• Increased consistency relating to Tino Akoranga, including smooth starts to lessons, learning intentions, success criteria, do-nows, "I do, We do, You do" practices, checks for understanding, plenaries, lesson closing. • Significant (5%) gains in acdemic output over the next 5 years in all measures (NCEA Level Achivement, Endorsements, UE, Scholarship, Value Added). • Increased staff engagement and participation in Mahi Tahi. • PCTs and mentor teachers engaged with Mahi Tahi rounds in 2025.	Iterated Mahi Tahi plan designed to build on gains of 2025 and to secure approach for 2026 with minimal change in approach. Staff feedback persistently highly favourable.

	Curriculum Design: Development of an iterated junior curriculum ready for delivery in 2026, considering the NZC Refresh, Knowledge Rich approaches, Co-req readiness, word knowledge assessment.	• Delivery of streaming considerate approaches in English and Mathematics, including programmes of study, assessment, placement, and Tino Akoranga aligned pedagogy. • Development of word knowledge assessments across wider core for 2026. • Development of mid-year assessment approaches for Junior and Senior students. • Significant (5%) gains in acdemic output over the next 5 years in all measures (NCEA Level Achievement, Endorsements, UE, Scholarship, Value Added).	Confirmed curriculum refresh specifics and general approaches in their October 2025 update are highly aligned to the Colleges approaches. A review considering timetable and curriculum structures is underway. The work of 2024-2025 supportive of the review. Our approach needing to be directly informed by the pending announcements relating to the Senior Curriculum, Confirmed Junior Curriculum and proposed changes to the national qualification.
	More effective communication and enagement with parents/caregivers to support the learning outcomes of tamariki. • Reporting - shift reporting to an engagement and learning focus, interogating the value of live reporting, the value of summative reporting and the current parent teacher interview construct. • Review and develop reporting and feedback systems. • Closer connections between Atawhai leader and home. • Reporting aligned to literacy and numeracy and word knowledge assessments at the beginning, middle and end of the year.	• Parent/teacher interview format reviewed by end of Term 1, 2025. • Refine parent/teacher interview formats based on community survey feedback. • Literacy and numeracy and word knowledge assessment reporting approaches developed for 2026.	Approaches to parent interviews reviewed following Term 2 interviews this year. Long Bay has grown to the point where one night of interviews is no longer feasible, with staff with heavy junior loads booked for the entire evening and parents unable to make bookings. As such, we will move to two nights in 2026, whilst retaining the five-minute slots. Reporting has been reviewed. MOE direction around progress indicators, tied to curriculum levels means that we will add a once-termly 'progress indicator' report across all subjects, for all students Y9-13. This will work alongside engagement entries and assessment reporting to ensure all aspects of MOE requirements are being met. We will discontinue checkpoint comment reporting, instead extending engagement reporting to seniors and prioritising ensuring that students are recieving individualised feedback on their work directly from their teachers.This approach will ensure parents will have insight into their child's engagement in their classwork on a fortnightly basis, instead of just their progress towards assessments on an infrequent basis.
	A clear focus on teaching and learning as our main goal and supporting through coordinated, wrap around support for at-risk learners. • Develop a cohesive structure to support Atawhai leaders in using data to track students and engage with whānau. • Develop a programme that supports the teaching, learning and mentoring of our Māori and Pasifika learners that are in need of additional support.	• Māori and Pasifika learners NCEA results will be above those of National results and those of similar schools. • Te Manawanui UE Mentoring Programme. Student Voice and EOY Report reviews progress. • Continuation of a 5 year plan to improve Māori and Pasifika learners NCEA results.	This year marked a period of both consolidation and challenge as we worked to strengthen mentoring structures, refine roles, and ensure students received meaningful, individualised support. **Te Manawanui (Y9–11)** Across Terms 1–4, mentors worked consistently to meet with all allocated students, despite increased numbers and limited timetable allocation. Mentors engaging students in academic tracking, pathway planning, exam preparation, and conversations around attendance and engagement. GNV, MAU, AST, and EVE demonstrated flexibility in their schedules to meet students, and additional supports such as days off timetable were increasingly necessary for effective mentoring. **Senior Mentoring (Y12–13)** WLM carried a significant caseload of senior Māori and Pasifika students and continued the established model of academic check ins and credit tracking. THM and other staff mentors supported higher risk Y12/13 students, ensuring that those with the greatest need were not lost in the system. Despite these efforts, the senior space experienced notable challenges. Several Māori and Pasifika students disengaged from school entirely, even when they had these regular check in. This highlighted the need for a strengthened Tier Based system and more intensive outreach. In 2025 the Achievers Programme did not run as the WSL Roles were allocated elsewhere. The programme previously provided targeted one on one weekly support for identified students. The students nominate the staff member to actively mentor them throughout the year. By the end of the year, discussions were underway regarding a dedicated Achievers Programme Coordinator for 2026. **Talanoa Programme** We applied and were awarded funding ($20,000 each year for two years with the right to apply for a third year) to implement the Talanoa Learner Support Programme. We will be leading a homework / tutoring initiative for 25 Pasifika learners to support positive study habits and will form part of the expanded mentoring provision in Term 1, 2026. **Review of Challenges** A significant increase in student numbers (33+ additional students) without any increase in staffing created pressure across the team. Temporary staff absences (e.g., WLM's leave) caused gaps in continuity. Senior disengagement highlighted limitations within the current model, especially the lack of time for sustained one to one mentoring. The existing system was initially described by the team as "not actually mentoring," as the depth of follow up required for most students was not achievable within allocated time. Looking Ahead to 2026 a strengthened, fully tiered mentoring system will be put in place across all year levels. Key features include: • Tiered Support: Higher risk students receiving intensive one to one mentoring; mid tier students supported through goal setting and tracking; top tier students provided leadership and cultural opportunities. • Return of the Achievers Programme: With staff able to consider this as part of their extra curricular contributions, focusing on targeted one to one mentoring. • Talanoa Programme Implementation: Supporting Pasifika learners to build academic routines and confidence from the beginning of Term 1. • Improved Resourcing Model: Including the proposal for three days off timetable per mentor annually along with time allowance.

	•Review, refine and develop programmes for English Language Learners to ensure we are catering to the needs of our changing student cohort and maximising learning time. •Streamline proceedures for ELL students to ensure their needs are met and class placements are prompt. •Ensure staff have a clear understanding of the key needs of ELL students through all staff and targeted PLD with key groups.	•Secure improved rates of co-req or equivalent achievement for Level 2+ ELL students. •Secure improved rates of UE Literacy achievement for Level 3+ ELL students. •Increased consistency for EAPL faculty with Tino Akoranga and Mahi Tahi approaches. •ELL Entrance testing carried out promptly on student arrival, supporting faster class placement. • ELLs' progress and achievements monitored within EAP by regularly updating ELLP stages on Kamar and evaluating data. •Pastoral teams have a clearer understanding of the needs of ELL students, and ELLP stages, supporting class placement and timetabling. • Staff supported to better respond to ELL students through all staff Literacy PLD series (integrated into schemes of work). • Junior ELL programmes for 2026 developed.	Co-Req attainment - Of our resident senior ELLs, only one student is yet to gain literacy in Y13. He is working on getting this qualification via tagged standards. In Y12, there are eight ELL resident students without co-req literacy. Of those eight, two are attending workshops to support them to gain literacy via two tagged standards, one has significant learning and wellbeing concerns and has an adapted timetable, and five are below EAP Level 3, and thus achievement in tagged standards or the co-req assessments is highly unlikely - we will focus on securing their literacy in conjunction with their ongoing English language learning in 2026. In Y11, there are thirteen ELL resident students currently without co-req literacy, five currently have five of the ten needed and are being supported via workshops with YUN. One is working towards getting five of the ten he needs via those same workshops, with the rest to be secured in Y12. One is likely to get the remaining five credits she needs from her HST external. Six are working at a level below EAP stage 3 making co-req achievement unlikely until their English develops further, like the Y12s, this will be a combined focus with co-req literacy in 2026. Of our Y13 International students, we have 2 students without co-req literacy, who are being supported to gain their qualification via tagged standards in EAP and in additional tagged standard workshops. In Y12, 42 students do not have co-req literacy, of those 18 are shorter stay internationals, with a focus on the IELTS qualification as opposed to co-req literacy in 2025, and who will sit the co-req exams in 2026. Three are working on their remaining 5 literacy credits via tagged standard workshops, three are below L3EAP and we will focus on securing their literacy in conjunction with their ongoing English language learning in 2026, two are more recent arrivals from Europe who will gain literacy in 2026, via the co-req exams. Of our Y11 internationals, 15 do not yet have co-req literacy. Of these, all 15 are below L3EAP and we will focus on securing their literacy in conjunction with their ongoing English language learning in 2026. Seven of these students have gained five of the literacy credits via tagged standards in other subjects. UE attainment - We have 17 students recorded as domestic ELLS in Y13, and 21 international students. Of the 17 domestic ELLS, 10 currently have UE, 3 are likely to gain UE via their externals, 2 were not on UE pathways in 2025 (one is returning in 2026, one is pursuing the trades), one is still working on securing L1 Literacy (and will pursue a university foundation course) and the last student is due to complete his last internal in his English for Academic Purposes course. Of the international students still with us in November 2025 (21), 15 have UE. Of those without UE, one experienced a significant injury and is working to complete her L3 and UE with the International team, three are working to secure UE via their externals, one is focused on first securing L1 Literacy before likely moving into a foundation University programme, and one spent the majority of the year with a significant illness in her home country. Our EAPL faculty has secured greater alignment to Tino Akoranga, updating schemes of work to reflect I do, we do, you do approaches and literacy learnings. New programmes for 2026 are in development, namely our English Preparation courses (EPC) for junior and senior students whose English levels are below, or low conversational levels. Across the faculty, alignment with research-based approaches are being fostered by HOF, Victoria Yun, who has supported the faculty to engage with the ResearchEd Guide to English Language Learning. Victoria supported with all-staff PLD into ELL approaches in Term 4 and will be presenting to LBC Deans team with WIN in W8 to ensure better shared understanding of pathways within EAPL, and for ELL students in the wider school. Additional support and PLD for ELL students in consideration for 2026. Testing procedures for new arrival students has been considered and clarified with office staff and other stakeholders to ensure timely class placements, particularly for later enrolments in January 2026.
	Review our current Aspiring Scholars provision moving towards developing a higher performing Scholarship programme at the school.	• Delivery of Scholars programme aligned to report recomendations from 2024 for 2026. Potential to consider as BAU if Scholars iteration is rejected.	Two classes of Aspiring Scholars scheduled for 2025, a response to increased interest and talented test-takers. Timetabling for 2026 has been insistent on teachers with senior pathways experience, proven track-records of academic success, and proximity to senior scholarship programmes. The latter being a deliberate choice as we see increasing engagement in scholarship from students in Y9-12, alongside increasing parent interest. Enrichment programme for 2026 currently in development, this is considerate both of developing well-rounded scholars, as well as supporting senior scholarship and academic success.
	• Secure and streamline Scholarship provisions at the college, develop equity of preparation programmes across faculties.	• Continued development of recognition of scholarship staff contribution, scholarship staff support, scholarship student privileges, scholarship mentoring/Atawhai, 'in school event opportunities', Year 11 opportunities, tracking systems, staff responsibility and oversight. • Goal of 60 Scholarships for 2025, with 8 or more of those coming from Y11-12. • Development of Scholars Academy for Y10-13 based on 2024 trial approaches.	A higher number of students were entered for scholarship in 2025, with 423 entries compared to the 295 entries we had in 2024. Of those entries in 2024, only 163 students attended or submitted work, a rate of 55.2%. With 36 scholarships achieved, we had a success rate based off all entries, of 12%, or off attending/submitting students of 22%. This is not desirable. In 2025 we are tracking for greater success and engagement. We have scholarship entries in 29 subjects, with new subjects of DTS (formerly the multi-purpose Tech scholarship), Psychology joining, along with refreshed provision of Spanish and German entries. Of the remaining 25 subjects, all but five have increased entries compared to 2024. Health and PE have entered 39 students compared to the 45 in 2024, however secured submissions from 30 of those students compared to the 23 in 2024. Economics restricted their entries in 2025 due to the lack of subject expertise following the departure of ETZ. As such, there were 5 entries compared to the 9 of 2024, but of those 5, 4 attended their exam compared to 4/9 in 2024. Religious Studies had 6 students entered compared to the 7 of 2024, and of those 6, 5 showed up for the exam, compared to the 4 of 2024. Art History had lower entries in 2025, with 3 (and 2 attending the exam) compared to the 5 in 2024 (with 4 attending the exam). This will be an area to develop in 2026. DVC also had a drop, with 9 entries compared to the 15 in 2024, but with a 100% submission rate compared to 2024's 93% submission. Of the 25 subjects with data for the previous year, all but 7 increased the number of students attending or submitting, with 4 of those having equal attendance to the previous year. Art History as discussed above, had lower entries and lower attendance compared to 2024. Biology had 20 students attend out of 30, compared to 20 students attending out of 22 the previous year. Sam Lewis, who led this scholarship believes the exam occuring on the same day as L3 Chemistry affected attendance. Art Design had the same number of entries (7) but fewer submissions (3, compared to 5), an area to be queried with HOF, Helen Kim. DVC has been discussed above, with the 9 submissions being fewer than the 13 recieved in 2024. Economics had an equal submission rate to 2024, and the reasons for the smaller number of entries was discussed above. Photography had an equal rate of submissions compared to 2024, with 3 entered. With Art History, Art Design, and Art Photography all coming from the Art faculty, this is an area to further support in 2026 (the other SCH subject in this faculty, Art Painting has had a slight increase in 2025, moving from 2 submissions out of 5 entries in 2024, to 3 submissions out of 7 entries in 2025).

			Geography had an equal rate of exam attendance in 2025 as with 2024, however numbers remain low and further development will be needed for this programme to align it with the other Social Science scholarship subjects - Psychology (16 entries, 10 attending), History (17 entries, 10 attending), Classics (17 entries, 10 attending) and Religious Studies (6 entries, 5 attending). Social Science would also benefit from bulking up both their attendance and entries in 2026. With all but one exam complete (SC German), we can see that out of the 416 students (423 minus the 7 for German), 263 have attended or submitted their assessments. This gives an engagement rate of 63.2%, an increase of 100 more attenders/submissions on 2024, and a percentage increase of 8% (with higher numbers both overall and attending/submitting skweing this data). Even if we were to only have a success rate of 22% (the success rate of 2024) we would achieve 57.86 scholarships for the college, which is in-line with planned goals. Our focus now moves to securing the scholarship classes for PSY, HST, PHY, ENG, and BIO for 2026. HPE has been postponed due to lack of student selection, this likely being due to the students generally preferring to specialise in Health OR PE, which this course did not allow for.

LONG BAY COLLEGE
Care, create, excel

DRAFT IMPLEMENTATION PLAN
CONNECTIONS, RELATIONSHIPS AND PARTNERSHIPS (WHANAUNGATANGA)

STRATEGIC GOAL 4: Working to strengthen collaborative partnerships between the College and the community to both enhance student learning and provide service within the community

Success Measures: All community stakeholders feel valued, involved and are beneficiaries from their meaningful connection to our school

Strategic Priorities	Strategic Initiatives and Actions	Measures	Commentary
Develop programmes to build a cohesive connection with our current, past and potential external stakeholders.	Develop connections to our Māori community • Establish and develop meaningful and mutually fulfilling relationships with local iwi. • Support whānau to establish leaders, goals and a clear direction for whānau hui. • Establish a partnership with a local Marae. • Identify and foster a positive relationship with a new Kaumātua.	• Visible student and staff noho marae opportunities. • Tangible relationships with iwi, marae, kaumātua and other stakeholders. • Relationship with appropriate iwi formalised Outcomes for iwi partnership (i) Whanaungatanga - Connecting People (ii) Whakapapa/pūrākau – sharing the stories of people and place (iii) Guidance with other initiatives within the school e.g. naming of buildings, carving (iv) Pukapuka kawa – guidance on tikanga with pōwhiri, poroporoaki, karakia and anything else to 'localise' and follow mana whenua kawa.	Throughout 2025, progress was made across cultural capability, iwi partnerships, and the development of key Māori resources to strengthen our school's bicultural journey. **Leadership & Role Development** Across the year, Ben Thomason has supported the staff to learn the school haka which he created. He hascontinued to refine the scope of his role, expressing a desire to act primarily as a *mentor to emerging leaders* rather than as the lead facilitator for events in the role of kaumatua. This shift has been supported by key staff, and a refreshed job description will be completed early 2026 to reflect this direction. A structured annual plan of events and meetings will also be developed to support professional learning and development in this area. **Karakia & Waiata Resource Development** The Karakia and Waiata Booklet has progressed at various stages throughout the year. Discussions have centred on the appropriateness of including the *inoi* section due to its Christian base and the context of a state secondary school. The resource will be shared with staff once finalised and branded for LBC. **Noho Marae & Cultural Experiences** This year saw the continuation and expansion of important noho marae opportunities: • The Kapa Haka group participated in a noho at the Navy Marae and workshopped a new haka required for 2026 Polyfest competitive division. • The Navy Marae has confirmed ongoing support, with capacity to host up to 40 for overnight stays. • Over the 2026-2028 Strategic Plan the intention is for all staff to attend a Marae visit. **Pouwhenua & Iwi Partnerships** Engagement with Ngāti Manuhiri has strengthened, with their guidance around our Pouwhenua Project. Their carver, Hokimai anahera Rosieur, has agreed to support Uenuku Hawira. Discussions continue on how best to balance internal autonomy (acknowledging Ben's perspective that the school is its own iwi) with the responsibility to honour mana whenua in cultural decision making, particularly in relation to carving and narrative resources. The intention is for the sculpture to be revealed during Matariki 2026. **Pukapuka Kawa & Local Stories** COR has made progress on the development of the Pukapuka Kawa and is seeking advice and review before sharing.
	Develop effective relationships with our changing multicultural community. • Develop leadership of additional identified key staff to lead engagement with different ethnic groups. • Provide bilingual information evenings to involve whānau more in student learning.	Greater engagement in growing relationships with parents and families as well as local businesses, service providers and charities which are representative of the changing demographics here: • Staff leaders (especially those who are bilingual) trained effectively - 4-6 staff leaders, 2 meetings with JON per term to discuss multicultural community needs and deliver staff training as required; 80% satisfaction with training and support, with engagement in constructive ideas for moving forwards. • Programme of well promoted annual cultural events identified on the School Calendar, including the Cultural Festival. • A well-promoted programme of opportunities provided to inform parents from overseas how the education system works here and how they can support their teenage children. • LBC Cultural Groups performing on the diversity stage at Polyfest for the first time in our history in 2025.	Confirmed 2026 events for Calendar of Cultural events in addition to Māori hui currently being developed (BAU in 2026) ; key bilingual staff met in Week 8 to formalise cultural clubs, connections and activities - these will subsequently be added to school website; connections with Korean community still being nurtured successfully (2 key staff); with rapidly increasing numbers of Chinese Domestic students, other Chinese staff to be engaged to support and extend the community work of SHX from the start of 2026.

	Promote the quality of our work, externally: • Tino Akoranga to iterate to include Mahi Tahi approach. • Tino Akoranga to iterate to include Mahi Tahi and Maximising Learning Time. • Promote and share Tino Akoranga and Mahi Tahi in appropriate professional networks. • Consider and grow capability of wider Curriculum and Pedagogy team.	• Winner of PMEA or equivalent supreme award • Engage in high prestige conference spaces i.e Research ED. • Develop beacon constructs to showcase the College iternationally with a view to supporting recruitment of high quality staff from overseas and domestically. • Develop apparoaches supportive of regional conferenc ehosting aligned to Tino Akoranga. • Tino Akoranga and Mahi Tahi shared widely in professional networks - locally, regionally, nationally and potentially internationally • Beacon initiative to include the wider array of staff who are well versed and directly engaged with and by related initiatives.	researchED preparations are ongoing. The school website updated with logistical and promotional specifics. Dr Pamela Snow and Tom Bennett have been confirmed as keynotes. Both world leading experts in their respective fields. Social media engagement via X, Facebook and LinkedIN to support the event is also scheduled for late 2025. Expression of interest to present and attend have been received. We continue to work with Michael Johnston and the New Zealand Initiative in relation to researchED. We hosted Whakatane and Hobsonville point, both highly engaged with our Tino Akoranga work.
	Establishing and Developing Alumni Relationships. • Exploring and establishing sponsorship and legacy programmes and fundraising for projects. • Introducing all arms of the school to the Alumni Day celebrations. • Deliver 50 Anniversary celebrations and events in 2025.	• Financial value (income) of Alumni programmes. • 50th Year Celebration coordination.	2025 has been an exceptional year of celebration, community engagement, and alumni connection as we marked the school's 50th Anniversary. The breadth of events delivered, the relationships strengthened, and the foundations laid for future growth reflect a year of significant progress and collaboration. Highlights of the Year • **The Turf Challenge** was very well attended and there is strong potential to increase participation in 2026 and beyond. • **Alumni Sports Day** - A stronger battle than anticipated with the Alumni taking out the overall win. Great opportunity for sport to be highlighted to the wider school. Unfortunately, a large portion of the community do not see the value in this, and many students were absent or signed out for an "appointment". Opportunities remain to further alumni engagement. • **Alumni Show** Unfortunately, due to repeated planning challenges and inability of the show director to meet expectations, the decision was made to cancel the event. The contract was subsequently terminated. • **Gala Dinner** – The Gala Dinner was a standout success, selling out well ahead of time and receiving overwhelmingly positive feedback. Attendees enjoyed a vibrant evening, with celebrations lasting well after the band finished. • **Long Bay Live** – Community Celebration The final event of the 50th calendar, Long Bay Live, was a highly successful community day featuring food trucks, market stalls, stage performances, and large scale outdoor activities. The performance stage played a key role in drawing families and community supporters, and external providers ensured smooth event delivery. The Gold Coast Football trip fundraising car wash raised over $1600 • **Hockey Turf** - Approval for the new Hockey Turf was confirmed, opening the door for legacy sponsorship opportunities and long term alumni involvement. Throughout the year, extensive planning, collaboration, and communication supported the delivery of multiple major events. Weekly planning meetings proved essential in ensuring momentum, addressing concerns, and supporting staff involved in event delivery. After a highly successful year of building strong alumni engagement and community visibility, the **focus for 2026** will shift toward leveraging alumni connections to generate financial value for the school: Legacy sponsorships, strengthened alumni networks and communication, investigate alumni student mentoring, continued development of signature annual events.
	Development of Property Masterplan for LBC into the future.	• Engagement with Government's National Education Growth Plan. • Ascertain required rationalisation with MOE. • Identify a priority list of potential projects, financial implications and MOE requirements.	Engagement with MOE Strategy and Planning Team. School projected growth now acknowledged with predicted role of 2500. Opportunities for roll growth classrooms being explored.
	Enhance the parental engagement experience for whānau. • Links to the reporting intiatives (see exceptional learning). • Ascertain parent/caregiver interest in relation to additional community sessions and respond to interest. • Explore options around on-site courses for community members.	• Seek guidance from community regarding their desired supports and engagement in 2025 T1 community survey. Develop and implement plan based on this feedback.	A lack of community engagement with any advertised events for parents over the past two years indicated that interest in such events was nearly non-existent. Community survey did not indicate strong interest in events for parents either. Initiative discontinued T3 onwards, 2025.

Statement of Variance Summary: 2025 Achievements against Strategic Goals

Overview and supporting commentary

2025 was a significant year for Long Bay College. It was a year in which the College continued to strengthen the culture, systems, relationships and teaching practices that underpin high achievement and strong belonging. Across the four strategic goals, there was clear evidence of progress, both in relation to the specific initiatives identified in the 2025 implementation plan and in the wider development of the College as an ambitious, inclusive and future-focused learning community. The work undertaken throughout the year reflected a deliberate balance between excellence and care, between high expectations and high support, and between honouring the distinct identity of our kura and responding to the changing needs of our students, staff, whānau and community.

While not every initiative was completed in full, and while some areas have appropriately been carried forward into the 2026-2028 Strategic Plan, 2025 represented a year of strong implementation, careful review and important consolidation. The College made meaningful progress in wellbeing, attendance, bicultural and intercultural responsiveness, curriculum design, professional learning, student achievement, sustainability, alumni engagement, property planning and community partnerships. These achievements provide a strong platform for the next stage of strategic development.

Strategic Goal 1: A Culture of Wellbeing, Hauora and Care, Atawhai

Our first strategic goal focused on fostering a climate of safety, extraordinary care and connectedness so that students, staff and whānau are supported to be resilient, healthy and confident in pursuing personal excellence. In 2025, this goal was advanced through significant work in wellbeing, the House system, sustainability and attendance.

A major achievement was the development of the ELL Wellbeing framework. This work was designed to ensure that the Wellbeing Centre is culturally responsive, particularly for English Language Learners and Asian students. Professional learning took place with bilingual staff, international staff and external support services, and weekly liaison meetings were established between the Wellbeing and International teams. The framework design was completed, targeted PLD was delivered, and a consistent approach was prepared for implementation from the start of 2026. This matters because a genuinely responsive wellbeing system must be more than generally supportive. It must understand the lived experiences, cultural contexts and help-seeking behaviours of the students and families it serves.

The House system also developed strongly throughout 2025. House assemblies, led by Manu Taki and student leaders, became more visible and purposeful. House chants were created, digital points reveals generated excitement, and the integrated points system began linking participation, attendance, academic achievement, engagement and school values. A wide range of whole-school House events took place, including Relay for Life, Pink Shirt Day, Jump for Life, the Polar Challenge, Spelling Bee, Rock-Paper-Scissors Battle and the Hole in One challenge. Importantly, the House system became increasingly connected to Atawhai, service and school pride. The community raised more than $30,000 for the Cancer Society, reflecting both generosity and a growing willingness to participate in causes beyond ourselves.

Sustainability was another area of considerable achievement. The College successfully attained Green-Gold status through the Enviroschools programme, confirmed on 18 November. This achievement followed sustained student leadership and school-wide engagement through EnviroWeek, a student-led waste audit, planting projects, community partnerships and an Enviroschools reflection event. The reflection event brought together students, staff and external partners including Auckland Council, Restore Hibiscus Bays, Long Bay Business Association and Orewa College. The College was also recognised by Auckland Council's sustainability team as a beacon school, particularly for its student empowerment framework. This recognition reflects work that is now deeply aligned with our values, our curriculum and our responsibility to act as kaitiaki of our environment.

Attendance remained a priority and an area requiring ongoing focus. The College developed a Draft Attendance Management Plan and a Stepped Attendance Response, STAR, to align with Ministry expectations and strengthen our use of the Student Management System. Attendance by time present was 91% in Term 1, 89% in Term 2 and 87% in Term 3. The more important measure, however, remains the percentage of students attending 90% or more of the time. This improved from 57.7% in 2023 to 59.35% in 2024 and 63.3% in 2025 to date. Although this represents progress, it also highlights that attendance must remain a significant strategic priority. The approval of the updated Attendance Policy, Attendance Management Plan and STAR provides a stronger foundation for clearer communication, earlier intervention and better coordination of internal and external support.

Strategic Goal 2: Diversity, Equity and Inclusion, Te Rerekētanga, Te Tika, Te Whakauru

The second strategic goal focused on committing to the development, growth and dignity of all people, guided by the principles of Te Tiriti o Waitangi, and ensuring that learners, staff and whānau from a diverse range of identities, abilities and experiences are able to thrive within the Long Bay College community. In 2025, the College made strong progress in curriculum alignment, learning support, the visibility of te ao Māori and the breadth of co-curricular and cultural opportunities.

The release of Ministry curriculum updates showed a high degree of alignment between the national direction and the College's own work around knowledge-rich curriculum, maximising learning time and schemes of work. This confirmed that the College's existing strategic direction was well placed. Scheme of work development continued across faculties, with SLT and faculty leadership actively workshopping curriculum design to ensure greater coherence, intentionality and responsiveness. While significant curriculum iteration will continue beyond 2025, and will need to respond to further announcements regarding Years 11-13, the College is strongly positioned to meet Ministry timeframes related to the compulsory English and Mathematics curriculum and the draft curricula planned for 2027.

In Learning Support, the planned buddy system was discontinued in favour of prioritising core learning support work, including the development of schemes of work and more sustainable working practices within the faculty. This was an appropriate variance from the original plan, as the focus shifted to the work most likely to support long-term consistency and effectiveness. Wider teaching staff were supported through ongoing links to the 2024 neurodiversity PLD series and its reiteration through the 2025 edition of Tino Akoranga. Additional PLD on literacy approaches for neurodiverse learners took place in Term 4, and Learning Support staff engaged in external PLD. The iDeal structured literacy programme showed pleasing early outcomes for students working to access the New Zealand Curriculum.

The visibility of te ao Māori strengthened materially in 2025. A pouwhenua for the front of reception was commissioned, with Uenuku Hawiri contracted as carver and artist, and Matua Vern Rosier contributing to the narrative and cultural dimensions of the project. The Māori school logo was used as the foundation for a new reception sign, and a new House Trophy incorporating Māori design elements was created. Kapa haka continued to grow in strength and presence, with the group performing at Polyfest in 2025 and preparing to return in 2026 in the entry level competitive division. New kapa haka uniforms were produced and worn at Matariki, while work continued towards the gradual procurement of piupiu and the design of new korowai. These developments are significant because they move te ao Māori from aspiration to visibility, from statement to practice, and from occasional recognition to a more embedded expression of who we are as a kura in Aotearoa.

The College also expanded opportunities for student identity, leadership and participation through clubs, cultural groups and activities. Kapa haka and Dragon Dance debuted at Polyfest in 2025. New clubs included Science Fair Club, Letters to Strangers, 3D Modelling Club and Laser Cutting Club, with VEX Robotics and EVolocity under review for 2026. A Clubs Directory was established through the O365 Teams platform, and clubs and activities were more visible at enrolment evenings, using student leadership to promote opportunities directly to prospective families. The Duke of Edinburgh programme came under new leadership, with coordination improving and additional opportunities being explored. This work reflects the College's commitment to a broad, inclusive and active school experience in which students can see themselves, contribute, belong and lead.

Strategic Goal 3: Exceptional Learning, Tino Akoranga

The third strategic goal focused on providing an exceptional, responsive learning environment in which staff and student needs are met through high quality, learning-centred education. This remained one of the most significant areas of strategic progress in 2025. The College continued to strengthen professional learning, Mahi Tahi, curriculum design, communication with parents and targeted support for priority learners and English Language Learners.

The 2025 PLD series supported greater implementation of explicit instruction across classrooms through the Maximising Learning Time focus in Term 1 and its integration into schemes of work in Term 2. In Terms 3 and 4, the focus shifted to literacy, with staff learning centred on tiered vocabulary instruction, reading complex academic texts, academic writing, structured talk, tandem teaching of reading and writing, and interventions for neurodiverse and English Language Learners. This PLD was directly aligned with Tino Akoranga and strengthened the College's shared understanding of what high quality teaching looks like in practice.

Mahi Tahi also continued to develop as a driver of pedagogical improvement and relational trust. The updated Mahi Tahi plan was designed to build on the gains of 2025 and secure the approach for 2026 with minimal change, reflecting staff feedback that remained highly favourable. This is significant because sustainable improvement in teaching is not achieved through disconnected initiatives. It is achieved through shared language, repeated practice, professional trust, and disciplined attention to the classroom conditions that support learning.

Curriculum design remained a major focus. The College's work in 2024 and 2025 positioned us well in relation to the curriculum refresh and proposed qualification changes. A review of timetable and curriculum structures is underway, with future decisions to be informed by pending announcements regarding the senior curriculum, confirmed junior curriculum and changes to the national qualification. The College's approach to schemes of work, explicit instruction, literacy, co-requisite readiness and word knowledge assessment provides a coherent base for responding to further national change.

Communication with parents and caregivers was also reviewed. The College recognised that roll growth has made one evening of parent interviews increasingly difficult to sustain, with heavy junior loads creating access issues for both staff and parents. From 2026, parent interviews will move to two nights, while retaining five-minute interview slots. Reporting was also reviewed in light of Ministry direction around progress indicators tied to curriculum levels. The College intends to add a once-termly progress indicator report across all subjects for Years 9-13, working alongside engagement entries and assessment reporting. Checkpoint comment reporting will be discontinued, with greater priority placed on teachers providing individualised feedback directly to students and on parents receiving regular insight into engagement.

Targeted support for Māori and Pasifika learners remained a key part of the Exceptional Learning goal. Te Manawanui operated across Years 9-11, with mentors supporting students through academic tracking, pathway planning, exam preparation, attendance and engagement conversations. Senior mentoring continued for Year 12 and Year 13 Māori and Pasifika students, although the year also revealed challenges, including increased student numbers, limited staffing and the need for more intensive outreach for some senior learners. Importantly, the College secured Talanoa Learner Support Programme funding of $20,000 per year for two years, with the right to apply for a third year, to support a homework and tutoring initiative for 25 Pasifika learners from Term 1 2026. The Achievers Programme is also being reconsidered for 2026 as part of a strengthened tiered mentoring system.

Provision for English Language Learners was carefully reviewed. Testing procedures for new arrivals were clarified to support prompt class placement, staff PLD strengthened understanding of ELL needs, and the EAPL faculty aligned schemes of work more closely with Tino Akoranga and “I do, We do, You do” approaches. New English Preparation Courses for junior and senior students whose English levels are below, or at low conversational levels, are being developed for 2026. The College also monitored co-requisite and University Entrance pathways carefully for domestic and international ELL students, identifying students requiring tagged standards, further workshops and additional language development support.

Scholarship and academic extension also strengthened significantly in 2025. Two Aspiring Scholars classes were scheduled in response to increased interest and strong testing results. Scholarship entries increased to 423 in 2025, compared with 295 in 2024. With most scholarship assessments complete, 263 students had attended or submitted assessments from 416 entries, representing an engagement rate of 63.2% and an increase of 100 attenders or submissions compared with 2024. This indicates a stronger culture of participation and academic ambition, and provides a firmer base for the continued development of scholarship pathways in 2026.

Strategic Goal 4: Connections, Relationships and Partnerships, Whanaungatanga

The fourth strategic goal focused on strengthening collaborative partnerships between the College and the community so that student learning is enhanced and service within the community is strengthened. In 2025, this goal was particularly evident through iwi and marae relationships, multicultural engagement, professional networks, alumni development, property planning and review of parent engagement

Progress was made in strengthening Māori partnerships and cultural capability. Ben Thomason supported staff learning of the school haka and continued to refine his role, with a future focus on mentoring emerging leaders. Work progressed on the Karakia and Waiata Booklet, with careful consideration of content and context as a state secondary school. Noho marae opportunities continued and expanded, with the kapa haka group participating in a noho at the Navy Marae and workshopping the new haka required for the 2026 Polyfest competitive division. The Navy Marae confirmed ongoing support, including capacity to host up to 40 people for overnight stays. Over the next strategic plan, the College intends for all staff to attend a marae visit.

Engagement with Ngāti Manuhiri strengthened through the Pouwhenua Project. Their carver, Hokimai-anahera Rosieur, agreed to support Uenuku Hawira, and discussions continued regarding how best to honour mana whenua while acknowledging internal school identity and autonomy. The intention is for the pouwhenua to be revealed during Matariki 2026. Work also progressed on the Pukapuka Kawa and local stories, supporting the College's ongoing effort to understand and express tikanga, pūrākau and the cultural narratives of place with greater depth and respect.

The College continued to respond to its changing multicultural community. Confirmed 2026 cultural events were being developed, key bilingual staff met to formalise cultural clubs and activities, and these will be added to the school website. Relationships with the Korean community continued to be nurtured, and the College identified the need to extend engagement with Chinese domestic students in response to rapidly increasing numbers. This work recognises that whanaungatanga must include both bicultural responsibility and intercultural responsiveness.

Externally, the College continued to promote and share the quality of its work through professional networks. Preparation continued for researchED, with Dr Pamela Snow and Tom Bennett confirmed as keynotes. The school website was updated with promotional and logistical information, and social media engagement was scheduled. The College continued to work with Michael Johnston and the New Zealand Initiative and hosted visits from Whakatāne and Hobsonville Point, both of whom were highly engaged with the College's Tino Akoranga work. This reflects the growing reputation of Long Bay College as a school willing to contribute to sector improvement, not simply benefit from it.

The 50th Anniversary made 2025 an exceptional year for alumni connection and community engagement. The College delivered a broad programme of events, including the Turf Challenge, Alumni Sports Day, Gala Dinner and Long Bay Live. The Gala Dinner sold out well ahead of time and received very positive feedback. Long Bay Live was a highly successful community celebration, featuring food trucks, market stalls, stage performances and large-scale outdoor activities. The Gold Coast Football trip fundraising car wash raised more than $1,600. Approval for the new Hockey Turf was also confirmed, creating future opportunities for legacy sponsorship and long-term alumni involvement.

Property planning also advanced. Engagement with the Ministry of Education Strategy and Planning Team continued, and the school's projected growth has now been acknowledged, with a predicted roll of 2,500. Opportunities for roll growth classrooms are being explored. This remains a critical area for the College, given ongoing growth and the importance of ensuring the physical environment can support the scale, curriculum and community needs of the school.

One initiative that did not continue was the development of additional parent community sessions. The College reviewed the very low levels of community engagement with advertised parent events over the previous two years, and the community survey did not indicate strong interest in further events. As a result, this initiative was discontinued from Term 3 onwards. This was an appropriate example of responsive strategic review. Not every initiative should continue simply because it was planned. Where evidence indicates limited value or limited community demand, it is appropriate to redirect energy toward those forms of engagement that are more likely to benefit students and families.

Concluding Comment

Overall, 2025 demonstrated that the College's strategic direction was both ambitious and well grounded. Across wellbeing, inclusion, teaching and learning, community partnership and school identity, the College made substantial progress. Some work is complete, some has been deliberately refined, and some will continue into the next strategic cycle. That is appropriate for a school of our size and pace of development. The achievements of 2025 reflect a community that is clear about its values, increasingly coherent in its systems, and determined to ensure that students experience both belonging and excellence. The next phase of work will be to sustain this momentum, sharpen our measures, and continue aligning resources, people and practice around the outcomes that matter most for our students.

Overall NCEA Achievement

NZQA statistics are based on an enrolment measure. Students enrolled with the school for 70 calendar days or more count towards Long Bay College data. Only domestic students are included in the statistics. Up to 3 ethnicities are recorded for each student. Students are put against all three ethnicities in the statistics.

The following table shows the number of students that were included in our NZQA statistics for 2025 and how many could access the qualification by being enrolled in either 80 (level 1 only) or 60 credits (levels 2 & 3). An important factor to consider is that due to Covid, 2020 to 2022 results included Learning Recognition Credits and Unexpected Event Grades and lower thresholds for some NCEA qualifications which perhaps inflated some results.

FSB = Few Socioeconomic Barriers (schools with similar equity indices to Long Bay College)

Level	Number of students in year level	Entered for sufficient credits
Y11 - NCEA Level 1	388	366
Y12 - NCEA Level 2	313	303
Y13 - NCEA Level 3	291	283
13 - UE	291	283

NZQA Scholarship Achievement

2025 saw unprecedented success for our students in NZQA Scholarship Examinations with a record-breaking year for our students and school

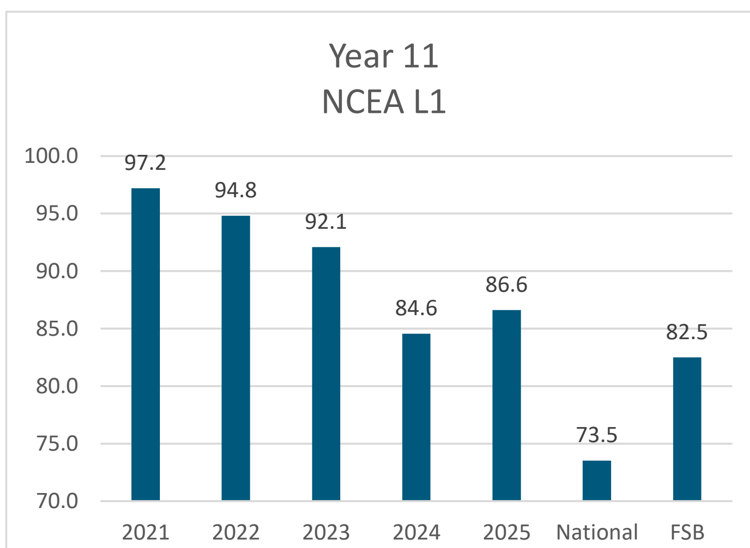
Number of Scholarships: 85
Number of Outstanding Scholarships: 8
3 Top in Subject: Design and Visual Communication, Earth and Space Science, Digital Technologies
1 Premier Scholar

Level 1

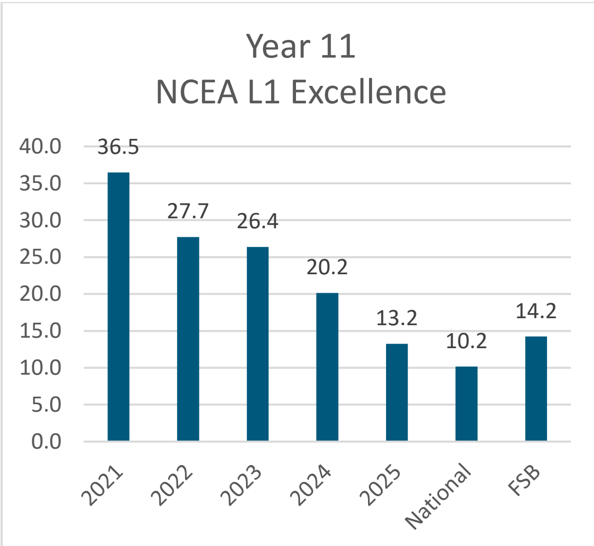
In 2025, we had 317 Year 11 students achieve NCEA Level 1.

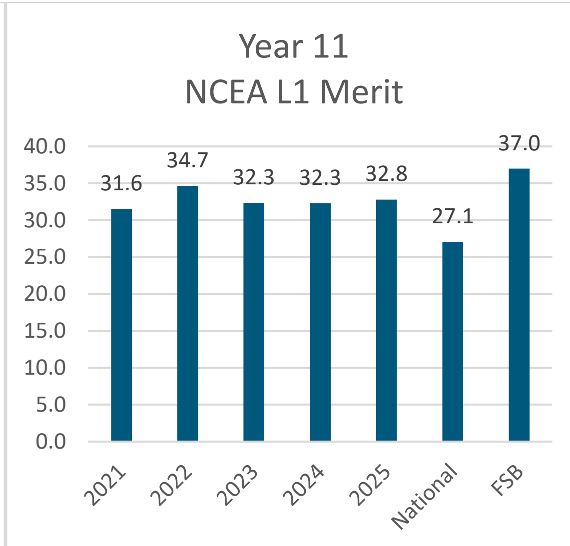
The achievement rate is significantly above the national average and exceeds FSB average.

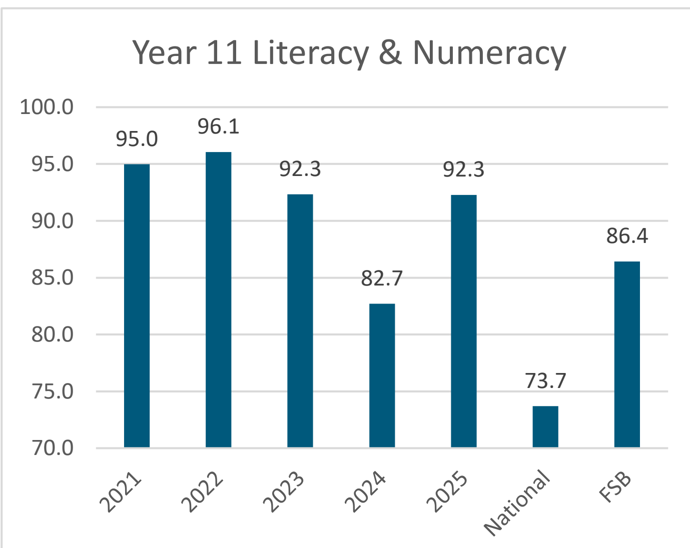
This data is based on the number of students who participated in NCEA Level 1 rather than the number who were enrolled in Year 11. This has dropped from approximately 8000 in 2021 to 5150 in 2025 for FSB schools following the introduction of the new NCEA Level 1 standards and qualification in 2024.



The total endorsements at Level 1 decreased on 2024 by 6% to 41.1%. Note the endorsement rates are based on the number of students who pass the NCEA Level, not the total number who participate.







Literacy and Numeracy

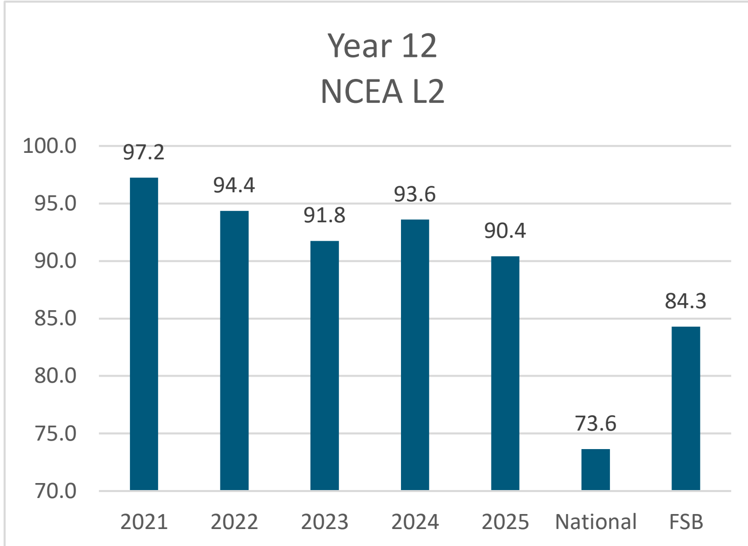
Our Year 11 students' achievement of the NCEA Co-requisite (Literacy and Numeracy) (92.3%) exceeds the national average and Few Socioeconomic Barriers (School Equity Index Band) average.

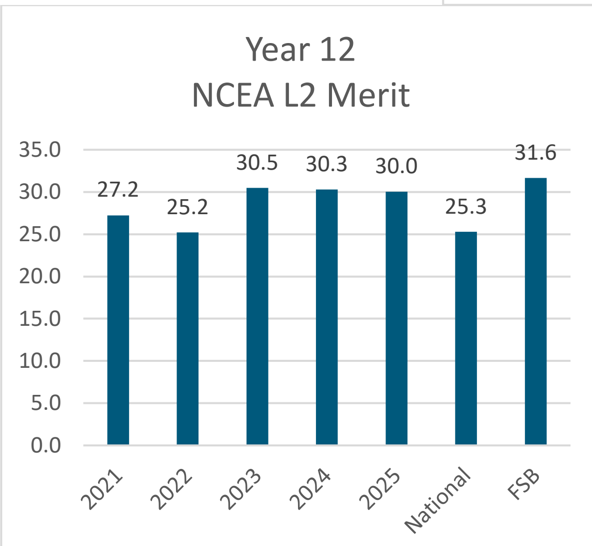
There has been a considerable improvement in this measure since 2024 when the new corequisite requirements began.

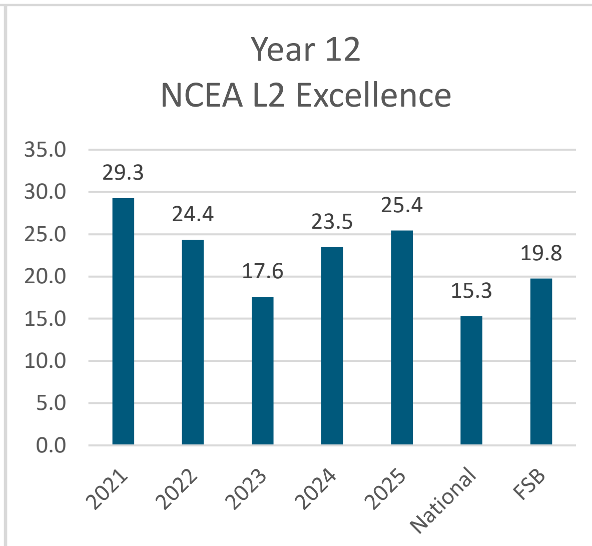
Level 2

The NCEA Level 2 qualification was achieved by 90.1% of our students. This is significantly above the national and FSB band rates.

The overall endorsement rate at Level 2 has improved with over half the students who gained NCEA Level 2 gaining it with an endorsement (55.7% compared to 53.2% in 2024).



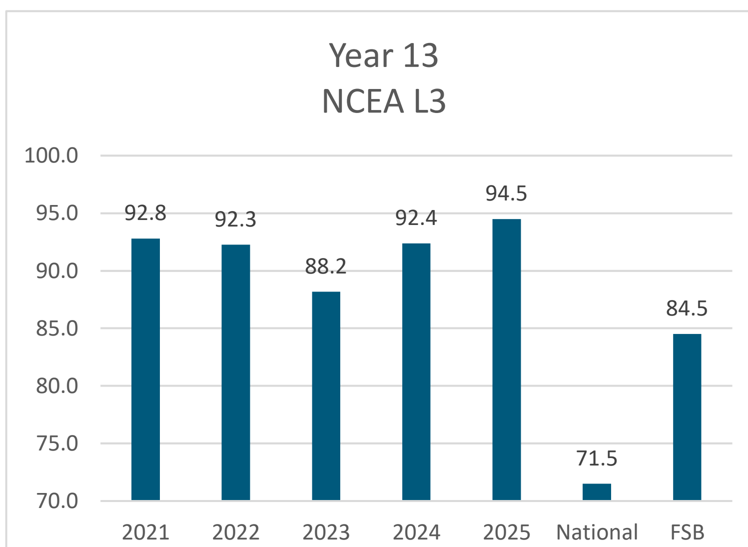




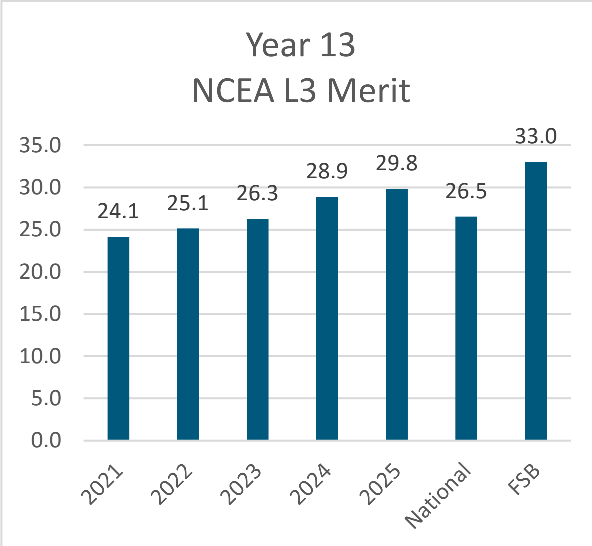
Level 3

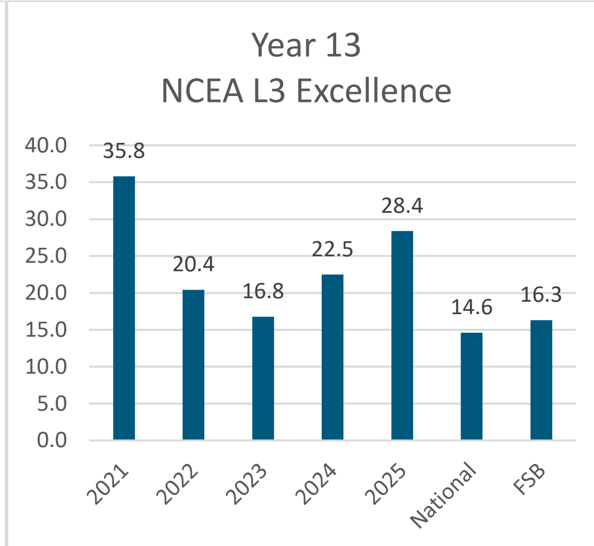
93.5% of our Year 13 students gained NCEA level 3 in 2025 which is significantly above both the national and FSB band rates. Of the 291 students included in NZQA stats, 283 were entered for 60+ level 3 credits and 272 passed level 3.

Both excellence and merit endorsement rates have increased again, with an increase of 7.7% overall from 2024. This means that 59% of students who gained NCEA Level 3, gained it with an endorsement.



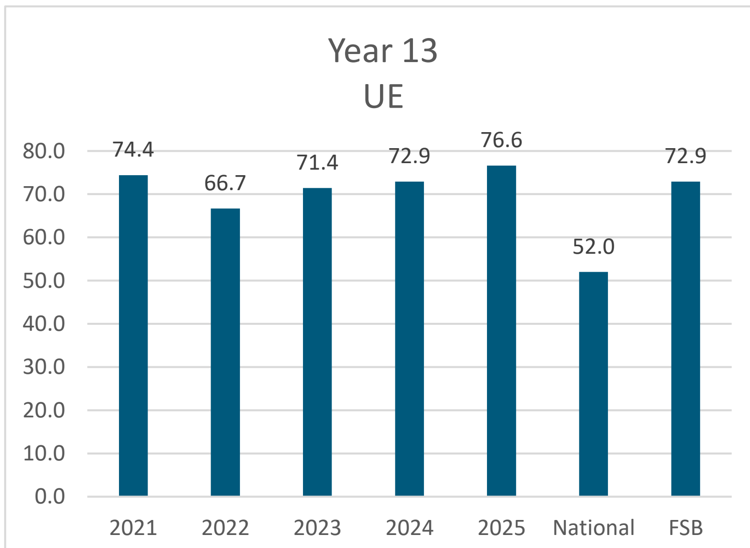
We had six year 12 students gain NCEA Level 3 in 2025, four with excellence endorsement.





University Entrance

Year 13 students may work towards the University Entrance (UE) qualification. In 2025, we had our highest ever rate of UE achievement with 218 year 13 students gaining this qualification.



Literacy and Numeracy Common Assessment Activities (CAA)

These stats include **all** Long Bay College students (current and left) who attempted and received a grade in either assessment window in 2025.

Students must achieve both Reading and Writing CAAs to gain the Literacy component of the co-requisite. Passing Numeracy CAA means that students have the Numeracy component of the co-requisite.

The literacy and numeracy statistics listed for Year 11 students above include some who have used the alternative pathway to gain the Literacy and/or Numeracy components of the co-requisite. The alternative pathway requires students to pass 10 credits of additional tagged Achievement Standards (internals or externals). This is similar to pre-2024 but there are much fewer tagged Achievement Standards available in the new NCEA.

Domestic Long Bay College students

Standard	Year Level	Overall 2025			National	Fewer
		Participating	Achieved (n)	Achieved (%)	Achieved (%)	Achieved (%)
Reading	10	390	343	87.9%	79.0%	-
	11	74	39	52.7%	63.3%	-
	12	21	12	57.1%	53.2%	-
	13	7	2	28.6%	53.9%	-
	Total	492	396	80.5%	-	82.6%
Writing	10	388	334	86.1%	75.2%	-
	11	85	49	57.6%	61.5%	-
	12	21	13	61.9%	49.5	-
	13	8	3	37.5%	51.5%	-
	Total	502	399	79.5%	-	81.1%
Numeracy	10	392	338	86.2%	69.9%	-
	11	106	71	67.0%	55.4%	-
	12	32	15	46.9%	47.7%	-
	13	3	3	100.0%	49.2%	-
	Total	533	427	80.1%	-	80.1%

International Long Bay College students

Standard	Year Level	Overall 2025		
		Participating	Achieved (n)	Achieved (%)
Reading	10	16	5	31.3%
	11	20	8	40.0%
	12	22	15	68.2%
	13	6	2	33.3%
	Total	64	30	46.9%
Writing	10	18	4	22.2%
	11	21	8	38.1%
	12	24	16	66.7%
	13	7	2	28.6%
	Total	70	30	42.9%
Numeracy	10	20	15	75.0%
	11	19	15	78.9%
	12	14	10	71.4%
	13	1	1	100.0%
	Total	54	41	75.9%

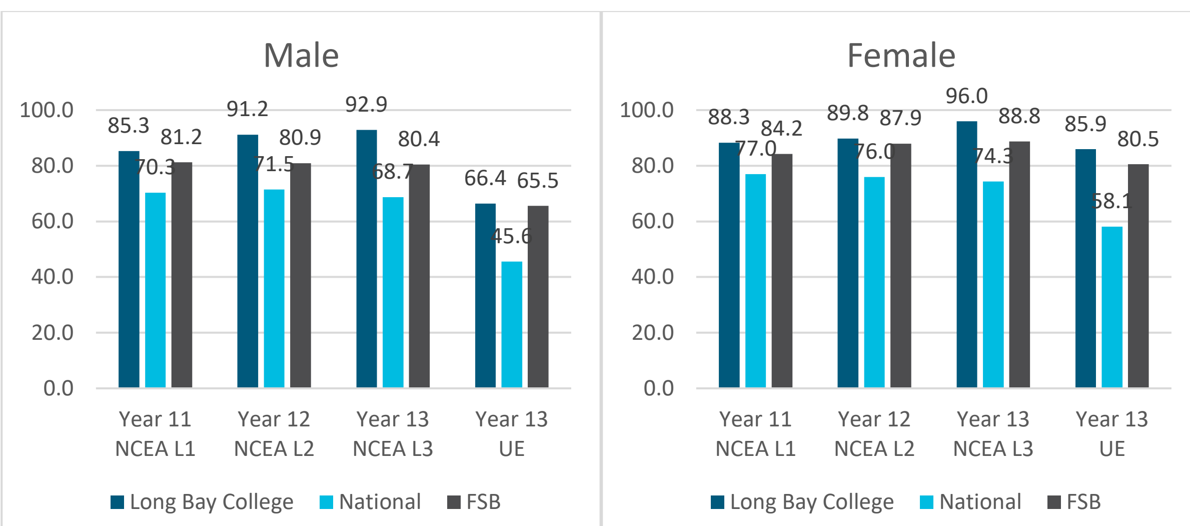
Māori Long Bay College students

Standard	Year Level	Overall 2025			National
		Participating	Achieved (n)	Achieved (%)	Achieved (%)
Reading	10	38	31	81.6%	-
	11	3	2	66.7%	-
	Total	41	**33**	80.5%	61.4%
Writing	10	37	33	89.2%	-
	11	6	5	83.3%	-
	Total	43	**38**	88.4%	55.9%
Numeracy	10	39	29	74.4%	-
	11	6	2	33.3%	-
	12	2	0	0.0%	-
	Total	47	**31**	66.0%	47.8%

Pasifika Long Bay College students

Standard	Year Level	Overall 2025			National
		Participating	Achieved (n)	Achieved (%)	Achieved (%)
Reading	10	10	8	80.0%	-
	11	1	1	100.0%	-
	Total	11	**9**	81.8%	54.0%
Writing	10	9	9	100.0%	-
	11	1	1	100.0%	-
	Total	10	**10**	100.0%	55.3%
Numeracy	10	10	6	60.0%	-
	11	4	3	75.0%	-
	Total	14	**9**	64.3%	39.7%

Gender



Both our female and male students have achieved at a higher level in all qualifications than the comparison populations.

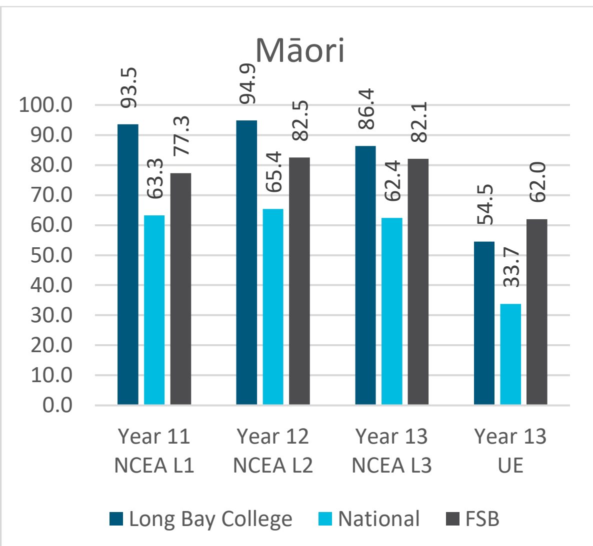
Ethnicity

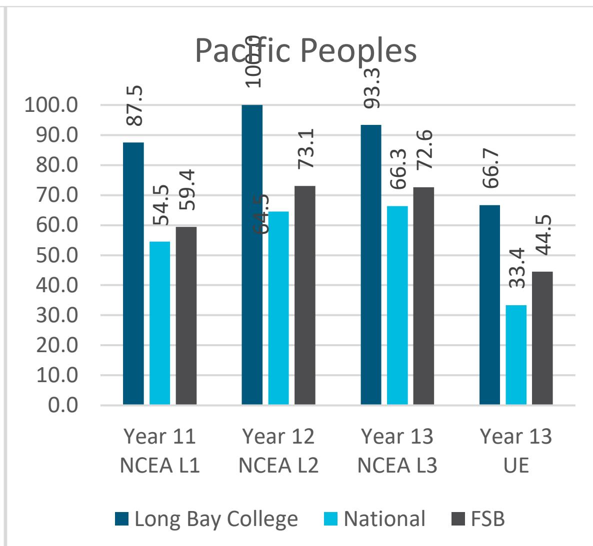
Ethnicity reporting uses total response methodology so some students may appear in more than one ethnicity grouping.

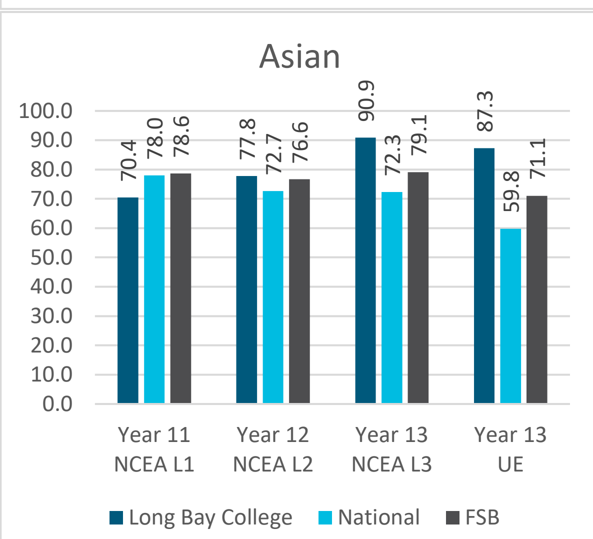
At NCEA Level 3, we had 22 students who identified as Māori. Nineteen passed Level 3 with ten of them gaining endorsements and 12 gaining University Entrance. Fifteen students identified as belonging to the Pacific Peoples ethnicity, fourteen passed with ten gaining both an endorsement and UE.

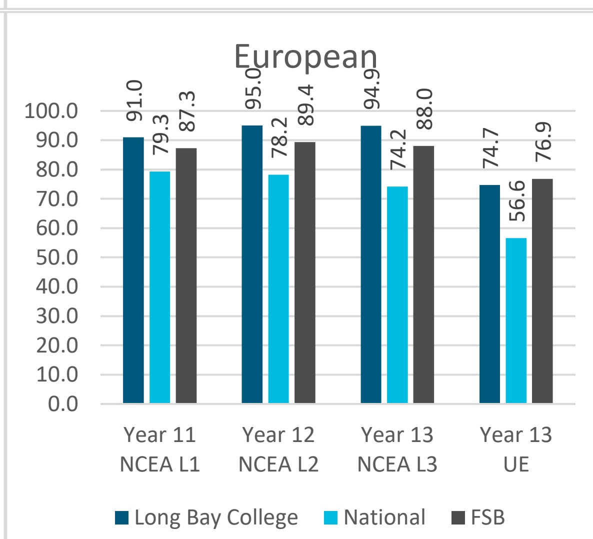
In year 12, there were 39 students identifying as Māori with 38 entered for sufficient credits. Of these students, 37 passed Level 2 with 15 gaining endorsements. Nine students identified as Pacific Peoples with all passing Level 2. Two students gained an endorsement.

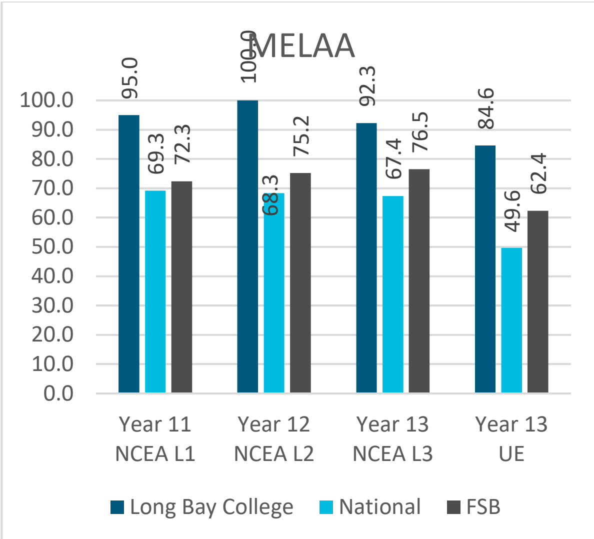
There were 35 students identifying as Māori in year 11 in 2025. There were 31 students entered for sufficient credits (80+ level 1 credits) with 29 gaining NCEA Level 1. Fifteen students gained an endorsement. There were eleven students who identified as Pacific Peoples, eight were entered for sufficient credits with seven passing Level 1.

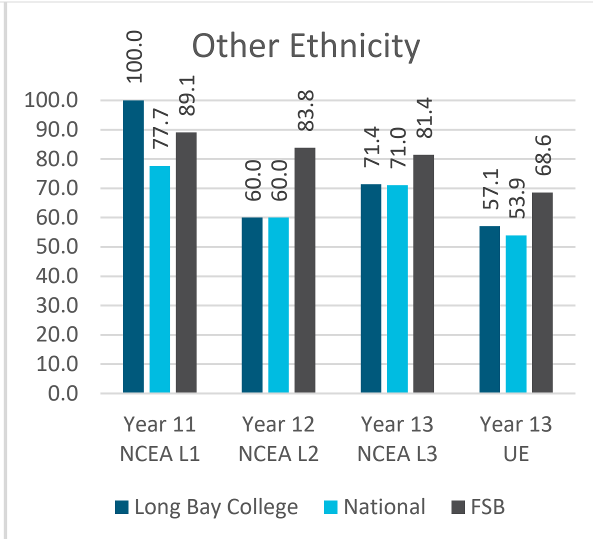




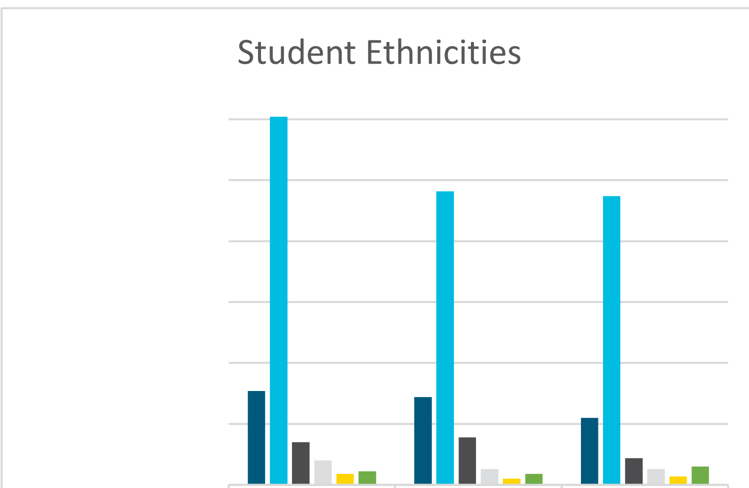








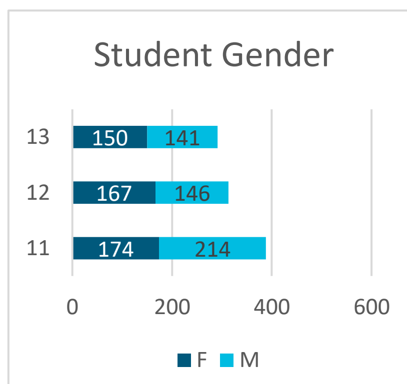
Profile of Students Included in Long Bay College NZQA Statistics



	11	12	13
Asian	77	72	55
European	302	241	237
Māori	35	39	22
MELAA	20	13	13
Other Ethnicity	9	5	7
Pacific Peoples	11	9	15

Students are included in up to three ethnicity groupings depending on the ethnicities that they identify with.

Based on NZQA data of students included in our NCEA statistics.



Junior Achievement

Junior students complete end of year (EOY) exams in English, Mathematics, Science and Social Science. Results have been analysed by converting grades to values. Therefore, the highest average value possible is 5.

Grade	Value
Beginning	1
Developing	2
Achieved	3
Merit	4
Excellence	5
Not Submitted, Absent, Not yet assessed, Not Attending, Not Applicable, Not entered	Not counted

Year 10

In 2025, there were 15 Year 10 core classes including one for Aspiring Scholars (AS) and two for students who require academic English support (EAP) due to English not being their native/home language. Each core class does English (or EAP), HPE, Science and Social Science (or EAP) together.

* Mathematics is not taught within the core class, instead it is taught separately with one enrichment class, 10MTR, doing NCEA Level 1 standards. These students are not included in the Year 10 Mathematics results below as they completed NCEA Level 1 assessments instead of the school end of year Mathematics exam. Consequently, the data below is missing the high achieving Mathematics students. These students are included in the other subjects.

Average grade in EOY exams for students in each core class:

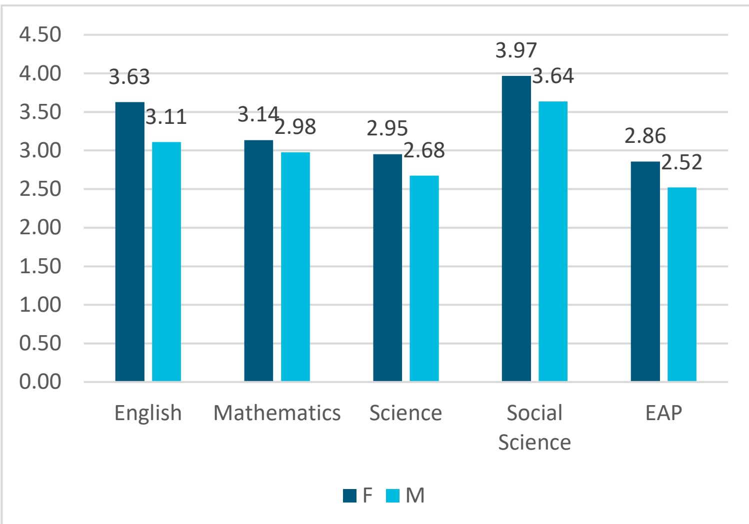
	ENGLISH	MATHEMATICS	SCIENCE	SOCIAL SCIENCE	EAP
10BR	3.16	2.94	3.05	3.91	
10CH	3.08	3.30	2.93	3.43	
10KG	2.81	2.92	2.50	3.58	
10KM		2.94	1.33		2.38
10LA	2.67	2.63	2.71	3.21	
10LN	3.71	3.59	3.04	3.83	
10MB	3.48	2.94	3.15	3.93	
10MP	3.46	2.68	2.57	3.87	
10MY	3.50	3.11	2.63	3.92	
10MZ	3.40	3.07	2.52	3.64	
10SC	3.41	3.23	3.04	4.16	
10SD		3.69	2.41		2.92
10WH	4.50	3.95	4.47	4.79	
10WM	3.18	2.65	2.64	3.59	
10YC	3.33	2.74	2.62	3.63	
Grand Total	**3.36**	**3.05**	**2.81**	**3.80**	**2.67**

An average grade of 3.0 would indicate that on average the class was at or above achieved level in that subject.

10WH is the Aspiring Scholars class and as expected the average grade for students in this class is higher than the others. The Mathematics average reflects the 10 students who are in 10MO but NOT in the Mathematics Enrichment class.

10KM and 10SD are the two English for Academic Purposes core class. These classes completed English and Social Science focused exams that were related to their course as well as the Science and Mathematics exams that were common to the year group.

Average grade in EOY exams by gender:

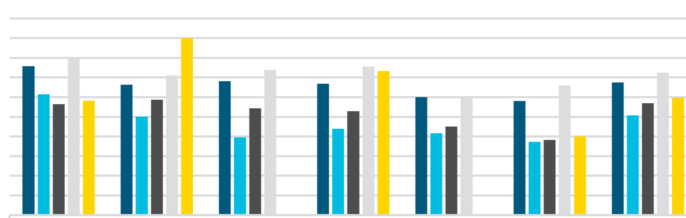


This chart indicates that females are achieving at a higher grade than males in these subject areas.

The gap is least significant in Mathematics, with males achieving a slightly higher average, and most notable in English, Social Science and EAP. The average gap is less significant in 2025 than in 2024 (0.16 compared with 0.26).

Average grade in EOY exams by ethnicity:

All ethnicities are achieving a higher average in Social Science followed by English with the Science average lowest for all ethnicities, except MELAA. Two classes of students completed EAP instead of English.



	Asian	European	Māori	MELAA	Other	Pasifika	Overall
English	3.79	3.32	3.41	3.34	3.00	2.90	3.38
Mathematics	3.07	2.51	1.98	2.19	2.08	1.86	2.54
Science	2.82	2.93	2.71	2.64	2.25	1.91	2.85
Social Science	3.99	3.55	3.69	3.78	3.00	3.30	3.63
EAP	2.91	4.50		3.67		2.00	2.99

English Mathematics Science Social Science EAP

Note there will not be 10MTR (Mathematics Enrichment) students in mathematics averages of this chart.

Year 9

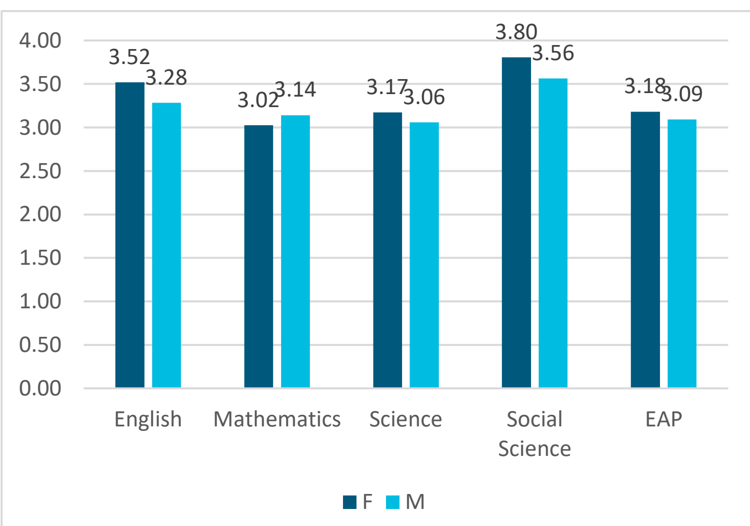
In 2025, there were 14 Year 9 core classes including one for Aspiring Scholars (AS) and one for students who require academic English support (EAP) due to English not being their native/home language. Each core class does English (or EAP), HPE, Mathematics, Science and Social Science together.

	ENGLISH	MATHEMATICS	SCIENCE	SOCIAL SCIENCE	EAP
9GH	3.55	3.07	3.04	3.44	
9HA	3.22	2.95	3.03	3.58	
9KA	3.56	2.91	2.98	3.70	
9LE	4.48	4.60	4.29	4.20	
9LU		3.71	2.31		3.14
9LW	3.28	3.03	3.35	3.52	
9NW	3.63	2.98	3.33	3.77	
9PC	2.93	2.81	2.84	3.44	
9PR	3.32	2.81	2.87	3.77	
9PT	3.40	3.20	3.17	3.64	
9RI	2.91	2.90	3.10	3.79	
9RR	3.33	2.25	2.87	3.15	
9TQ	3.29	3.04	3.34	3.95	
9TR	3.37	2.98	2.98	3.85	
Grand Total	**3.40**	**3.08**	**3.11**	**3.68**	**3.14**

An average grade of 3.0 would indicate that on average the class was at or above achieved level in that subject.

9LE is the Aspiring Scholars class and as expected the average grade for students in this class is higher than the others.

9LU is the English for Academic Purposes core class. This class completed English and Social Science focused exams that were related to their course.

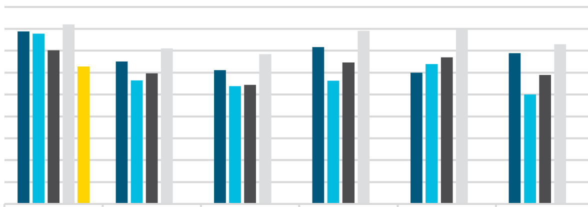


Average grade in EOY exams by gender:

This chart indicates that females are achieving at a higher grade than males in all subject areas, except Mathematics.

The gap is least significant in EAP and most notable in English and Social Science.

Average grade in EOY exams by ethnicity:



	Asian	European	Māori	MELAA	Other	Pasifika
English	3.94	3.25	3.06	3.58	3.00	3.44
Mathematics	3.89	2.82	2.69	2.82	3.20	2.50
Science	3.51	2.98	2.72	3.23	3.35	2.95
Social Science	4.10	3.55	3.42	3.95	4.00	3.65
EAP	3.14					

English, Mathematics, Science, Social Science, EAP

The Mathematics average is the lowest for all ethnicities except Asian and Other. Social Science has the highest average for all ethnicities.

Evaluation of the school's students' progress and achievement

Initiatives
Analysis of Variance considerations informing strategic direction and approaches. Our Quality Assurance (QA) data supports reflection, iteration and development of our junior and senior courses. That development highly considerate of the national curriculum refresh and proposed changes to the national secondary qualification. The regular and ongoing support of our middle leaders by our Senior Team scaffolding QA process and the related curriculum design and implementation action plans that in themselves are a significant driver of our staff and organisational capability and capacity to drive, analyse and evaluate student progress and achievement. Specifics relating to our iteration of Curriculum and Pedagogy across the faculties of the College can be found here Action Plan summaries - curriculum and pedagogy 2026. These initiatives are grounded in improving student outcomes and research informed, high impact pedagogy as described in our College's guide to teaching and learning – Tino Akoranga - https://www.longbaycollege.com/wp-content/uploads/2026/02/Tino-Akoranga-2026v3.pdf
Data
Please see the statement of variance – page 6, that section providing commentary in relation to wider school achievement data sets. NCEA data is directly considered by our wider staff as part of the QA process. Student performance in achievement and unit standards for all NCEA courses is collated and considered. This data analysis and evaluation is further supported by comparison to schools in equivalent equity bands, national averages and our own performance in prior years. To support portability of data and to support greater data literacy across the wider teaching staff, in 2025 we increased our use of grade point average (GPA) data metric. GPAs provided to Heads of Faculty and Curriculum leaders as a measure of the achievement of students within a course, and the achievement of a student across their courses. These supporting comparison year on year across standards, priority learner groups, staff, courses and Faculties. GPAs are numerically based on a 0-6 rating.

0	1	2	3	4	5	6
The average grade achieved by students is equivalent a Not Achieved.	The average grade achieved by students is equivalent to between Not Achieved and Achieved.	The average grade achieved by students is equivalent an Achieved.	The average grade achieved by students is equivalent to between Achieved and Merit.	The average grade achieved by students is equivalent to a Merit.	The average grade achieved by students is equivalent to between Merit and Excellence.	All students are achieving at excellence level in every assessment.

Staff are provided with clear supportive professional learning and clear protocols to support effective use of the metric. A GPA of 4.0 indicative of an Achievement standard based Senior Course supporting high levels of Academic Achievement. A GPA of 2.0 for a Unit standard based Senior course indicative of that course performing well.

The data provides for analysis of priority learners and consideration of gender and ethnicity variance in the students on courses. 2025 Average Credits and GPA .xlsx

Junior and Senior assessment calendar data supports responsive interventions and informs curriculum design, discussion and support by SLT of Faculty and subsequent reporting in QA. Please note that the Junior and Senior assessment calendar data allows for responsive tracking of all students. This supporting changes in programme and approach for individuals and groups at the College were needed as well as informing our wider consideration of the efficacy of our programmes of study. Course of study review in QA directly informing Faculty and school wide inquiry focused on improving student outcomes across the school. Development and delivery of strategic action plans our historic practice.

Outcomes

For 2026 all faculties are asked to develop two Action Plans that consider two shared initiatives.

These include:

Action Plan Curriculum Design	Action Plan Curriculum Implementation
All courses within a faculty needing to have Schemes of Work that are aligned with school wide models as described in Tino Akoranga. In 2026, faculties are asked to develop and iterate their **schemes of work** to incorporate the school-wide approaches detailed below.	All courses within a faculty applying practices from Tino Akoranga, supported through collective approaches and enacted schemes of work. In 2026, faculties are asked to develop and iterate **collective, consistent, and deliberate practices** supportive of the school-wide approaches detailed below.

With Faculty asked to consider:

Key student outcomes for senior courses
University Entrance pathway achievement standard based courses achieving a course **GPA of 4.0 or above** All unit standard based courses achieving a course **GPA of 2.0**

Report on how the school has given effect to Te Tiriti o Waitangi

Initiatives
Professional Learning and Development In 2024 Long Bay College staff completed an Aromātai self-reflection survey, indicating their next steps for learning in the culturally responsive and culturally competent elements of their practice. Staff were asked to reflect on their goals and state improvement within their Professional Growth Cycle. This survey continued to provide insight regarding staff perceptions of their own abilities in these spaces. The Aromātai findings were also used to shape professional learning in 2025, with staff provisioned with learning around culturally responsive practice, cultural competency and Te Tiriti partnership. Long Bay College staff have also continued embedding our school waiata, Tāmaki Herenga Waka E, composed by Huia King and Rhianna Maker. Staff engaged with learning across 2023- 2025 to support their knowledge not just of the song but also of the meaning of the lyrics. In 2026 we plan to make this a feature of our Professional Learning Short Courses where staff who are new to Long Bay College or require further support can meet in a smaller group over a number of weeks to learn the waiata. In 2025, our staff began to learn our school haka, Oreore Ko Ana, written and supported by Ben Thomasen, former Head Boy. This has continued in 2026 with the staff gaining in confidence and committed to performing this for our Year 13 Leavers at the end of the year. In 2025 we chose to support staff in learning Te Reo Māori. Staff (10) were selected to be involved were provisioned with time off timetable to come together in their learning of Te Reo Māori. They had limited support from Kaitiaki provisioned by Te Wānanga te Aotearoa. This programme commenced in Term 2. Wider staff professional learning continued to explore culturally responsive teaching approaches as described by Russell Bishop, such as formative assessment, relational pedagogies and the use of learning intentions and success criteria. Our educational philosophy, Tino Akoranga is designed to be culturally responsive. It draws upon practices known to be most effective for all students and identified by leaders in culturally responsive pedagogies as being of high impact practices for ākonga Māori. These practices include the use of formative assessment, the use of learning intentions and success criteria, effective questioning, relational practices, and high-quality feedback, and the provision of a knowledge-rich curriculum. Tino Akoranga makes deliberate connections to Culturally Responsive Practice, Cultural Competency, and Tātaiako. Tino Akoranga draws on both international and local research and practice, supporting our staff to deliver effective teaching that secures learning. This supporting equitable outcomes for our students and giving effect to Te Tiriti o Waitangi. In addition to participating in professional learning on the

aspects described above, staff have been working across 2024, 2025, and into 2026 to secure Tino Akoranga in their schemes of work. This giving rise to intentional design for learning, shared practices across faculties, ensuring class to class equity, and maximising learning time across lessons and units.

House System and Manu Taki

During 2025 we developed our House system to include initiatives aimed at fostering a deeper sense of identity and community among students at Long Bay College inclusive of promoting te ao Māori.

- **Manu Taki:** Each house is represented by a bird. The house staff leaders are named Manu Taki. Manu means bird. Taki means to entice, to lead, to bring along. Here the term Manu Taki is used as the general term for leadership. “Manu Taki” means the bird that is perched on the palisades above to watch and care for those below (Tuakana Teina approach). Our Manu Taki have been selected for their commitment, integrity, and dedication to the values of Long Bay College. In this role they continue to serve as mentors and role models for students and colleagues offering support, encouragement, and guidance.
- **Mascot:** ‘Ray from the Bay’ was designed ready for his first outing at the 2025 full school Athletics Day. The Māori concept of kaitiakitanga (guardianship) is a significant part in Ray’s identity. As our school’s kaitiaki, Ray represents Long Bay College, encouraging us to care for our community, take pride in our school, and uphold the values that define Long Bay College.
- **Trophy**: Designed by alumni Ben Thompson from Ara Auaha, features a large perspex screen that illuminates the winning House's colour and includes an interchangeable disc displaying the House logo.
- **Haka:** All Year 9 students who attended end of year camp learnt the haka. The intention in 2026 is to embed this learning for the current Year 10 students and teach Year 9 cohort. The students will perform in houses as part of the competition showing their learning and pride.

Te Manawanui

Statistics inform us that Māori and Pasifika students are highly under-represented at university. As part of a strategic initiative aimed at improving academic outcomes for Māori and Pasifika ākonga, our Year 9 Māori and Pasifika ākonga have been identified through the school roll and have been placed in a mentoring program (Te Manawanui) that has been set up to support ākonga achievement with the goal of attaining University Entrance (UE). While not every student plans to go to university, attaining UE provides our students with options should their plans change.

In 2025, the Te Manawanui Programme expanded with the inclusion of Year 9 – Year 11 Māori and Pasifika students increasing the total number of students in the programme. The final count consisted of 36 Year 9 students, 50 Year 10 students and 45 Year 11 students. Student allocation was done with consideration of personal interests, circumstances, and relatability to mentors. The 2025 mentoring loads varied:

- Strategic Support: Improving outcomes for Māori and Pasifika Students who also leads and delivers the programme (38 students an increase of 11 students)
- Strategic Support: Improving outcomes for Junior Māori and Pasifika Students (40 students an increase of 14 students)

- Māori and Pasifika Coordinator (27 students an increase of 8 students. Student number reduced due to other commitments as a Year Level Dean)
- Māori and Pasifika Community Liaison (27 students an increase of 4 students - mostly high-needs, behavioural challenges - The indicators included low attendance, punctuality, attitude towards school, behaviour, low academic achievement).

Mentors found the increased number of students challenging in terms of scheduling one-on-one meetings. Some students did not engage, missed scheduled meetings, or had conflicts with practical subjects. Adjustments were made mid-year to increase efficiency in meeting all students. Mentors would meet with students for approximately 15-20 minutes. Mentors were given a day off timetable each term to support them meeting with students.

The mentors reported that they did not get to meet all of their students regularly due to the volume. However, they endeavored to touch base with them in different ways:

- TEAMS Messaging: This was particularly effective with Year 10 students who were more inclined to reach out through digital means for check-ins, course selections, and follow-ups.
- Informal Chats: Students increasingly engaged with mentors outside of scheduled meetings, interacting during break times, duties, and around the school.
- Whānau Hui and Sports Days: These provided additional opportunities to connect with students in a less formal setting, reinforcing relationships. The majority this year were to support events in the form of preparing kai (food) for cultural food stalls or visiting students.

Mentor meetings typically covered:

- Transition to High School**:** Develop mutual trust, set expectations, form and maintain a mentoring partnership, check connections to ensure they are settling in and coping well with navigating their classes and college life.
- Academic Progress & Challenges**:** Discussions about subjects, learning difficulties, and engagement levels.
- Wellbeing & Personal Development**:** Conversations about friendships, home life, and mental health.
- Problem-Solving and Agency: Encouraging students to take responsibility for issues before mentor intervention.
- Pathways and Course Selection: Guidance on future subjects, career options, and university prerequisites. Year 10 students were introduced to NCEA pathways and university entrance requirements.

Several students showed growth and positive change due to mentoring:

- Increased Confidence and Self-Advocacy: Many students began engaging more with teachers, seeking help, and discussing their academic progress.
- Improved Attendance and Engagement: Some high-risk students started attending school more regularly and participating in school events.

- Enhanced Communication and Trust: Students who were in their second and third year of the programme became more open about personal challenges and were willing to engage with school support services.
- Active Participation in School Activities: Students took leadership roles in cultural performances, sports, and peer support initiatives.
- Positive Behavioural Changes: Some students previously labelled as ‘troublemakers’ were found to be disengaged rather than disruptive. Mentoring helped them voice their concerns and find solutions.

Whānau engagement was a key focus:

- Initial Contact: Parents were introduced to the programme via email, receiving positive responses.
- Whānau Hui and Cultural Events: Increased attendance from families showed a strengthening connection between home and school.
- Course Selection Discussions: Mentors reached out to whānau to involve them in subject choice selection which was well received. There were three different groups of students. Those who were confident had discussed course selection at home. Those who had discussed course selection at home yet still were a little unsure, particularly of pathways and those who had absolutely no idea and did not seem to be discussing this with their whānau.
- Family meetings: Mentors at times were invited to attend restorative and disciplinary family meetings at the request of whānau and/or Senior Leadership and deans.

Contact with Deans, Teachers, Atawhai Leaders:

- Deans and Teachers: Initially, most contact revolved around behavioural issues, but over time, the focus shifted towards academic and learning challenges.
- Atawhai Leaders: Regular communication with Atawhai Leaders helped align mentoring efforts with wider school initiatives.
- KAMAR Mentor Identification: Listing mentors in KAMAR improved staff awareness and led to increased outreach from teachers.
- Involvement in ILP Meetings: Participation in Individual Learning Plan meetings strengthened mentor-family-school connections.

Student Voice

In August 2025, feedback was gathered from 144 Māori and Pasifika students (Years 9–13). This builds on 2024 student voice, allowing the school to track progress in mentoring, cultural pride, participation, and perceptions of support.

- In 2024, 70% felt supported at school and 66.7% knew where to seek support. 2025 feedback suggests this support is now more visible, relational, and culturally grounded.
- 53% of students (77 students) reported they have participated in at least one Māori or Pasifika event or activity at school.
- 82% of students agreed or strongly agreed that they felt proud to be Māori or Pasifika at Long Bay College

- 66.7% agreed or strongly agreed that they knew where to seek support
- 62% of students reporting they feel at least somewhat connected to their culture at school
- Students explicitly stating that public celebration of culture made them feel valued and seen
- Students highlighted Kapa Haka, Polyfest, Ki o Rahi, Language Weeks, Multicultural Day, whānau hui, and tertiary exposure opportunities as particularly enjoyable and meaningful.
- Student feedback emphasised: Feeling proud performing and representing their culture. Opportunities to explore identity, connect with iwi and heritage, and learn Te Reo Māori or Pasifika languages. Events being fun, inclusive, welcoming, and affirming. This reflects a strengthening of cultural pride and visibility compared with earlier student voice, where pride and confidence were present but less strongly articulated.
- Survey results initially suggested limited understanding of Te Manawanui, with: Around two-thirds of students indicating they did not know what Te Manawanui was about. However, post-survey conversations revealed an important clarification: Many students later realised they *did have a mentor*, but did not recognise this support as being part of the Te Manawanui programme.
- This insight aligns with 2024 data, where: 84.2% of students (48 students) reported having been assigned a mentor. Only 15.8% (9 students) reported not having one. Some students had not heard of the programme, declined a mentor, or chose not to participate at enrolment. Together, this suggests that mentoring structures are well established and reaching most students, but programme visibility and explicit naming require improvement, rather than the support itself.

Key Areas for Development

1. Strengthen programme visibility and clarity: Addressed by holding our first Māori and Pasifika assembly 26 February 2026 which:
    - Explicitly identified mentors as part of Te Manawanui.
    - Clearly communicate programme purpose, expectations, and support structures.
    - Highlighted the events for 2026
2. Improve communication and promotion
    - Provide earlier, clearer advertising using multiple channels (email, posters, call slips, Teams/social media).
    - Clearly outline who events are for, when they are held, and what to expect.
3. Improve accessibility and timing
    - Prioritise during-school activities where possible.
    - Avoid assessment-heavy periods and provide preparation time for performance-based events.
4. Use peer leadership to increase engagement
    - Strengthen tuakana–teina approaches, using older students as mentors.
    - Support students to attend with friends and build confidence gradually.
5. Maintain strengths in connection and culture
    - Continue to prioritise kai, whanaungatanga, cultural celebration, and student voice.

- Expand opportunities for leadership, sport, and cultural expression.

Māori and Pasifika Community Liaison

Māori and Pasifika Community Liaison was appointed in 2023 and continued through 2025. Key responsibilities are:

- Build productive relationships with our Māori and Pasifika families and the school.
- Build productive relationships with our Māori and Pasifika students and the school.
- Actively promote Māori and Pasifika student successes.
- Truancy Support.
- Academic mentoring for Māori and Pasifika students. Working alongside the 'Strategic Support – Improving outcomes for Māori and Pasifika students to promote, model and support Māori and Pasifika students to experience success.
- Develop leadership roles for Māori and Pasifika students.
- Assist teachers become familiar with Pasifika cultural backgrounds and aspirations.

The person who currently holds this role is a key member of Kapa haka, co leads the Box Fit initiative and organises the Whānau Hui Komiti that sits within our Whānau hui shaping the direction of our hui. This person is integral to the student group Te Waha Wai.

Māori and Pasifika Kaiārahi – Oneroa Kāhui Ako Within School Lead

For 2025 a role continued to support our Year 12 and Year 13 students proactively from the start of the year. Outcomes of the role are:

- Academic Mentoring for Y11-13 Māori and Pasifika ākonga.
- Increased NCEA performance.
- Increased visibility across the school of Māori and Pasifika ākonga and collaborating with kaiako for improved outcomes.
- Support and deliver better outcomes for Māori, Pasifika students by weekly tracking.
- Collating opportunities for financial support e.g., Scholarships, grants etc.
- Students gaining a sense of belonging at Long Bay College.
- Developing stronger community relationships with Whānau.

The Kāhui ako was disbanded at the end of 2025. Our Te Manawanui Programme has increased by one mentor so will now include all year levels. For 2026 we will also be reinstating our Achievers Programme that provided a higher level of mentoring with students at risk having a one-on-one mentor throughout Terms 2-4.

Te Ao Māori - Oneroa Kāhui Ako Within School Lead

In 2025 our Kaiako who teaches te reo Māori to our senior Level 2 and 3 students continued the role of Kapa haka Tutor alongside the within school role which raises the profile of Te Ao Māori for ākonga across the school.

The Outputs of the role are:

- Understand and recognise of the unique status of tangata whenua in Aotearoa New Zealand

- Understand and acknowledge the histories, heritages, languages, and cultures of partners to Te Tiriti o Waitangi
- Practise and develop the use of te reo and tikanga Māori. Ensure a cross section of ākonga involved in Te Waha Wai
- Investigate and understand our place within the local Māori culture in relation to tikanga, mātauranga and te ao Māori
- Input in Assemblies to upskill students in all things Māori – whakamana ākonga (to empower students) Māori to take a lead in this
- Co-Lead Te Waha Wai
- Lead logistics of external groups e.g., Tama Ora
- Leading Matariki and Te Wiki o te reo Māori celebrations
- Increased engagement of Māori and Pasifika Whānau hui / Fono
- Co-representing the school at the Māori hui with the Kāhui Ako

For 2026 the role continues financially supported by Long Bay College instead of the Kāhui Ako.

Box Fit

To improve and contribute to support attendance and engagement of students at Long Bay College through a non-contact boxing fitness programme.
In partnership with Te Oneroa Boxfit Academy, our Māori and Pasifika Community Liaison weekly box fit sessions for both Tāne (boys); Wāhine (girls) and the occasional sports teams as individual groups.
The programme started in Term 2 2023, with the focus on Tuakana-Teina, a concept from te ao Māori, which refers to the relationships between an older (tuakana) person and a younger (teina) person. A senior student was often paired with a junior for different drills or teaching new drills together.
Sessions start in a circle formation with karakia (Whakataka Te Hau) and finishes with a karakia/whakatauki – more recently student involved and lead.
For 2025 the Wāhine group has 31 TeamReach Members and 59 Tane members.
Average group size at each session ranges from 12-20.

Te Manukura

In 2019 Drina Paratene, Kaumātua Rawiri Wharemate, Macy Paipa (Former Cultural Prefect) and members of SLT shaped a role to promote Māori Leadership within our rangatahi. The role of tangata whenua student rep carries the title of Te Manukura (highly esteemed leader) and the unique role is to be recognised and respected within the wider school. The role of Te Manukura is underpinned by whakamanatanga [empowerment]. To empower the student through leadership opportunities primarily focused on leading Māori initiatives such as Matariki, Te Wiki o te Reo Māori and being a role model for other akonga Māori. Te Manukura shares Māori perspectives on other cultural/school matters where and when relevant and necessary.
In 2025 our Te Manukura (Female) represented her Māori and Cook Island Māori heritage. She played a significant role at key events including our Pōwhiri and Tiriti o Waitangi assembly. The student was included in the Māori and Pasifika staff meetings and was a key contributor in this space.

Our 2026 Te Manukura leads kapa haka and our Māori and Pasifika leadership group. She has already highlighted opportunities for improvement in terms of visibility and learning for others which will overall understanding of the significance of this role.

Te Waha Wai
Māori and Pasifika student group continue to raise the profile of cultural events and give their voice to support the strategic development of the school.
Based on student feedback from 2025 the name of the group will change, and the structure will allow for greater leadership growth and development with the inclusion of junior students.

Whānau Hui
Our Whānau Hui focus continued to support key events being the emphasis of the meetings. Ākonga and whānau joined in to supervise students and siblings during the year 9 Atawhai evening, then again to prepare kai for the Cultural Day food festival. Staff who have key roles supporting Māori and Pasifika students attend the Whānau Hui.

Māori and Pasifika Prizegiving
We hosted our second Māori and Pasifika awards night with the theme "Honouring Excellence, Celebrating Culture". Throughout the event our Kapa haka group and student dancers representing Tongan, Cook Island and Samoan were performed. Roimata Smail (Barister, Educator, Author specialising in Te Tiriti o Waitangi and an Alumni of Long Bay College) was our guest speaker, and she encouraged students to embrace their culture and seize opportunities.
The mantel of Te Manukura was symbolically passed on.
Students were awarded certificates for Academic achievement and Leadership with our top Mana Awards given to 8 students who personified our school values of Care, Create, Community and Respect. The recipients are natural leaders willing to take charge, bring others with them, supports and empowers others.

Māori and Pacific People's 2025 NCEA Results
The results of both our Māori and Pasifika students, who on many metrics outperform all other ethnicities in the three categories. This is testament to the hard work that has been put into these students and our programmes.

Māori and Pacific Peoples Results 2025

Level	LBC Māori	Nat Māori	EQI Māori	LBC Pacific	Nat Pacific	EQI Pacific
L1	93.5	63.3	77.3	87.5	54.5	59.4
L2	94.9	65.4	82.5	100.0	64.5	73.1

L3	86.4	62.4	82.1	93.3	66.3	72.6
UE	54.5	33.7	62.0	66.7	33.4	44.5

Level 3 Te Reo Māori

- 2025 Level 3 Te Reo Māori consisted of three female students (1 Māori / 2 European). Two of the students were completing Level 3 while in Year 12.
- L3TRM was taught as a composite class along with the L2TRM ākonga.
- One of the three students required extra support with learning (Neuro-diverse) and attendance which impacted their results.
- The overall GPA was 3.4. (GPAs for all standards in this course 91652 and 91653 6.0, 91650 5.3, 91654 2.7, 91651 and 91325 2.0).
- One student who is a fluent te reo Māori speaker gained Scholarship
- The two ākonga who completed Level 3 are enrolled in Waikato University te reo Māori papers for 2026.
- 2026 Future focus are: consideration of prerequisites whilst improving retention rates and promoting scholarship opportunities.

Level 2 Te Reo Māori

- In 2025 Level 2 and Level 3 Te Reo Māori continue to be taught as a full immersion course.
- There were 9 ākonga in the Level 2 course (6 females and 3 males) (5 x Māori, 1 x Pasifika, 3 x Pākehā). One of the ākonga had chosen to study Te Reo Māori for the first time in the Level 2 course. Two of the seven students were flagged as having attendance issues which impacted their academic success this year and the GPAs for this course.
- The Overall GPA was 2.4 (GPAs for all standards in this course 91284 3.3, 1 91288 2.8, 91325 1.5, 91285 1.8 91286 3.0, 91287 2.0).
- The overall average number of credits achieved by students on this course was 20
- 2026 Future focus are: Intentional use of resources with a variety of contexts to interest males aimed at lifting male achievement, consideration of introducing a pre-requisite and offering more of the six standards as 'Optional' – i.e. internal tuhi (6 credits) and whakarongo (4 credits) and external pānui as core standards (total 14 credits); internal art, and tuhi, and external tuhi as optional standards where ākonga may have greater success.

Level 1 Te Reo

- At the start of the year the class roll was 16 (11 females and 5 males). 6 females (Māori and/or Pasifika) left Long Bay College during the year. In addition, one female student (Māori) attended Northern Health School for the full year, and one male student (Māori) who had very low attendance, started part way through the year and then left before the end of the year.
- 6/10 of our ākonga were Māori and Pasifika, 3 pākehā ākonga and 1 Asian ākonga formed this class.
- Overall boys performed slightly better than girls across the 3 x standards offered,
- The overall GPA was 3.2. (GPAs for all standards in this course 92093 3.4, 92092 2.3, 92095 3.6).

- In 2025 more Excellences were achieved across the 3 standards compared with 2024 results. (2 x E in 2024, 7 x E in 2025)
- The overall average number of credits achieved by students on this course. 14 credits**.**
- 92095 - A main goal for 2025 was to improve all our results, but specifically our external results as these were lower than internal results in 2024. This goal was reached in 2025 with our external results higher than our internal results. Four Achieved with Excellences were gained for this external standard, resulting in a 3.6 GPA. All 11 students enrolled at the time were entered into the external standard, submitted an assessment task, and all gained Achieved or higher = 100% pass rate. This external assessment is not an exam, but a written portfolio worked on for a period of time.
- 2025 Future focus is improving retention rates working to secure understanding of how to move more students towards M and E grades in the internal assessments. The highest priority for this course is the completion and iteration of a detailed scheme of work to reveal where issues exist in the sequencing of learning and/or support the closing of gaps in assessment preparation.

Year 9 and Year 10 Te Reo Māori

- A range of activities is included in these courses to support pānui (reading) / tuhituhi (writing), kōrero (speaking), whakarongo (listening) in Te reo Māori. Use of IRDPX (input, recognition, discrimination, production, extension) as a language teaching strategy is interwoven through the teaching and learning and a range of rauemi / resources are incorporated to stimulate and encourage engagement in literacy learning. Ngā Whāinga Ako (Learning Intentions) and Ngā Paearu Angitu (Success Criteria) are reflected in the course.
- Foundational Uara Māori / Māori values are implicit in our classroom culture and schemes, and explicit in our teaching and learning – wānanga (robust dialogue), whanaungatanga (respectful relationships), manaakitanga (showing integrity and respect of ahurea Māori / Māori culture), Tangata Whenuatanga (affirming ākonga Māori as Māori), Ako (taking responsibility for our learning and learning from each other).
- Year 9 Te Reo Māori is a semester course and in 2025 Year 10 continues as a full year course to support improved outcomes in senior programmes.
- In 2025 we had 29 ākonga/students in Year 9 Te reo Māori. An increase of 5 students from 2024. 11 Students completed Year 11 Te reo Māori.

Statement of compliance with employment policy

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	At Long Bay College, we promote equal employment opportunities (EEO) for all staff as part of our commitment to being a good employer. Long Bay College supports the fair and proper treatment of staff members in all aspects of their employment. We comply with employment legislation, regulations, and all relevant employment agreements. We aim to provide a safe and inclusive environment, and to identify and eliminate causes of inequality in employment at our school.
What is in your equal employment opportunities programme? **How have you been fulfilling this programme?**	We have a programme to identify processes that contribute to employment inequality. We work to change these processes and promote equal employment opportunities for individuals and groups of people. Our EEO policy and programme is available to all Long Bay College Staff. To support equal employment opportunities at our school, we have a programme to identify and eliminate processes that contribute to employment inequality. As part of our EEO programme, we: • Appoint appropriately qualified staff through a fair and impartial appointment process. • Create opportunities for staff to receive information about the programme and provide feedback (e.g. through staff meetings). • Explore professional development and training opportunities. • Monitor the implementation of our programme and report to the board. We monitor, review, and evaluate our employment policies and processes on an ongoing basis.
How do you practise impartial selection of suitably qualified persons for appointment?	All of our appointments are made on merit with the best candidate to serve our communities needs being appointed. Gender, ethnicity, sexual orientation, religion and other possible discriminatory factors are not considered as part of the selection process.
How are you recognising: – **The aims and aspirations of Māori,** – **The employment requirements of Māori, and** – **Greater involvement of Māori in the Education service?**	The implementation of our EEO policy and programme supports our school to: • Prevent and eliminate bias and discrimination. • Promote an inclusive and safe work environment. • Treat all current and prospective staff fairly. • Provide equal access and consideration in all aspects of employment (e.g recruitment, training, promotion). • Fulfil our obligations towards Te Tiriti o Waitangi.
How have you enhanced the abilities of individual employees?	All of our staff have access to both extensive weekly, in-house Professional Learning and Development opportunities and are also supported via a significant budget for external PLD opportunities. As part of this programme our staff began learning the school Haka -

	Oreore Kau Ana. This remains a focus during 2026 culminating in all staff performing the haka for our Year 13 leavers at the end of the year. We also have an internal middle leadership development programme' run in conjunction with the Springboard Trust for up to 8 members of staff biannually. In 2025 we had 10 staff members completing the New Zealand Certificate in Te Pōkaitahi Reo (Reo Rua) Te Kaupae 1 via Te Wānanga o Aotearoa and their 'Papa Reo – Kete' course. Some staff are still completing this due to issues with communication from Te Wananga.
How are you recognising the employment requirements of women?	• Following our EEO policy. • Having an appointed EEO representative. • Consulting with staff to hear any concerns. • Creating an employee database (with informed consent for any EEO data collected). • Encouraging staff to participate in training and career development. • Programme monitoring through staff meetings and board reports. • Reviewing employment and personnel policies and processes.
How are you recognising the employment requirements of persons with disabilities?	• Following our EEO policy. • Having an appointed EEO representative. • Consulting with staff to hear any concerns. • Creating an employee database (with informed consent for any EEO data collected). • Encouraging staff to participate in training and career development. • Programme monitoring through staff meetings and board reports. • Reviewing employment and personnel policies and processes.

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

Statement of compliance with employment policy

Long Bay College is dedicated to staffing the school with the best possible leadership, teaching, and support personnel available.

Long Bay College board acts as a good employer and takes all reasonable steps to build working relationships based on trust, confidence, and good faith. The board treats employees fairly and properly in all aspects of their employment as required by the Public Service Act 2020 and complies with legislation on employment and personnel matters. The board complies with the conditions contained in employment contracts for teaching and non-teaching staff.

The board:

- Takes all steps, as far as is reasonably practicable, to meet its primary duty of care obligations to ensure good and safe working conditions for employees and responds to all reasonable concerns and requests made by employees.
- Considers staff health and wellbeing (hauora) and work-life balance and considers applications for flexible working arrangements.
- Ensures that all employees maintain proper standards of integrity and conduct, and a concern for the safety and wellbeing of students, colleagues, and public interest.
- Promotes high levels of staff performance through:
    - Performance management and professional development (including budgeting for training and development programmes intended to enhance the abilities of individual employees).
    - Acknowledgement of staff achievements.
    - Salary units and management allowances and non-contact time.
- Deals effectively and fairly with any concerns through the concerns and complaints and protected disclosure procedures.

The board meets reporting and administrative requirements by:

- Referring to the school's Equal Employment Opportunities policy in its annual report on the extent of its compliance as a good employer.
- Ensuring that systems are in place for keeping employee files safe and secure.
- All staff and volunteers have been Police Vetted. Dates are recorded in Kamar, and an alert ensures these are completed every 3 years.
- Teachers are registered and hold a current practising certificates, or have a limited Authority to Teach, and are therefore police vetted.
- Confirming that any provisionally certificated teachers have received appropriate induction and mentoring.
- The school annually assesses the principal against professional standards and regularly assesses the performance of teachers.
- Procedures for staff selection and appointment are being implemented correctly, including identity and registration checks, and board delegation for appointment committees.

- Supporting policies for induction, staff conduct, and professional development are being implemented.
- Long Bay College complies with the Equal Employment Opportunities (EEO) policy and a statement on EEO is included in the annual report (including any issues from the previous year).
- All procedures relating to physical restraint have been followed, and that all requirements to notify, monitor, and report have been met. Any required non-teaching staff have been authorised in writing.
- Staff authorised to apply restraint receive appropriate training and support.

Other reports on special and contestable funding

Initiatives
N/A
Data
N/A
Commentary on data
N/A
Outcomes
N/A

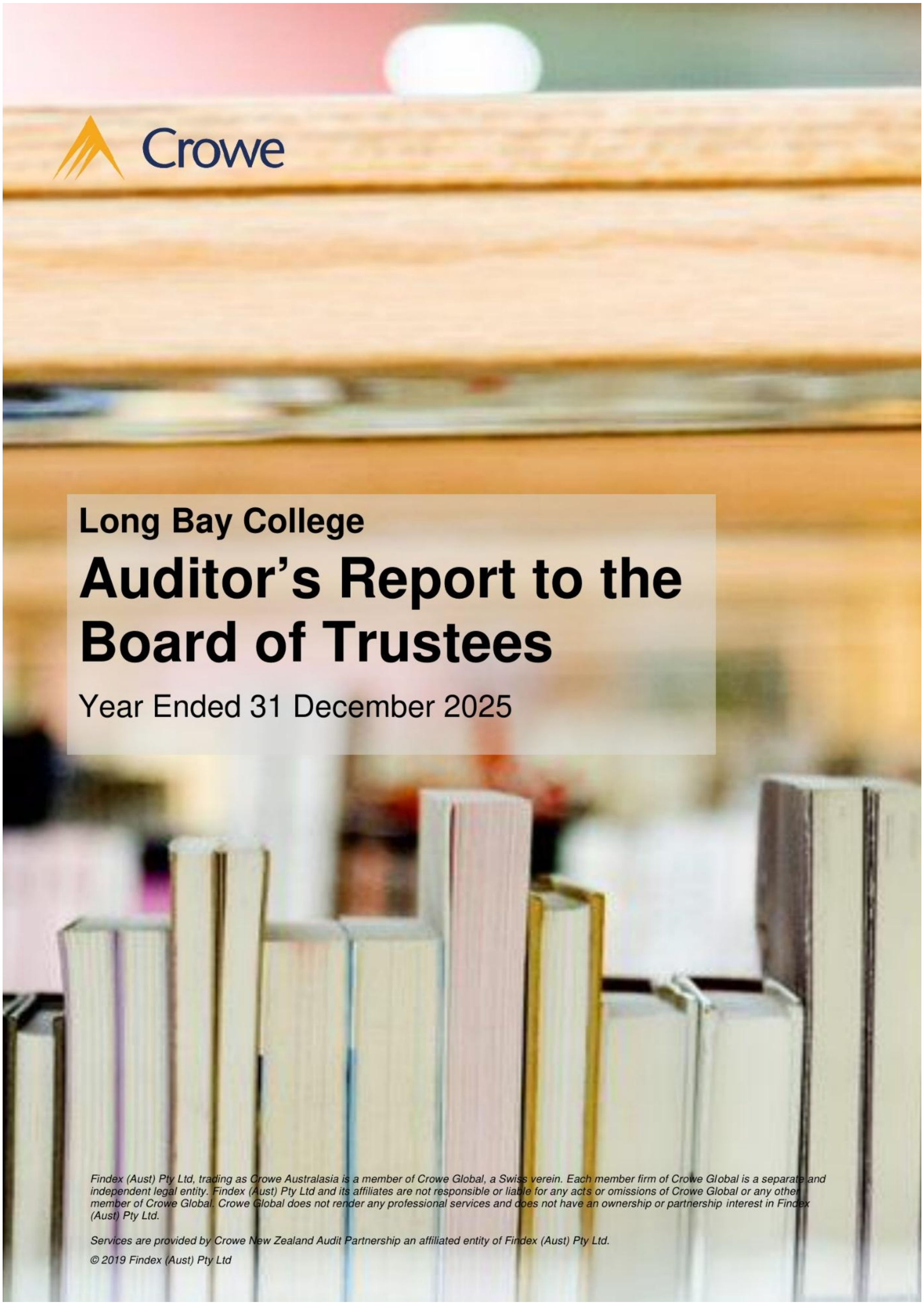
Statement of KiwiSport funding

In 2025 Long Bay College received $49,575.56 + GST in Kiwisport funding to support our sports programme.

The funding was applied to subsidise the wages of our Sports Co-ordinators.

Independent Auditor's Report

Pages 36-46



Crowe

Long Bay College

Auditor's Report to the Board of Trustees

Year Ended 31 December 2025

Contents

1. Results of the Audit Process ... 1
  1.1 Scope and purpose of audit engagement ... 1
  1.2 Responsibilities of the Board of Trustees ... 1
  1.3 Independence statement ... 1
  1.4 Materiality ... 1
  1.5 Areas of significant risk and audit emphasis ... 2
  1.6 Observations and recommendations arising from the audit ... 2
  1.7 Update on prior year observations and recommendations ... 6
  1.8 Confidentiality ... 6
2. Other matters to be communicated ... 7
3. Summary of adjusted and unadjusted audit differences ... 8
  3.1 Adjusted audit differences ... 8
  3.2 Unadjusted audit differences ... 8

Crowe

Crowe New Zealand Audit Partnership

Level 17, 88 Shortland Street
Auckland 1010
C/- Crowe Mail Centre
Private Bag 90106
Invercargill 9840
New Zealand

Main +64 9 303 4586
Fax +64 9 309 1198
www.crowe.nz

8 June 2026

The Board
Long Bay College
Strictly Private and Confidential
PO Box 89007
Torbay
Auckland 0742

CC: CJ Healey (Principal)

Dear Board Members

Annual Financial Statement Audit for the Year Ended 31 December 2025

We have recently completed our financial statement audit of Long Bay College (the "School") for the year ended 31 December 2025, and we have pleasure in providing our report on the results of the audit process.

If you require further information on the matters raised in this report please do not hesitate to make contact.

We would like to take this opportunity to thank management and staff for the courtesy and assistance extended to us throughout the audit process.

Yours sincerely
Crowe New Zealand Audit Partnership

Kurt Sherlock
Partner
M +64 21 467 018
E kurt.sherlock@crowe.nz

1. Results of the Audit Process

1.1 Scope and purpose of audit engagement

We have completed our audit of the School's annual financial statements for the year ended 31 December 20255 and issued our audit opinion. Based on our audit procedures we can confirm the annual financial statements presents fairly, in all material respects, the financial position of the School as at 31 December 2025 and its financial performance and cash flows for the year then ended.

Obtaining reasonable assurance that the financial statements are free of material misstatement, involved us making an assessment of the risk of material misstatement, whether due to fraud or error, and then applying audit procedures, using our professional judgment, to mitigate that risk. While we considered internal control relevant to the preparation of your annual financial statements, our audit procedures mainly comprised substantive tests (i.e. transactional and confirmation type testing).

Our audit procedures are designed primarily for the purpose of expressing an opinion on your annual financial statements. We do not examine every transaction, due to the scope of the audit engagement; there is an unavoidable risk that some misstatements or errors may remain undiscovered. Our report does not include all possible improvements to your internal controls, which a more extensive review might satisfy.

1.2 Responsibilities of the Board of Trustees

The Board are responsible for the preparation and fair presentation of the financial statements which fairly reflect the financial position of the School as at 31 December 2025 and the financial performance for the year ended on that date.

To meet this objective, the Board are ultimately responsible for the maintenance of proper accounting records and an adequate system of internal controls to minimise the risk of material financial statement misstatement.

1.3 Independence statement

Members of the Audit Team and Partners of Crowe have confirmed their independence from the School for the year ended 31 December 2025.

1.4 Materiality

Materiality is defined as the magnitude of omission or misstatement individually, or in aggregate that, in light of surrounding circumstances, makes it probable that the judgment of a reasonable person would have been changed or influenced by such omissions or misstatement. It is a matter of professional judgment and is influenced by quantitative and qualitative factors.

For the 31 December 2025 audit the materiality level was set at $686,000. We consider that the cumulative and individual effect of all balances and movements above materiality to be significant.

1.5 Areas of significant risk and audit emphasis

Our audit approach considered the inherent risks for the School, and their potential impact on the financial statements, as well as the associated risk mitigations and controls in place. Below we present a summary of the identified key areas of risk and audit emphasis and our conclusions in relation to each matter.

Audit Risk	Audit Response
Fraud in revenue recognition – international student fees - International student fees and hostel fees are often paid in advance of the period they relate. There is a risk that revenue could be recognised too early and that income in advance is materially understated.	- We reviewed the reliability of the accounting controls and systems for international student fees and hostel fees. - We prepared an independent expectation of the School's revenue for the year and compared against actual revenue recorded. Explanations were sought for differences in excess of our tolerable variance. - We tested transactions close to year end to ensure they are recorded in the correct accounting period. We have nothing to report to the Board of Trustees.
Management override of controls - The risk of management overriding controls exists in all entities and is a mandatory significant risk to be addressed by the auditor. - Material misstatement of financial statements due to fraud often involve the manipulation of the financial reporting process by recording inappropriate or unauthorised journal entries, bias in accounting estimates and the existence of significant transactions outside the normal course of business.	- Professional scepticism was maintained while undertaking audit procedures on subjective balances in the School's financial statements, including the provision for cyclical maintenance. - Journals posted into the general ledger were selected on a sample basis and traced back to supporting documents to verify that they were appropriate. We have nothing to report to the Board of Trustees.

1.6 Observations and recommendations arising from the audit

We highlight the following matters for the attention of the Board together with recommendations for management to consider, to further strengthen the internal control environment of the Board. These include any observations and recommendations arising from prior year audits that have not yet been satisfactorily resolved, or still require further attention of the Board.

1.6.1 Misalignment of GST Reporting Period with Financial Year-End (re-raised)

Observation
During our review, we noted that Goods and Service Tax (GST) reporting period of the entity does not align with its financial year-end. While GST returns are filed every two months, the cut-off dates do not coincide with the company's annual financial reporting date. This can lead to reconciliation challenges.

Recommendation
We recommend that management consider the potential benefits of aligning the GST reporting periods more closely with the financial year-end, where practicable. Alternatively, ensure that robust procedures are in place for year-end cut-off adjustments, including comprehensive reconciliations and adequate documentation, to minimize errors.

Management Comment
Management notes the auditor's observation and recommendation. This matter was also raised in the prior year-audit. Following that review, management, in association with Solutions and Services, processed a year-end GST reconciliation journal supported by detailed reconciliations and documentation. This was considered appropriate control to address cut-off risk. However, management acknowledges that the ongoing misalignment between GST filing periods and the financial year-end creates unnecessary complexity and increases reliance on manual adjustments. To address the root cause, management will apply to Inland Revenue to change the GST filing cycle so that reporting periods align with the 31 December financial year-end from the 2026 financial year onwards.

1.6.2 Retention Account – Construction Contracts

Observation
We noted that the school has entered into construction contracts that include retention provisions. As at 31 December 2025, the school had not been holding retention monies in a separate retention bank account, and retention monies were not clearly segregated from other school funds.
Under the Construction Contracts (Retention Money) Amendment Act, retention money withheld is required to be held on trust for the contractor and must be identifiable and appropriately safeguarded. Not using a separate retention account increases the risk that retention monies are not adequately segregated, may be inadvertently used for other purposes, and may not be readily supported by clear records and reconciliations.
We understand that, following this raised during the audit, the school has subsequently established a separate retention bank account.

Recommendation
To support compliance and strengthen controls over retention monies, we recommend the School:

- Uses the retention bank account to hold all retention monies withheld under construction contracts, and ensures these funds are not used for other purposes.
- Maintains a retention register for each contract, detailing:
  - Retention withheld, retention held, release dates, and amounts paid / released, and closing balances.
- Performs and documents regular reconciliations between:
  - The retention register
  - The retention liability balance in the ledger, and
  - The retention bank account balance
- Retains supporting documentation (signed contracts with retention clauses, invoices, payment evidence, and correspondence relating to retention release).

Management Comment
Management acknowledges the auditor's observation. This matter was raised during the audit at which point the school took immediate corrective action. A dedicated retention bank account has now been established with ASB Bank. Management considers these actions fully address the risks identified and bring the school into compliance with legislative compliance.

1.6.3 Fringe Benefit Tax – School funded Personal Membership

Observation
During our review, we identified that the school was providing an Air New Zealand Koru Membership as part of principal's travel, and recorded as a school expense. However, providing a personal benefit membership creates potential Fringe Benefit Tax (FBT) exposure for the school. Such memberships are optional personal conveniences rather than essential work expenses and our understanding is that this does not align with Ministry of Education funding expectations or OAG's guidance on appropriate use of funds.

Recommendation
We recommend that the school establish a formal policy that clarifying the schools position in regard to optional personal benefits such as memberships or similar discretionary items. Necessary business travel costs such as airfares, accommodation remain appropriate where incurred for work purposes. The school should communicate this policy to all staff and document the decision to prevent future claims for personal benefit memberships, and mitigate any exposure the school may have regarding FBT obligations and appropriate use of public funds.

Management Comment
Management acknowledges the auditor's observation and the associated recommendation regarding personal benefit memberships and Fringe Benefit Tax (FBT) considerations. The provision of Air New Zealand Koru Membership for the principal was discussed with and approved by the Board Chair. The intent of this arrangement is to support the principal to undertake frequent travel efficiently and effectively, including the ability to work in a suitable environment, while in transit and to arrive at destinations prepared to immediately engage in meetings and other professional commitments. Management considers that, in this context, the membership provides a direct business benefit to the school by maximising productive time and supporting the principal's operational effectiveness, rather than being solely a personal convenience.

1.6.4 School creditor Masterfile – Xero

Observation
During our review of the school's financial management controls, we noted that the school has established a process for reviewing and approving changes to supplier Masterfile information. However there is no periodic audit trail or history report generated from Xero to identify and review the actual changes made to supplier records over time. This means that while a control process exists, there is limited evidence of systematic monitoring of what changes have been made, by whom, and when.

Recommendation
We recommend that the school:

- Generate a periodic audit trail report from Xero using Xero's History & Notes feature.
- This report be reviewed, by personnel independent of access to Masterfile change, against the school's approval records to confirm all changes have been appropriately authorised.
- Document and retain evidence of this review.

Management Comment
Management acknowledges the auditor's observation regarding the absence of a periodic audit trail review over creditor Masterfile changes. To strengthen this control, the school will implement a regular process for reviewing the creditor Masterfile. This will include:

- Generating periodic audit trail reports from Xero using the History and Notes functionality.
- Reconciling changes identified in the audit trail report against approved change documentation.
- Retaining evidence of review, including sign-off and any follow up actions.

1.6.5 Preparation of a full budget

Observation
We note that your school's current year (31 December 2026) budget does not include all the statements required. It is important to consider the forward budgeted financial position of the school and its future cash flows to ensure that the Board can effectively manage its working capital and cash flows, as well as possible legislative requirements, such as borrowing limits. The school is also required to disclose the budgeted amounts for these statements in its annual financial statements. The budgeted amounts disclosed should be from the Board approved budget at the start of the year.

Recommendation
We recommend that the Board produce a budgeted Statement of Financial Position and Statement of Cash flows at the start of each year as part of your budget setting routine, to enable this to easily be included in the annual financial statements, and assessed by the board in terms of forward looking cash and working capital requirements.. These statements need to be prepared in sufficient detail so that the school is able to disclose budgeted amounts as required by the Kiwi Park model financial statements.

Management Comment
Management acknowledges the auditor's observation regarding the completeness of the school's annual budget. To address this, the school will work with Solutions and Services to ensure that, from the 2026 financial year onwards, the annual budget approved by the board includes:

- A budgeted Statement of Financial Position
- A budgeted Statement of Cash Flows.

These statements will be prepared with sufficient detail to:

- Support effective Board oversight of financial sustainability, cash flow, and any borrowing considerations.
- Meet the disclosure requirements of the Kiwi Park Model financial statements.
- Ensure alignment between the Board-approved budget at start of the year and reported budget figures in the annual financial statements.

Our uncorrected and corrected audit differences are included in Section 3 of this report for the consideration of the Board.

1.7 Update on prior year observations and recommendations

In our audit for the year ended 31 December 2025 we identified a number of matters for the attention of the Board together with recommendations for management to consider. We consider the following matters to have been sufficiently addressed.

Prior Year Recommendation	Current Year Observation
Expenditure on principal professional development or wellbeing that can be seen to confer a personal benefit **Recommendation** We recommend that the Board considers what is appropriate spending for the $6,000 and contacts the Ministry of Education to request concurrence for this payment and obtains advice on whether Fringe Benefit Tax could be payable (if required). School's Management Response If any payments from the Principal's Professional Coaching and Wellbeing fund provide, have the potential to provide, or are perceived to provide a private benefit to an individual staff member, approval from the Ministry of Education will be sought before the payment or benefit is made.	CJ Healey confirmed that principal has used funds for professional development purposes Audit has noted that principal has used professional development funds in FY25.
Controls around journal entries **Recommendation** We recommend that the Board considers implementing controls around the process of general journals such as "one-up review process. This means someone else with appropriate authority reviewing the journals after they have been posted. School's Management Response The school is aware of this lack of process	Richard Beechey (Business Manager) confirmed the following: Journal entries are reviewed by our accounting providers, we have tried to reduce the number of journals. Audit has performed testing over journal entries and has identified control process being performed.

1.8 Confidentiality

This report is strictly confidential and although it has been made available to management to facilitate discussions, it may not be taken as altering our responsibility to report to the Board of the School directly.

The contents of this report should not be disclosed to third parties without our prior written consent.

2. Other matters to be communicated

In compliance with International Auditing Standards, we have an obligation to communicate certain aspects of our audit to you. The critical areas have been detailed in the previous sections, and the other matters that require communication are summarised as:

Matter to be communicated	Crowe comments
Significant accounting policies adopted or changed	There have been no significant accounting policies adopted or changed during the year.
Management judgements and estimates	Under International Standards on Auditing (NZ), we have a responsibility to ensure that you have been informed about the process used by the School in formulating particularly sensitive accounting estimates, assumptions, or valuation judgements. Overall, we note that the judgements and estimates made by management in the preparation of the financial statements for the year ended 31 December 2025 appear reasonable.
Disagreement with management over the application of accounting principles, scope of the audit and disclosures	There have been no disagreements with management during the audit.
Any instances of fraud or non-compliance with legislative, regulatory or contractual requirements	No instances of fraud or non-compliance were detected during the audit.
Material uncertainty related to going concern	No matters of material uncertainty were noted.

3. Summary of adjusted and unadjusted audit differences

3.1 Adjusted audit differences

As a result of our audit procedures, the following adjusting journals were posted for the year ended 31 December 2025:

#	Description	$				
		Balance Sheet		Income Statement		Profit Impact
		DR	CR	DR	CR	
1	To reverse balances recorded as accounts receivable and international fees and homestay fees income in advance, on the basis that it is is an executory transaction and no obligation has been incurred, as funds have not been received.	395,906	395,906	-	-	-
TOTAL		**395,906**	**395,906**	**-**	**-**	**-**

We have communicated all amendments to financial statement disclosures that were identified during the audit and all have been updated in the financial statements.

3.2 Unadjusted audit differences

As a result of our audit procedures, the following adjusting journals remained unadjusted for the year ended 31 December 2025:

#	Description	$				
		Balance Sheet		Income Statement		Profit Impact
		DR	CR	DR	CR	
1	To reverse the GST payment incorrectly recorded before year-end and recognise the GST liability outstanding at 31 December 2025.	137,550	137,550	-	-	-
TOTAL		**137,550**	**137,550**	**-**	**-**	**-**

Management has made an assessment that the individual and aggregate effect of the unadjusted audit differences was not material. We agree with this assessment.

Annual Financial Statements

Pages 48-67

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2025

School Directory

Ministry Number:	27
Principal:	Mr CJ Healey
School Address:	30 Ashley Avenue, Long Bay, Auckland 0630
School Phone:	09 477 9009
School Email:	office@lbc.school.nz

Accountant / Service Provider: Solutions Services Collaborative School Administration

LONG BAY COLLEGE

Annual Financial Statements - For the year ended 31 December 2025

Index

Page	Statement
1	Statement of Responsibility
2	Members of the Board
3	Statement of Comprehensive Revenue and Expense
4	Statement of Changes in Net Assets/Equity
5	Statement of Financial Position
6	Statement of Cash Flows
7 - 18	Notes to the Financial Statements
19- 21	Independent Auditor's Report

Long Bay 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.

Derek Blank	Christian James Healey
Full Name of Presiding Member	Full Name of Principal
Signature of Presiding Member	Signature of Principal
8 June 2026	8 June 2026`
Date:	Date:

Long Bay College
Members of the Board
For the year ended 31 December 2025

Name	Position	How Position Gained	Term Expired/ Expires
Derek Blank	Presiding Member	Appointed	Sep 2028
CJ Healey	Principal	ex Officio	
Wendy Ellis	Parent Representative	Appointed	Sep 2025
Fusipongi Magill	Parent Representative	Appointed	Sep 2025
Grant Stott	Parent Representative	Appointed	Sep 2025
Katherine Woollard	Parent Representative	Elected	Sep 2028
Tipene Tahana	Parent Representative	Appointed	Sep 2025
Steve Piner	Co-opted Member	Appointed	Sep 2025
Kristen Evans	Staff Representative	Elected	Sep 2028
Gauri Ramesh	Student Representative	Appointed	Sep 2025
Lily Cowen	Student Representative	Elected	Sep 2026
Dave Clark	Parent Representative	Elected	Sep 2028
Paul Kerr	Parent Representative	Elected	Sep 2028
Pearl Runga	Parent Representative	Elected	Sep 2028
Monique Sanna	Parent Representative	Elected	Sep 2028
Morag Ward	Parent Representative	Elected	Sep 2028

Long Bay 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	19,553,994	4,244,569	18,201,129
Locally Raised Funds	3	4,183,532	3,680,239	3,508,822
Interest		315,924	250,000	349,903
Gain on Sale of Property, Plant and Equipment		42,768	-	2,782
Total Revenue		24,096,218	8,174,808	22,062,636
Expense				
Locally Raised Funds	3	1,439,272	1,309,487	1,167,759
Learning Resources	4	15,006,186	3,795,115	14,137,557
Administration	5	1,610,436	1,544,152	1,686,205
Interest		10,913	-	8,553
Property	6	4,786,215	1,110,496	4,729,681
Loss on Disposal of Property, Plant and Equipment		25,475	-	238
Total Expense		22,878,497	7,759,250	21,729,993
Net Surplus for the year		1,217,721	415,558	332,643
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		1,217,721	415,558	332,643

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

Long Bay 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		7,986,153	7,986,153	7,653,510
Total comprehensive revenue and expense for the year		1,217,721	415,558	332,643
Contribution - Furniture and Equipment Grant		167,843	-	-
Equity at 31 December		9,371,717	8,401,711	7,986,153
Accumulated comprehensive revenue and expense		9,371,717	8,401,711	7,986,153
Equity at 31 December		9,371,717	8,401,711	7,986,153

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.

Long Bay College
Statement of Financial Position
As at 31 December 2025

	Notes	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Current Assets				
Cash and Cash Equivalents	7	9,250,189	7,627,757	7,903,701
Accounts Receivable	8	1,195,119	1,074,434	1,074,434
GST Receivable		15,366	-	-
Prepayments		118,347	126,237	126,237
Funds Receivable for Capital Works Projects	16	84,157	10,036	10,036
		10,663,178	8,838,464	9,114,408
Current Liabilities				
GST Payable		-	173,617	173,617
Accounts Payable	10	1,568,065	1,593,871	1,593,871
Borrowings	11	35,733	35,733	-
Revenue Received in Advance	12	2,463,215	2,243,063	2,243,063
Provision for Cyclical Maintenance	13	62,568	162,503	162,503
Finance Lease Liability	14	52,137	47,797	47,797
Funds held in Trust	15	1,816,270	1,709,613	1,709,613
		5,997,988	5,966,197	5,930,464
Working Capital Surplus		4,665,190	2,872,267	3,183,944
Non-current Assets				
Property, Plant and Equipment	9	5,282,490	5,881,018	5,189,516
		5,282,490	5,881,018	5,189,516
Non-current Liabilities				
Borrowings	11	26,800	62,533	98,266
Provision for Cyclical Maintenance	13	425,221	276,074	276,074
Finance Lease Liability	14	123,942	12,967	12,967
		575,963	351,574	387,307
Net Assets		9,371,717	8,401,711	7,986,153
Equity		9,371,717	8,401,711	7,986,153

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

Long Bay 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		4,461,487	4,244,569	4,075,679
Locally Raised Funds		1,246,791	1,136,989	1,192,909
International Students		3,140,196	2,543,250	3,122,067
Goods and Services Tax (net)		(188,983)	-	33,007
Payments to Employees		(2,757,729)	(3,172,344)	(3,070,501)
Payments to Suppliers		(4,540,349)	(3,980,406)	(3,889,154)
Interest Paid		(10,913)	-	(8,553)
Interest Received		316,991	250,000	398,792
Net cash from Operating Activities		1,667,491	1,022,058	1,854,246
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment		42,768	-	2,782
Purchase of Property Plant & Equipment		(496,667)	(1,298,002)	(340,131)
Proceeds from Sale of Investments		-	-	2,000,000
Net cash (to)/from Investing Activities		(453,899)	(1,298,002)	1,662,651
Cash flows from Financing Activities				
Furniture and Equipment Grant		167,843	-	-
Finance Lease Payments		(37,346)	-	(37,944)
Repayment of Borrowings		(35,733)	-	(35,733)
Funds Administered on Behalf of Other Parties		38,132	-	509,520
Net cash from Financing Activities		132,896	-	435,843
Net increase/(decrease) in cash and cash equivalents		1,346,488	(275,944)	3,952,740
Cash and cash equivalents at the beginning of the year	7	7,903,701	7,903,701	3,950,961
Cash and cash equivalents at the end of the year	7	9,250,189	7,627,757	7,903,701

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.

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

1. Statement of Accounting Policies

1.1. Reporting Entity
Long Bay 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.

1.2. 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 13.

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 9.

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 14. Future operating lease commitments are disclosed in note 21b.

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.

1.3. 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.

1.4. 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.

1.5. 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.

1.6. 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.

1.7. 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.

1.8. 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	10-75 years
Board-owned Buildings	10-75 years
Furniture and Equipment	3-20 years
Information and Communication Technology	2-8 years
Motor Vehicles	5-8 years
Textbooks	3-8 years
Leased Assets held under a Finance Lease	Term of Lease
Library Resources	12.5% Diminishing value

1.9. 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 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 as the amount by which the asset's carrying amount exceeds its recoverable service amount. The recoverable service amount is the higher of an asset's fair value less costs to sell and value in use.

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

In determining fair value less costs to sell the School engages an independent valuer to assess market value based on the best available information.

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

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

1.10. 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.

1.11. 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, 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.

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

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

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

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

1.14. 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.

1.15. Provision for Cyclical Maintenance

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

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

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

1.16. 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.

1.17. Borrowings

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

1.18. 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.

1.19. Budget Figures

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

1.20. 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	4,423,943	4,181,569	4,000,254
Teachers' Salaries Grants	11,682,454	-	10,678,224
Use of Land and Buildings Grants	3,359,147	-	3,458,669
Other Government Grants	88,450	63,000	63,982
	19,553,994	4,244,569	18,201,129

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	679,368	614,124	629,809
Fees for Extra Curricular Activities	269,022	212,165	205,107
Trading	320	1,000	949
Other Revenue	292,368	309,700	371,857
International Student Fees	2,942,454	2,543,250	2,301,100
	4,183,532	3,680,239	3,508,822
Expense			
Extra Curricular Activities Costs	310,915	284,750	216,895
Trading	2,868	1,000	872
International Student - Employee Benefit - Salaries	236,277	220,737	231,540
International Student - Other Expenses	889,212	803,000	718,452
	1,439,272	1,309,487	1,167,759
Surplus for the year Locally Raised Funds	2,744,260	2,370,752	2,341,063

4. Learning Resources

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	$	$	$
Curricular	686,020	545,681	756,747
Information and Communication Technology	261,548	313,650	248,206
Employee Benefits - Salaries	13,109,629	1,875,405	12,282,652
Staff Development	379,011	434,079	211,642
Depreciation	561,855	606,500	632,161
Other Learning Resources	8,123	18,800	6,149
	15,006,186	3,795,115	14,137,557

5. Administration

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	$	$	$
Audit Fees	19,519	10,000	18,918
Board Fees and Expenses	37,591	37,750	26,267
Legal Fees	1,100	10,000	3,680
Other Administration Expenses	356,940	318,850	342,576
Employee Benefits - Salaries	1,108,681	1,076,202	1,239,255
Insurance	86,605	91,350	55,509
	1,610,436	1,544,152	1,686,205

6. Property

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Consultancy and Contract Services	456,315	495,636	462,673
Cyclical Maintenance	101,765	-	89,392
Heat, Light and Water	175,977	136,250	153,118
Rates	287	500	197
Repairs and Maintenance	573,974	385,110	462,845
Use of Land and Buildings	3,359,147	-	3,458,669
Other Property Expenses	118,750	93,000	102,787
	4,786,215	1,110,496	4,729,681

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

7. Cash and Cash Equivalents

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Bank Accounts	9,250,189	7,627,757	7,903,701
Cash and cash equivalents for Statement of Cash Flows	9,250,189	7,627,757	7,903,701

Of the $9,250,189 Cash and Cash Equivalents, $4,279,485 is subject to restrictions for the following reasons:

- $35,475 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 12.

- $25 of Other Revenue in Advance is held by the School. This is included in Revenue in Advance note 12.

- $2,427,715 of International Student Fees relating to the 2026 school year have been collected by the School. This is included in Revenue in Advance in note 12.

- $1,816,270 of Funds Held in Trust is held by the School, as disclosed in note 15.

8. Accounts Receivable

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Receivables	18,872	29,976	29,976
Receivables from the Ministry of Education	29,466	8,373	8,373
Interest Receivable	-	1,067	1,067
Teacher Salaries Grant Receivable	1,146,781	1,035,018	1,035,018
	1,195,119	1,074,434	1,074,434
Receivables from Exchange Transactions	18,872	31,043	31,043
Receivables from Non-Exchange Transactions	1,176,247	1,043,391	1,043,391
	1,195,119	1,074,434	1,074,434

9. Property, Plant and Equipment

2025	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	$	$	$	$	$	$
Buildings	1,057,230	-	-	-	(28,749)	**1,028,481**
Building Improvements	2,854,792	143,474	-	-	(183,497)	**2,814,769**
Furniture and Equipment	732,936	173,225	-	-	(132,126)	**774,035**
Information and Communication Technology	383,577	93,342	-	-	(124,701)	**352,218**
Motor Vehicles	39,757	64,348	(25,450)	-	(11,540)	**67,115**
Textbooks	23,610	10,093	-	-	(6,849)	**26,854**
Leased Assets	65,426	183,637	-	-	(69,567)	**179,496**
Library Resources	32,188	6,443	(23)	-	(4,826)	**33,782**
Work in Progress	-	5,740	-	-	-	**5,740**
	5,189,516	680,302	(25,473)	-	(561,855)	5,282,490

The net carrying value of furniture and equipment held under a finance lease is $179,496 (2024: $65,426)

Restrictions
With the exception of the contractual restrictions relating to the above noted finance leases, there are no other 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	1,437,470	(408,989)	**1,028,481**	1,437,470	(380,240)	**1,057,230**
Building Improvements	4,077,053	(1,262,284)	**2,814,769**	3,933,579	(1,078,787)	**2,854,792**
Furniture and Equipment	3,046,970	(2,272,935)	**774,035**	3,043,490	(2,310,554)	**732,936**
Information and Communication Technology	2,473,709	(2,121,491)	**352,218**	2,393,838	(2,010,261)	**383,577**
Motor Vehicles	129,037	(61,922)	**67,115**	125,770	(86,013)	**39,757**
Textbooks	808,804	(781,950)	**26,854**	798,711	(775,101)	**23,610**
Leased Assets	354,129	(174,633)	**179,496**	336,728	(271,302)	**65,426**
Library Resources	140,565	(106,783)	**33,782**	134,224	(102,036)	**32,188**
Work in Progress	5,740	-	**5,740**	-	-	-
Balance at 31 December	12,473,477	(7,190,987)	**5,282,490**	12,203,810	(7,014,294)	**5,189,516**

10. Accounts Payable

	2025	2025 Budget	2024
	Actual	**(Unaudited)**	**Actual**
	$	$	$
Creditors	256,239	404,742	404,742
Accruals	13,519	14,918	14,918
Employee Entitlements - Salaries	1,227,809	1,107,877	1,107,877
Employee Entitlements - Leave Accrual	70,498	66,334	66,334
	1,568,065	1,593,871	1,593,871
Payables for Exchange Transactions	1,568,065	1,593,871	1,593,871
	1,568,065	1,593,871	1,593,871

The carrying value of payables approximates their fair value.

11. Borrowings

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Loans due in one year	35,733	35,733	-
	35,733	35,733	-
Loans due after one year	26,800	62,533	98,266
	26,800	62,533	98,266

The School has borrowings at 31 December 2025 of $62,533(31 December 2024 $98,266). These loans are Crown Energy Efficiency Loans from the Energy Efficiency and Conservation Authority for the purpose of reducing the college's energy expenditure by upgrading and replacing the existing lighting with LED alternatives. The loans are nil interest unsecured advances payable in equal quarterly instalments ending August 2027.

12. Revenue Received in Advance

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Grants in Advance - Ministry of Education	35,475	7,674	7,674
International Student Fees in Advance	2,427,715	2,229,973	2,229,973
Other Revenue in Advance	25	5,416	5,416
	2,463,215	2,243,063	2,243,063

13. Provision for Cyclical Maintenance

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Provision at the Start of the Year	438,577	438,577	383,900
Increase/(decrease) to the Provision During the Year	101,765	-	89,392
Use of the Provision During the Year	(52,553)	-	(34,715)
Provision at the End of the Year	487,789	438,577	438,577
Cyclical Maintenance - Current	62,568	162,503	162,503
Cyclical Maintenance - Non current	425,221	276,074	276,074
	487,789	438,577	438,577

The School's cyclical maintenance schedule details annual painting & other significant cyclical maintenance work to be undertaken. The costs associated with this annual work will vary depending on the requirements during the year. This plan is based on the School's most recent 10 Year Property plan, adjusted as identified and confirmed appropriate by the Board, to other reliable sources of evidence.

14. Finance Lease Liability

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

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
No Later than One Year	65,381	50,825	50,825
Later than One Year	138,644	13,825	13,825
Future Finance Charges	(27,946)	(3,886)	(3,886)
	176,079	60,764	60,764
Represented by:			
Finance lease liability - Current	52,137	47,797	47,797
Finance lease liability - Non current	123,942	12,967	12,967
	176,079	60,764	60,764

15. Funds Held in Trust

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Funds Held in Trust on Behalf of Third Parties - Current	1,816,270	1,709,613	1,709,613
	1,816,270	1,709,613	1,709,613

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

16. Funds Held for Capital Works Projects

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

2025	Opening Balances $	Receipts from MoE $	Payments $	Board Contributions/ Transfers $	Closing Balances $
Block B AMS Combined (226250)	(13)	-	(79,647)	-	(79,660)
Library Water Leak Repair	(10,023)	6,553	-	3,470	-
K Block Toilet Fire Damage	-	7,436	(8,587)	1,152	-
Lift Accessibility (249523)	-	23,597	(23,597)	-	-
Music Block Acoustics Upgrade (256720)	-	-	(4,497)	-	(4,497)
Totals	(10,036)	37,585	(116,328)	4,622	(84,157)

Represented by:
Funds Receivable from the Ministry of Education (84,157)

2024	Opening Balances $	Receipts from MoE $	Payments $	Board Contributions/ Transfers $	Closing Balances $
SIP-Shade Structures (221774)	12,176	-	(5,577)	(6,599)	-
Flooring Replacement - Blocks C, G.M & S (226251)	12,592	-	-	(12,592)	-
A Block Refurbishment	(9,541)	-	-	9,541	-
C Block Refurbishment (240030)	16,977	-	(10,867)	(6,110)	-
S Roof Replacement (244897)	39,058	7,811	(47,583)	714	-
L Block Skylight Flashing & Ceiling Tiles (244898)	36,276	(9,638)	(26,638)	-	-
Flood Remediation (233923)	10,512	1,607	(16,592)	4,473	-
N Block Roof, Cladding & Ceiling repairs (244896)	21,177	1,781	(21,309)	(1,649)	-
CX (M) Block Rationalisation (225414)	45,666	2,941	(48,607)	-	-
Block B AMS Combined (226250)	-	76,709	(76,722)	-	(13)
Library Water Leak Repair	-	-	(10,023)	-	(10,023)
Totals	184,893	81,211	(263,918)	(12,222)	(10,036)

Represented by:
Funds Receivable from the Ministry of Education (10,036)

17. 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.

18. Remuneration

Key management personnel compensation

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

	2025 Actual $	2024 Actual $
Board Members		
Remuneration	2,196	4,476
Leadership Team		
Remuneration	1,392,852	1,219,562
Full-time equivalent members	9	8
Total key management personnel remuneration	1,395,048	1,224,038

There are 9 members of the Board excluding the Principal. The Board had held 8 full meetings of the Board in the year. The Board also has Finance and Property members that meet prior to the Full Board meeting. 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	260-270	260-270
Benefits and Other Emoluments	0-10	0-10
Termination Benefits	0-0	0-0

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	34	20
110 - 120	17	14
120 - 130	10	9
130 - 140	2	-
140 - 150	4	6
150 - 160	1	-
	68	49

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

19. Compensation and Other Benefits Upon Leaving

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

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

20. Contingencies

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

Holidays Act Compliance – Schools Payroll

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

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

21. Commitments

(a) Capital Commitments

At 31 December 2025, the Board had no capital commitments (2024: $590,363).

(b) Operating Commitments

As at 31 December 2025 the Board has not entered into any operating contracts.

(Operating commitments at 31 December 2024: nil)

22. 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	9,250,189	7,627,757	7,903,701
Receivables	1,195,119	1,074,434	1,074,434
Total financial assets measured at amortised cost	10,445,308	8,702,191	8,978,135

Financial liabilities measured at amortised cost

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Payables	1,568,065	1,593,871	1,593,871
Borrowings - Loans	62,533	98,266	98,266
Finance Leases	176,079	60,764	60,764
Total financial liabilities measured at amortised cost	1,806,677	1,752,901	1,752,901

23. Events After Balance Date

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