

AUCKLAND SEVENTH DAY ADVENTIST HIGH SCHOOL

ANNUAL FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2025

School Directory

Ministry Number:	93
Principal:	Mrs Gloria Teulilo
School Address:	119 Mountain Road, Mangere Bridge, Auckland
School Postal Address:	119 Mountain Road, Mangere Bridge, Auckland
School Phone:	(09) 275 9640
School Email:	principal@asdah.school.nz
Accountant / Service Provider:	Edtech Financial Services

Members of the Board:

Name	Position	How Position Gained	Term Expired/ Expires
Pastor Maika Peehikuru	Presiding Member	Proprietor Appointed	Sep 28
Mrs Gloria Teulilo	Principal	Ex-officio	
Mr Paul Honnor	Parent Rep	Re-elected	Sep 28
Mr Stephen Davies	Parent Rep	Re-elected	Sep 28
Mrs Toka Bates	Parent Rep	Re-elected	Sep 28
Mrs Eliza Reguerra	Parent Rep	Re-elected	Sep 28
Mrs Vaihiria Poetai-Kei	Parent Rep	Re-elected	Sep 28
Miss Annie Tomokino	Proprietors Rep	Appointed	Sep 28
Mrs Chiezda (Ndlovu) Fontin	Proprietors Rep	Appointed	Sep 28
Pastor Anthony Manu	Proprietors Rep	Appointed	Sep 28
Miss Vaihaumata Kei	Student Rep	Re-elected	Sep 28
Mrs Jessie Fuamatu	Staff Rep	Elected	Sep 28
Lorraine Covenden	Staff Rep	Elected	Sep 25
Maika Peehikuru	Proprietors Rep	Appointed	Sep 25

AUCKLAND SEVENTH DAY ADVENTIST HIGH SCHOOL

Annual Financial Statements - For the year ended 31 December 2025

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Auckland Seventh Day Adventist High School

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.

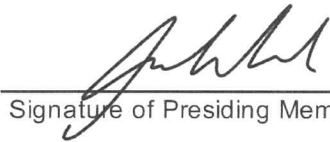
The management (including the Principal and others, as directed by the Board) accepts responsibility for establishing and maintaining a system of internal controls designed to provide reasonable assurance as to the integrity and reliability of the School's financial reporting.

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.

Maika Iraia Peehikuru

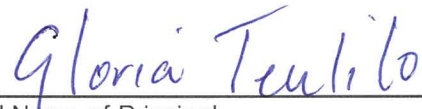
Full Name of Presiding Member



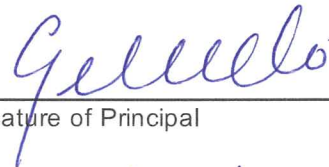
Signature of Presiding Member

29/05/2026

Date



Full Name of Principal



Signature of Principal

29/05/2026

Date

Auckland Seventh Day Adventist High School

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	4,709,518	4,110,074	4,470,766
Locally Raised Funds	3	59,386	76,000	62,196
Use of Proprietor's Land and Buildings		882,450	904,500	904,500
Interest		70,637	70,000	86,184
Gain on Sale of Property, Plant and Equipment		-	-	18,229
Total Revenue		5,721,991	5,160,574	5,541,875
Expense				
Locally Raised Funds	3	32,074	29,140	39,828
Learning Resources	4	3,749,320	3,778,729	3,530,598
Administration	5	642,854	346,185	833,404
Interest		5,913	4,000	4,596
Property	6	1,145,035	1,164,000	1,194,597
Loss on Disposal of Property, Plant and Equipment		249	-	-
Total Expense		5,575,445	5,322,054	5,603,023
Net Surplus / (Deficit) for the year		146,546	(161,480)	(61,148)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		146,546	(161,480)	(61,148)

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

Auckland Seventh Day Adventist High School

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		1,903,885	1,903,885	1,914,222
Total comprehensive revenue and expense for the year		146,546	(161,480)	(61,148)
Contribution - Furniture and Equipment Grant		68,212	-	60,771
Prior Year Adjustment		-	-	(9,960)
Equity at 31 December		2,118,643	1,742,405	1,903,885
Accumulated comprehensive revenue and expense		2,118,643	1,742,405	1,903,885
Equity at 31 December		2,118,643	1,742,405	1,903,885

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.

Auckland Seventh Day Adventist High School

Statement of Financial Position

As at 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Current Assets				
Cash and Cash Equivalents	7	356,219	100,854	18,020
Accounts Receivable	8	331,843	273,500	281,812
GST Receivable		11,783	24,000	24,075
Prepayments		-	3,000	-
Inventories	9	-	268	268
Investments	10	1,585,179	1,000,000	1,470,094
		2,285,024	1,401,622	1,794,269
Current Liabilities				
Accounts Payable	12	484,855	341,000	338,491
Revenue Received in Advance	13	16,221	15,000	29,934
Provision for Cyclical Maintenance	14	12,240	13,000	17,136
Finance Lease Liability	15	22,255	24,000	21,450
		535,571	393,000	407,011
Working Capital Surplus/(Deficit)		1,749,453	1,008,622	1,387,258
Non-current Assets				
Property, Plant and Equipment	11	549,237	932,032	720,933
		549,237	932,032	720,933
Non-current Liabilities				
Provision for Cyclical Maintenance	14	132,420	152,249	143,249
Finance Lease Liability	15	47,627	46,000	61,057
		180,047	198,249	204,306
Net Assets		2,118,643	1,742,405	1,903,885
Equity		2,118,643	1,742,405	1,903,885

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

Auckland Seventh Day Adventist High School

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		1,596,705	1,406,239	1,382,753
Locally Raised Funds		11,246	62,216	76,244
Goods and Services Tax (net)		12,292	75	(9,137)
Payments to Employees		(668,819)	(803,089)	(705,744)
Payments to Suppliers		(610,549)	(716,744)	(545,973)
Interest Paid		(5,913)	(4,000)	(4,596)
Interest Received		89,355	76,649	71,130
Net cash from/(to) Operating Activities		424,317	21,346	264,677
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		-	-	40,608
Purchase of Property Plant & Equipment (and Intangibles)		(26,620)	(396,099)	(388,902)
Purchase of Investments		(115,085)	-	(263,378)
Proceeds from Sale of Investments		-	470,094	-
Net cash from/(to) Investing Activities		(141,705)	73,995	(611,672)
Cash flows from Financing Activities				
Furniture and Equipment Grant		68,212	-	60,771
Finance Lease Payments		(12,625)	(12,507)	(17,203)
Net cash from/(to) Financing Activities		55,587	(12,507)	43,568
Net increase/(decrease) in cash and cash equivalents		338,199	82,834	(303,427)
Cash and cash equivalents at the beginning of the year	7	18,020	18,020	321,447
Cash and cash equivalents at the end of the year	7	356,219	100,854	18,020

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.

Auckland Seventh Day Adventist High School

Notes to the Financial Statements

For the year ended 31 December 2025

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Auckland Seventh Day Adventist High School

Notes to the Financial Statements

For the year ended 31 December 2025

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 Proprietor's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the School buildings. The estimate is based on the School's best estimate of the cost of painting the School and when the School is required to be painted, based on an assessment of the School's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 14.

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment, as disclosed in the significant accounting policies, are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 11.

Critical Judgements in applying accounting policies

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

Classification of leases

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

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 15. Future operating lease commitments are disclosed in note 20.

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.

Auckland Seventh Day Adventist High School

Notes to the Financial Statements

For the year ended 31 December 2025

c) Revenue Recognition

Government Grants

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

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

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

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

The property from which the School operates is owned by the Proprietor. 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. This expense is based on an assumed market rental yield on the land and buildings as used for rating purposes.

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

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Operating Lease Payments

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

e) Finance Lease Payments

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

Auckland Seventh Day Adventist High School

Notes to the Financial Statements

For the year ended 31 December 2025

f) Cash and Cash Equivalents

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

g) Accounts Receivable

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

h) Inventories

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

i) Investments

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

j) Property, Plant and Equipment

Land and buildings owned by the Proprietor 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 to buildings owned by the Proprietor 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.

Auckland Seventh Day Adventist High School

Notes to the Financial Statements

For the year ended 31 December 2025

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:

Furniture and Equipment	5-10 years
Information and Communication Technology	3 years
Motor Vehicles	5 years
Leased Assets held under a Finance Lease	Term of Lease
Library Resources	12.5% Diminishing value

k) Impairment of property, plant, and equipment

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

Non cash generating assets

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

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

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 surplus or deficit.

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

l) Accounts Payable

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

Auckland Seventh Day Adventist High School

Notes to the Financial Statements

For the year ended 31 December 2025

m) Employee Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

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

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

n) Revenue Received in Advance

Revenue received in advance relates to fees 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.

o) Provision for Cyclical Maintenance

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

p) Financial Instruments

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

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

Auckland Seventh Day Adventist High School

Notes to the Financial Statements

For the year ended 31 December 2025

q) 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.

r) Budget Figures

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

s) 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.

Auckland Seventh Day Adventist High School

Notes to the Financial Statements

For the year ended 31 December 2025

2. Government Grants

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Government Grants - Ministry of Education	1,465,657	1,288,344	1,302,189
Teachers' Salaries Grants	2,873,221	2,705,535	2,590,439
Ka Ora, Ka Ako - Healthy School Lunches Programme	239,231	-	482,936
Other Government Grants	131,409	116,195	95,202
	<u>4,709,518</u>	<u>4,110,074</u>	<u>4,470,766</u>

3. Locally Raised Funds

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

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Revenue			
Fees for Extra Curricular Activities	15,462	22,500	26,582
Trading	3,130	-	2,014
Fundraising and Community Grants	33,726	36,000	20,233
Other Revenue	7,068	17,500	13,367
	<u>59,386</u>	<u>76,000</u>	<u>62,196</u>
Expense			
Extra Curricular Activities Costs	32,074	29,140	39,519
Trading	-	-	309
	<u>32,074</u>	<u>29,140</u>	<u>39,828</u>
<i>Surplus/ (Deficit) for the year Locally Raised Funds</i>	<u>27,312</u>	<u>46,860</u>	<u>22,368</u>

4. Learning Resources

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Curricular	195,620	250,584	177,397
Information and Communication Technology	46,622	73,000	55,399
Employee Benefits - Salaries	3,292,615	3,234,145	3,105,145
Staff Development	15,674	33,000	10,352
Depreciation	198,067	185,000	182,305
Other Learning Resources	722	3,000	-
	<u>3,749,320</u>	<u>3,778,729</u>	<u>3,530,598</u>

Auckland Seventh Day Adventist High School

Notes to the Financial Statements

For the year ended 31 December 2025

5. Administration

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Audit Fees	16,416	12,500	14,125
Board Fees and Expenses	8,933	7,400	3,948
Operating Leases	17,099	11,600	10,843
Other Administration Expenses	46,824	52,150	43,993
Employee Benefits - Salaries	288,436	237,835	252,156
Insurance	12,945	12,200	13,251
Service Providers, Contractors and Consultancy	12,970	12,500	12,152
Ka Ora, Ka Ako - Healthy School Lunches Programme	239,231	-	482,936
	<u>642,854</u>	<u>346,185</u>	<u>833,404</u>

6. Property

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Cyclical Maintenance	7,425	22,000	47,729
Heat, Light and Water	39,397	45,000	33,954
Repairs and Maintenance	77,435	45,000	64,722
Use of Land and Buildings	882,450	904,500	904,500
Employee Benefits - Salaries	41,422	38,000	44,359
Other Property Expenses	96,906	109,500	99,333
	<u>1,145,035</u>	<u>1,164,000</u>	<u>1,194,597</u>

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

7. Cash and Cash Equivalents

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Bank Accounts	356,219	100,854	18,020
Cash and cash equivalents for Statement of Cash Flows	<u>356,219</u>	<u>100,854</u>	<u>18,020</u>

Of the \$356,219 Cash and Cash Equivalents, \$16,221 of Revenue in Advance is held by the School, as disclosed in Note 13.

Auckland Seventh Day Adventist High School

Notes to the Financial Statements

For the year ended 31 December 2025

8. Accounts Receivable

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Receivables	35,577	-	1,150
Receivables from the Ministry of Education	5,561	3,500	5,200
Interest Receivable	17,931	30,000	36,649
Teacher Salaries Grant Receivable	272,774	240,000	238,813
	<u>331,843</u>	<u>273,500</u>	<u>281,812</u>
Receivables from Exchange Transactions	53,508	30,000	37,799
Receivables from Non-Exchange Transactions	278,335	243,500	244,013
	<u>331,843</u>	<u>273,500</u>	<u>281,812</u>

9. Inventories

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
School Uniforms	-	268	268
	<u>-</u>	<u>268</u>	<u>268</u>

10. Investments

The School's investment activities are classified as follows:

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Current Asset			
Short-term Bank Deposits	1,585,179	1,000,000	1,470,094
	<u>1,585,179</u>	<u>1,000,000</u>	<u>1,470,094</u>

Auckland Seventh Day Adventist High School

Notes to the Financial Statements

For the year ended 31 December 2025

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2025	\$	\$	\$	\$	\$	\$
Furniture and Equipment	335,397	15,923	-	-	(49,996)	301,324
Information and Communication Technology	120,198	-	-	-	(65,734)	54,464
Motor Vehicles	172,457	-	-	-	(49,485)	122,972
Leased Assets	75,728	9,320	-	-	(30,567)	54,481
Library Resources	17,153	1,377	(249)	-	(2,285)	15,996
	<u>720,933</u>	<u>26,620</u>	<u>(249)</u>	<u>-</u>	<u>(198,067)</u>	<u>549,237</u>

The net carrying value of furniture and equipment held under a finance lease is \$54,481 (2024: \$75,728)

Restrictions

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

	2025 Cost or Valuation \$	2025 Accumulated Depreciation \$	2025 Net Book Value \$	2024 Cost or Valuation \$	2024 Accumulated Depreciation \$	2024 Net Book Value \$
Furniture and Equipment	900,451	(599,127)	301,324	884,529	(549,132)	335,397
Information and Communication Technology	740,693	(686,229)	54,464	740,693	(620,495)	120,198
Motor Vehicles	309,285	(186,313)	122,972	309,285	(136,828)	172,457
Leased Assets	108,967	(54,486)	54,481	106,901	(31,173)	75,728
Library Resources	47,571	(31,575)	15,996	46,873	(29,720)	17,153
	<u>2,106,967</u>	<u>(1,557,730)</u>	<u>549,237</u>	<u>2,088,281</u>	<u>(1,367,348)</u>	<u>720,933</u>

Auckland Seventh Day Adventist High School

Notes to the Financial Statements

For the year ended 31 December 2025

12. Accounts Payable

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Creditors	68,588	40,000	39,457
Accruals	13,416	10,000	10,577
Employee Entitlements - Salaries	279,238	241,000	240,903
Employee Entitlements - Leave Accrual	123,613	50,000	47,554
	<u>484,855</u>	<u>341,000</u>	<u>338,491</u>
Payables for Exchange Transactions	484,855	341,000	338,491
	<u>484,855</u>	<u>341,000</u>	<u>338,491</u>

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Other revenue in Advance	16,221	15,000	29,934
	<u>16,221</u>	<u>15,000</u>	<u>29,934</u>

14. Provision for Cyclical Maintenance

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Provision at the Start of the Year	160,385	143,249	112,656
Increase/(decrease) to the Provision During the Year	7,425	22,000	47,729
Use of the Provision During the Year	(23,150)	-	-
Provision at the End of the Year	<u>144,660</u>	<u>165,249</u>	<u>160,385</u>
Cyclical Maintenance - Current	12,240	13,000	17,136
Cyclical Maintenance - Non current	132,420	152,249	143,249
	<u>144,660</u>	<u>165,249</u>	<u>160,385</u>

Per the cyclical maintenance schedule, the School is next expected to undertake painting works during 2026. This plan is based on the School's 10 Year Property plan.

Auckland Seventh Day Adventist High School

Notes to the Financial Statements

For the year ended 31 December 2025

15. Finance Lease Liability

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

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
No Later than One Year	26,950	24,000	27,165
Later than One Year	51,741	46,000	68,293
Future Finance Charges	(8,809)	-	(12,951)
	<u>69,882</u>	<u>70,000</u>	<u>82,507</u>
Represented by			
Finance lease liability - Current	22,255	24,000	21,450
Finance lease liability - Non current	47,627	46,000	61,057
	<u>69,882</u>	<u>70,000</u>	<u>82,507</u>

16. 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.

The Proprietor of the School (The New Zealand Seventh-Day Adventist School's Association Limited) is a related party of the School Board because the Proprietor appoints representatives to the School Board, giving the Proprietor significant influence over the School Board. Any services or contributions between the School Board and Proprietor have been disclosed appropriately. If the Proprietor collects fund on behalf of the school (or vice versa), the amounts are disclosed.

The Proprietor provides land and buildings free of charge for use by the School Board as noted in Note 1(c). The estimated value of this use during the current period is included in the Statement of Comprehensive Revenue and Expense as 'Use of Land and Buildings'.

Under an agency agreement, the School collects funds on behalf of the Proprietor. These include attendance dues, building levy and special character donations payable to the Proprietor. The amounts collected in total were \$63,388 (2024: \$80,194). These do not represent revenue in the financial statements of the school. Any balance not transferred at the year end is treated as a liability. The total funds held by the school on behalf of the proprietor are \$Nil, (2024: \$590).

Auckland Seventh Day Adventist High School

Notes to the Financial Statements

For the year ended 31 December 2025

17. Remuneration

Key management personnel compensation

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

	2025 Actual \$	2024 Actual \$
<i>Board Members</i> Remuneration	4,575	3,880
<i>Leadership Team</i> Remuneration Full-time equivalent members	452,547 3	438,914 3
Total key management personnel remuneration	<u>457,122</u>	<u>442,794</u>

There are 10 members of the Board excluding the Principal. The Board has held 9 full meetings of the Board in the year. The Board also has Finance (4 members) and Property (4 members) committees that meet monthly and quarterly respectively. 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	180-190	170-180
Benefits and Other Emoluments	0-5	0-5
Termination Benefits	-	-

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	9.00	9.00
110-120	6.00	2.00
120-130	1.00	1.00
130-140	2.00	2.00
140-150	0.00	1.00
	<u>18.00</u>	<u>15.00</u>

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

Auckland Seventh Day Adventist High School

Notes to the Financial Statements

For the year ended 31 December 2025

18. Compensation and Other Benefits Upon Leaving

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

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

19. Contingencies

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

Holidays Act Compliance – Schools Payroll

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

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

Pay Equity and Collective Agreement Funding Wash-up

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

20. Commitments

(a) Capital Commitments

At 31 December 2025, the Board had not entered into any capital commitments (2024:\$Nil).

(b) Operating Commitments

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

Auckland Seventh Day Adventist High School

Notes to the Financial Statements

For the year ended 31 December 2025

21. 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	356,219	100,854	18,020
Receivables	331,843	273,500	281,812
Investments - Term Deposits	1,585,179	1,000,000	1,470,094
Total financial assets measured at amortised cost	<u>2,273,241</u>	<u>1,374,354</u>	<u>1,769,926</u>

Financial liabilities measured at amortised cost

Payables	484,855	341,000	338,491
Finance Leases	69,882	70,000	82,507
Total financial liabilities measured at amortised cost	<u>554,737</u>	<u>411,000</u>	<u>420,998</u>

22. Events After Balance Date

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

23. Comparatives

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

INDEPENDENT AUDITOR'S REPORT**To the readers of Auckland Seventh-Day Adventist High School's financial statements
for the year ended 31 December 2025**

The Auditor-General is the auditor of Auckland Seventh-Day Adventist High School (the School). The Auditor-General has appointed me, Annie Uy, using the staff and resources of Crowe New Zealand Audit Partnership, to carry out the audit of the financial statements of the School on pages 2 to 21, that comprise the statement of financial position as at 31 December 2025, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

Opinion

In our opinion the financial statements:

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

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

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

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

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

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

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

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

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

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Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

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

Our responsibilities arise from the Public Audit Act 2001.

Other information included in the Board's annual report

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

The other information obtained at the date of our audit report includes copies of the Analysis of Variance 2025, Achievement 2021-2025, Equal Employment Opportunities, and Kiwi Sport Report.

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

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

Independence

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

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



Annie Uy

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



AUCKLAND SEVENTH-DAY ADVENTIST HIGH SCHOOL

Analysis of Variance 2025

Building a nation through quality Adventist Christian Education

Values:

Commitment, Excellence, Respect

ASDAH School Evaluative Indicators

Term 1 Update 2025

	Key Goals	Measures	T1	T2	T3	T4	Notes	Time	Responsibility
S T E W A R D S H I P	Godliness is the GROWTH vision for 2025. This will be evident in all Special Character aspects of the school	<ul style="list-style-type: none"> All classrooms will have a special character area All curriculum areas will have a special character focus The SDA Discipleship framework will be implemented in the school Assemblies and chapels will have a special character focus Term 3 PLD will have a special character focus 					<p>Explanation of any variance All areas on target</p> <p>Evaluation (where to next) planning for next year</p> <p>Special Character more evident displays throughout the school. All Homerooms to establish a Spiritual area reflecting Special Character Ownership and information each week on display.</p>	Termly	SLT
	The school acknowledges the Treaty of Waitangi principles, our nations bicultural foundations and enables students to acquire knowledge of te re Maori and tikanga Maori	<p>The school will normalise tikanga and te reo Māori by:</p> <ul style="list-style-type: none"> Meaningfully incorporating simple te reo Māori phrases in everyday school activities Encouraging the correct pronunciation of local Māori place names and landmarks Incorporating tikanga Māori into special character school events Engaging with the local Māori community 					<p>Whakatauki as an established part of assembly where student leaders will introduce in Assembly.</p> <p>Karakia to be part of the Assembly or Chapel.</p>	Termly	SLT/Principal
	D1,P5 D2,D4, D5,02, 03,P3 P4,P6	The Board will ensure that all it's policies and procedures are aimed at getting the best student outcomes. They will do this by regularly reviewing data on progress in all areas of the school.	<ul style="list-style-type: none"> Monthly policy review cycle The BOT will review student progress and achievement data monthly Monthly BOT finance and property meeting The school reserves are set at a minimum of \$100K with planned growth in reserves each year. 					Monthly	Principal
		<ul style="list-style-type: none"> The school will hold regular emergency drills termly 							

	Strategic Aim	Measures	T1	T2	T3	T4	Notes	Time	Responsibility
	<p>Quality Teaching/Leadership The leadership will actively promote a culture of equity and academic excellence through the school by the use of data and tracking</p> <p>(ERO Focus 1 – success at school for seniors)</p>	<ul style="list-style-type: none"> Gathering of literacy/numeracy diagnostic data in junior school, twice a year 					<p>Explanation of any variance On track in most areas in the literacy area.</p> <p>Evaluation (where to next) planning for next year. Focus on back mapping and being intentional about across school numeracy approaches. Focus on Year 9 and 10 numeracy interventions to prepare for the numeracy corequisite. Invest in numeracy tools to accelerate numeracy success and address the needs and gaps in numeracy skills.</p>	Termly	DP Teaching and Learning
		<ul style="list-style-type: none"> Collection of monthly student progress for years 11 – 13. Running regular co-construction meetings as part of the staff meeting cycle 					<p>Explanation of any variance The school is on track with both bullet points.</p> <p>Evaluation (where to next) planning for next year. Continue with monthly tracking and using the data to meet the needs of the AT RISK students by sharing good practice at coconstruction meetings..</p>		
		<ul style="list-style-type: none"> HOD's having regular weekly meetings with the DP Teaching and Learning 					<p>Explanation of any variance Most HODs meet regularly with the DP Teaching and Learning.</p> <p>Evaluation (where to next) planning for next year. Encourage HODs to manage all the students in their subject domain.</p>		
		<ul style="list-style-type: none"> That all departments will backmap the skills, competencies and strategies they will use from year 9 to 13 					<p>Explanation of any variance Backmapping is updating and adapting in preparation for the new curriculum.</p> <p>Evaluation (where to next) planning for next year. Backmapping to incorporate the new curriculum content and skills.</p>		

	<ul style="list-style-type: none"> The school will ensure that all learners have the opportunity to develop key capabilities to operate confidently in all areas of society 					<p>Career education specific to the job market and career pathways of subjects to be continuing in each subject area.</p>		
<p>Barrier Free access for all learners ASDAH will use innovative learning pedagogy, culturally responsive and relational pedagogy for all students (ERO Focus 2)</p>	<ul style="list-style-type: none"> Weekly staff PLD sessions to grow in quality teaching and learning – 2025 focus Planning, Achievement & Engagement, Review and Reflection Continue to work with Education Associates in PLD on Assessment for Learning 					<p>Explanation of any variance The school is on track with the bullet points. The PLD is aligned with the needs of the teaching and learning process.</p> <p>Evaluation (where to next) planning for next year. PLD with the external provider is to focus on Leadership Training for all Middle Leaders as a group and individually. A review of good practice through the sharing of good practice across the school. Revisiting the Quality Practice Statement and the ASDAH Assessment for Learning resource.</p>		
	<ul style="list-style-type: none"> Join the Mangere Kahui Ako for PLD – Teaching to the North East 					<p>Explanation of any variance There is a variance in the engagement with the Kahui Ako PLD.</p> <p>Evaluation (where to next) planning for next year. ASDAH runs it's own PLD programme and needs to find a way to be able to fit into the PLD model that the Kahui Ako is running.</p>		
<p>Student Progress, Achievement and Attendance The school will use data to address the learning needs of all students (ERO Focus – Literacy & Numeracy – junior school)</p>	<ul style="list-style-type: none"> All teachers will use diagnostic, formative and summative data to address student learning needs Teachers will review the monthly tracking data for senior students produced by DP Teaching and Learning Individualized learning programmes will be developed for students who need them. 					<p>Explanation of any variance Most areas are on target</p> <p>Evaluation (where to next) planning for next year. ASDAH runs its own weekly which is relevant to the needs and enhancement of the pedagogy.</p>		
	<ul style="list-style-type: none"> There will be extra literacy and numeracy focus in years 9 and 10 					<p>Explanation of any variance Literacy interventions are eliciting good outcomes for students by Year 11. However the numeracy is a variance with the numeracy.</p>		

						<p>Evaluation (where to next) planning for next year. The interventions in literacy will continue and more interventions will be sourced for numeracy to prepare students to achieve the numeracy corequisite by the end of Year 10.</p>		
	<ul style="list-style-type: none"> The school will continue to support the direction of the Mangere Kahui Ako 					<p>Explanation of any variance There has been a variance in the support of the Kahui Ako with our school.</p> <p>Evaluation (where to next) planning for next year. ASDAH continue to undertake its own internal school PLD on Tuesday mornings to meet the needs of students and teachers. External PLD with the Education Group supplements the internal PLD.</p>		
	<p>Curriculum The school will plan for the successful implementation of the refreshed national curriculum and the NCEA refresh</p>	<ul style="list-style-type: none"> Staff will attend cluster meetings to support the implementation of the NCEA refresh The school will continue to build it's capacity to implement the new refreshed curriculum by having regular PLD sessions where applicable Continue to hold teacher only days and to send staff for PLD around the implementation of both the NZC and NCEA refresh. 				<p>Explanation of any variance All areas were met.</p> <p>Evaluation (where to next) planning for next year. To continue to work on a smooth transition into the new curriculum requirements.</p>		
	<p>The school targets are:</p> <ul style="list-style-type: none"> 80% of Year 11 students will gain NCEA Level 1 					55% (39/71) students achieved Level 1. 39% (28) students did not achieve numeracy		
	<ul style="list-style-type: none"> 80% of Year 12 students will gain NCEA Level 2 					51/67 (76%) students achieved Level 2. (7%) 10 students did not achieve numeracy		
<ul style="list-style-type: none"> 80% of Year 13 students will gain NCEA Level 3 					42/51 (84%) students achieved Level 3.			
<ul style="list-style-type: none"> 50% of Year 13 students will gain UE 					26/51 (52%) students achieved University Entrance.			

		<ul style="list-style-type: none"> 80% of Year 9 students will be at or above level 4 in Reading and Writing 					<p>Explanation of any variance 70% of Year 9 students achieved at or above Level 4 in Reading and Writing. Significant shift from Level 5 to Level 6 of the curriculum is evident at the end of the year.</p> <p>Evaluation (where to next) planning for next year. To continue addressing the gaps in the literacy area through the interventions and systems already in place. Student mentoring offered by MOE will be used.</p>		
		<ul style="list-style-type: none"> 80% of Year 9 students will be at or above level 4 in Mathematics 					<p>Explanation of any variance 52% of Year 9 students achieved at or above Level 4 in Numeracy. There has been an increase in the number of students who achieved Level 5 of the curriculum in preparation for Year 10.</p> <p>Evaluation (where to next) planning for next year. To continue addressing the gaps in the numeracy area through the interventions and systems already in place. Student mentoring offered by MOE will be used.</p>		
		<ul style="list-style-type: none"> 80% of Year 10 students will be at or above level 5 in Reading and Writing 					<p>Explanation of any variance 84% of Year 10 students achieved at or above Level 5 in Numeracy. Significant increase from Level 4 to Level 5 of the curriculum is evident at the end of the year.</p> <p>Evaluation (where to next) planning for next year. To continue addressing the gaps in the literacy area through the interventions and systems already in place.</p>		

							Student mentoring offered by MOE will be used.		
	<ul style="list-style-type: none"> 80% of Year 10 students will be at or above in Mathematics 						<p>Explanation of any variance 54% of Year 10 students achieved at or above Level 5 in Numeracy.</p> <p>Evaluation (where to next) planning for next year. To continue addressing the gaps in the numeracy area through the interventions and systems already in place. Student mentoring offered by MOE will be used.</p>		
	<ul style="list-style-type: none"> 10% will achieve Excellence endorsement in Level 1,2,3 						<p>In Level 3, 1 (2%) students achieved Level 3 with Excellence Excellence subject endorsements in Level 3 – 2</p> <p>In Level 2, 1 (1%) students achieved Level 2 with Excellence Excellence subject endorsements in Level 2 – 27</p> <p>In Level 1, 2 (3%) students achieved Level 1 with Excellence Excellence subject endorsements in Level 1 – 4</p>		
	<ul style="list-style-type: none"> 20% of students will achieve Merit endorsements in Level 1,2 and 3 						<p>In Level 3, 10 (20%) students achieved Level 3 with Merit Merit subject endorsements in Level 3 – 21 Achieved subject endorsements in Level 3 – 62</p> <p>In Level 2, 8 (12%) students achieved Level 2 with Merit Merit subject endorsements in Level 2 – 27 Achieved endorsements in Level 2 – 77</p> <p>In Level 1, 8 (11%) students achieved Level 1 with Merit Merit subject endorsements in Level 1 – 31 Achieved subject endorsements in Level 1 – 116</p>		
Key Goals	Measures	T1	T2	T3	T4	Notes	Time	Responsibility	

W E L L B E I N G	D3,01,02	The school will meet the pastoral needs of its learners	<ul style="list-style-type: none"> The school will aim to have 90% attendance The school will monitor attendance data both weekly and monthly. The pastoral team will also monitor pastoral data to identify at risk students and put together a programme to support them. 					<p>Explanation of any variance The school reached the target of 80% consistently but only 43% of students attended 90% of schooling in term 4.</p> <p>Evaluation (where to next) planning for next year Improve on the 43% for 2026. Aim is to reach at least over 50% Attendance or more aiming for students at 90% Improve communication and partnership with home regarding the attendance expectations of the school. Engage with the attendance officers earlier to help identify barriers for students who are repeatedly away.</p> <p>Healthy Choices programme shift to the 2nd Term.</p> <p>ASDAH WAY (PB4L) system will change and restructure for 2026</p>	Termly	DP Pastoral Care
		<ul style="list-style-type: none"> Implement Healthy Choices programme through the school Skills period will be used for the running of pastoral care programmes that are specific to year levels. 								
		<ul style="list-style-type: none"> Continue to run the STARS transition programme 								
		<ul style="list-style-type: none"> Continue to run the senior camps and year 10 outdoor programmes Continue to have a robust extra-curricular programme 								
		The school will use the principles of Positive Behaviour 4 Learning and restorative practices to ensure that all members of the community are physically and emotionally safe.	<ul style="list-style-type: none"> Use the PB4L reward system Student of the month recognition 							
		Key Goals	Measures	T1	T2	T3	T4	Notes	Time	Responsibility
		The school will engage with whanau by providing meaningful information to help empower them to support their child's progress and achievement.	<ul style="list-style-type: none"> Run NCEA information evening for parents Run new parent evening programmes Parent/teacher interviews Regular student pathway interviews 					<p>Explanation of any variance The Kahui Ako did not meet at all last year so these goals were abandoned. Other areas were on track</p>	Termly	DP Pastoral Care and DP Teaching and Learning

C O M M U N I T Y P1,P2,P7	(ERO – 3 – Strengthening connections)						Evaluation (where to next) planning for next year		
	The school will continue to work with the Mangere Kahui Ako to achieve the CoL achievement targets	<ul style="list-style-type: none"> Continue to work with across school Kahui Ako facilitators with the Teaching and Leading to the North East focus Continue to support by attending the PLD meetings organized by the Kahui Ako 					In 2026 that more intentional partnership with year 13 families be a priority so that these students will finish well. To be implemented: <ol style="list-style-type: none"> Welcome letter sent home in week 1 of term 1 outlining the expectations for year 13 Separate the year 13 parent evening from the general NCEA night so that focus can be solely on school expectation and parent partnership. Regular communication with families when assessments start, the length of time it will take to complete and to track at risk students during the internal assessments rather than at the end. 		
	The school will collaborate with tertiary providers/industry and employers to strengthen pathways for our students	<ul style="list-style-type: none"> The Careers coordinator will work with students and tertiary providers to line up pathways for students The Careers coordinator will also involve whanau in the pathway discussions for students To continue to have tertiary providers visit the school to talk about the pathway options available to our students 							
	The school will continue to engage with the local churches and feeder schools	<ul style="list-style-type: none"> Regular promotion of ASDAH at feeder schools and local churches Run open day for feeder schools. 	N/A					Continued promotion of ASDAH at Feeder Schools and churches	
	Key Goals	Key Goals	T1	T2	T3	T4	Notes	Time	Responsibility
R E V I E W D6,P6	To grow a school wide community that will self-review, evaluate and use inquiry as a means of improving outcomes for all students	<ul style="list-style-type: none"> The BOT will do a monthly review of the schools educational outcomes, polices and financial performance 					Explanation of any variance Most areas were on track for this year in terms of meeting the termly and biannual review and reporting.		SLT/Principal
		<ul style="list-style-type: none"> The SLT will report termly on the schools progress towards achieving the outcomes of the strategic plan 							
		<ul style="list-style-type: none"> All HOD's and TIC's will report to the BOT bi-annually on how their departments are tracking towards meeting the school targets All teachers will carry out regular review of their teaching to evaluate if they are meeting the school goals and targets. The review will be in line with their department review. – monthly 					Evaluation (where to next) planning for next year To continue to ask if all areas are still fit for purpose and then change according to new requirements and student needs.		

	To promote reflective, evidence based teaching practice through regular evaluation of teaching practice	<ul style="list-style-type: none"> All departments will carry out regular review of their progress in their monthly department meetings 						

Notes:**D – Refers to the ERO School Improvement Framework****O – National Educational and Learning Objectives (NELP)****P – National Educational and Learning Priorities(NELP)****ACHIEVEMENT 2021-2025**

	2025	2024	2023	2022	2021
UE	52% (26)	28% (16)	38% (20)	30% (12)	48.6% (18)
LEVEL 3	84% (42) (Participation and number of students)	82.4% (47)	81% (43)	60% (24)	75.6% (28)
LEVEL 2	76% (51)	71.4% (40)	81% (51)	84% (59)	85.7% (42)
LEVEL 1	55% (39)	50% (38)	73% (43)	91% (63)	78.6% (59)

Last Name	First Name	NSN	MoE Year Level	Gender	Stats Ethnicity	NCEAL1		
			11	M	Maori	N	Level 1	39 (55%)
			11	M	Pasifika	A	Level 1 Merit	8 (11%)
			11	M	Maori	N	Level 1 Excellence	2 (3%)
			11	F	Pasifika	A		
			11	F	Pasifika	N		
			11	F	Pasifika	M		
			11	M	Pasifika	N		
			11	M	Pasifika	N		
			11	F	Pasifika	A		
			11	F	Pasifika	A		
			11	M	Pasifika	N		
			11	M	Pasifika	A		
			11	M	Pasifika	A		
			11	F	Pasifika	A		
			11	F	Pasifika	M		
			11	F	Pasifika	A		
			11	F	Pasifika	N		
			11	M	Pasifika	A		
			11	M	Pasifika	A		
			11	M	Pasifika	A		
			11	M	Pasifika	A		
			11	M	Pasifika	A		
			11	F	Pasifika	M		
			11	F	Maori	N		
			11	M	Pasifika	N		
			11	F	Pasifika	N		
			11	M	Asian	A		
			11	M	Pasifika	A		
			11	M	Pasifika	N		
			11	F	Pasifika	N		
			11	F	Pasifika	N		
			11	M	Maori	N		
			11	F	Pasifika	A		
			11	F	Pasifika	A		
			11	M	Pasifika	A		
			11	M	Pasifika	N		
			11	F	Asian	A		
			11	M	Pasifika	A		
			11	M	Pasifika	A		
			11	F	Pasifika	A		
			11	F	Pasifika	A		
			11	M	Asian	A		
			11	M	Pasifika	N		
			11	F	Asian	M		
			11	M	Pasifika	A		
			11	M	Pasifika	N		
			11	F	Pasifika	E		
			11	F	Pasifika	E		
			11	F	Pasifika	N		
			11	F	Pasifika	N		
			11	F	Pasifika	N		
			11	F	Pasifika	N		
			11	M	Pasifika	N		
			11	M	Pasifika	N		
			11	F	Pasifika	M		
			11	M	Pasifika	N		
			11	M	Pasifika	M		
			11	M	Pasifika	A		
			11	F	Pasifika	N		

Level 1 Achievement with Credit Count and Numeracy Achievement

First Name	Last Name	Year Level	Ethnicity 1	Gender	Literacy	Numeracy	L1 Total	L2 Total	L3 Total	L123 TOT	Attendance	Subject 1 Credits	Subject 2 Credits	Subject 3 Credits	Subject 4 Credits	Subject 5 Credits	Subject 6 Credits	Subject 7 Credits							
			Samoa	M	Yes	No	125	24	0	151	89	L1BEB3	15	L1PE2	0	L1VART	15	L1PE2	15	L1MAT	5	L1ENG	5	L1SC1	10
			Tongan	M	Yes	No	165	34	6	205	87	L1BEB3	10	L1PE2	0	L1DIGT	15	L1MTE	10	L1MAT	5	L1ENG	5	L1SC1	5
			Samoa	M	Yes	Yes	108	33	7	148	71	L1BEB2	10	L1PE2	0	L1DIGT	10	L1PE2	5	L1MAT	15	L1ENG	15	L1SC1	10
			Samoa	M	Yes	Yes	109	24	0	141	73	L1BEB2	10	L1PE2	0	L1DIGT	10	L1PE2	15	L1MAT	20	L1ENG	15	L1SC1	10
			Tongan	F	Yes	Yes	138	0	0	138	92	L1BEB3	15	L1PE1	8	L1CCOM	20	L1HST	15	L1MAT	20	L1ENG	20	L1SC1	20
			Tongan	F	Yes	Yes	133	0	0	133	94	L1VAR	15	L1BEB3	15	L1PE1	8	L1DIGT	15	L1MAT	20	L1ENG	20	L1SC1	20
			Samoa	F	Yes	Yes	133	0	0	133	95	L1BEB2	15	L1PE1	8	L1CCOM	20	L1HST	15	L1MAT	20	L1ENG	20	L1SC1	20
			Filipino	F	Yes	Yes	128	0	0	128	93	L1BEB3	15	L1PE1	8	L1VART	15	L1HECC	15	L1MAT	20	L1ENG	15	L1SC1	20
			Tongan	M	Yes	No	103	5	0	108	87	L1BEB2	15	L1PE2	0	L1DIGT	15	L1MTE	10	L1MAT	5	L1ENG	5	L1SC1	5
			Tongan	M	Yes	Yes	125	0	0	125	88	L1BEB2	15	L1PE2	0	L1VART	15	L1PE2	15	L1MAT	15	L1ENG	20	L1SC1	10
			Cook Islands M	M	Yes	Yes	93	24	6	123	82	L1BEB3	5	L1PE2	0	L1DIGT	10	L1MTE	15	L1MAT	10	L1ENG	10	L1SC1	10
			Samoa	F	Yes	Yes	123	0	0	123	81	L1BEB3	15	L1PE1	8	L1DIGT	15	L1HST	15	L1MAT	15	L1ENG	20	L1SC1	15
			Karen	M	Yes	Yes	104	16	0	120	98	L1BEB3	10	L1PE2	0	L1DIGT	10	L1MTE	10	L1MAT	15	L1ENG	15	L1SC1	10
			Tongan	F	Yes	Yes	118	0	0	118	96	L1BEB3	15	L1PE1	8	L1MUS	15	L1HECC	15	L1MAT	15	L1ENG	15	L1SC1	15
			Cook Islands M	F	Yes	Yes	118	0	0	118	93	L1BEB3	15	L1PE1	3	L1DIGT	15	L1GEO	15	L1MAT	20	L1ENG	15	L1SC1	15
			Samoa	M	Yes	Yes	105	10	0	115	87	L1BEB3	10	L1PE2	0	L1CCOM	10	L1HST	15	L1MAT	10	L1ENG	15	L1SC1	15
			Tongan	M	Yes	No	110	5	0	115	95	L1BEB1	15	L1PE2	0	L1DIGT	15	L1PE2	15	L1MAT	5	L1ENG	20	L1SC1	10
			Filipino	M	Yes	Yes	107	6	0	113	94	L1BEB3	10	L1PE3	3	L1DIGT	15	L1MTE	10	L1MAT	15	L1ENG	10	L1SC1	15
			Tongan	F	Yes	Yes	113	0	0	113	81	L1BEB1	15	L1PE3	3	L1VART	15	L1GEO	10	L1MAT	10	L1ENG	10	L1SC1	15
			Cook Islands M	F	Yes	No	88	15	0	103	87	L1BEB1	10	L1PE3	8	L1VART	10	L1HST	15	L1MAT	5	L1ENG	10	L1SC1	10
			Tongan	F	Yes	Yes	113	0	0	113	90	L1BEB2	15	L1PE3	3	L1MUS	15	L1HECC	15	L1MAT	20	L1ENG	20	L1SC1	15
			Kiribati	F	Yes	No	115	0	0	115	93	L1BEB1	10	L1PE1	5	L1CCOM	5	L1HST	10	L1MAT	10	L1ENG	5	L1SC1	15
			Tongan	M	Yes	Yes	94	12	6	112	84	L1BEB2	10	L1PE3	3	L1VART	15	L1MTE	9	L1MAT	10	L1ENG	10	L1SC1	10
			Samoa	F	Yes	Yes	110	0	0	110	86	L1BEB3	10	L1PE1	5	L1MUS	15	L1PE2	15	L1MAT	15	L1ENG	15	L1SC1	20
			Samoa	F	Yes	Yes	110	0	0	110	83	L1BEB2	15	L1PE1	5	L1VART	15	L1PE2	15	L1MAT	10	L1ENG	15	L1SC1	15
			Tongan	M	Yes	Yes	100	10	0	110	81	L1BEB2	15	L1PE2	0	L1MUS	15	L1GEO	10	L1MAT	5	L1ENG	15	L1SC1	10
			Samoa	M	Yes	No	100	15	0	115	85	L1BEB3	10	L1PE1	0	L1CCOM	15	L1GEO	15	L1MAT	5	L1ENG	20	L1SC1	10
			Tongan	F	Yes	Yes	108	0	0	108	87	L1BEB2	15	L1PE1	3	L1DIGT	15	L1GEO	15	L1MAT	10	L1ENG	20	L1SC1	15
			Tongan	F	Yes	Yes	100	5	0	105	89	L1BEB2	15	L1PE1	5	L1VART	15	L1PE2	15	L1MAT	20	L1ENG	15	L1SC1	10
			Tongan	M	Yes	Yes	105	0	0	105	92	L1BEB3	15	L1PE2	0	L1MUS	15	L1HECC	15	L1MAT	15	L1ENG	15	L1SC1	10
			Tongan	F	Yes	No	95	10	0	105	100	L1BEB1	10	L1PE1	0	L1MUS	5	L1HST	15	L1MAT	5	L1ENG	5	L1SC1	5
			Tongan	M	Yes	Yes	98	5	0	103	75	L1BEB2	15	L1PE3	3	L1MUS	10	L1GEO	5	L1MAT	10	L1ENG	15	L1SC1	10
			Filipino	F	Yes	Yes	113	0	0	113	85	L1BEB3	15	L1PE1	3	L1VART	20	L1HST	10	L1MAT	10	L1ENG	20	L1SC1	10
			Tongan	M	Yes	No	84	8	0	100	94	L1BEB1	10	L1PE2	0	L1MUS	15	L1MTE	10	L1MAT	5	L1ENG	0	L1SC1	10
			Filipino	F	Yes	Yes	98	0	0	98	78	L1BEB3	15	L1PE1	3	L1VART	15	L1HECC	15	L1MAT	10	L1ENG	15	L1SC1	15
			Tongan	F	Yes	Yes	98	0	0	98	85	L1BEB2	10	L1PE3	3	L1CCOM	15	L1GEO	10	L1MAT	15	L1ENG	15	L1SC1	10
			NZ European	F	Yes	Yes	98	0	0	98	80	L1BEB2	10	L1PE3	3	L1CCOM	5	L1HST	10	L1MAT	20	L1ENG	10	L1SC1	10
			Tongan	F	Yes	Yes	98	0	0	98	88	L1BEB2	10	L1PE3	3	L1VART	15	L1GEO	10	L1MAT	15	L1ENG	10	L1SC1	10
			Samoa	F	Yes	No	98	0	0	98	71	L1BEB2	10	L1PE1	0	L1MUS	15	L1HECC	3	L1MAT	0	L1ENG	5	L1SC1	10
			Tongan	F	Yes	Yes	98	0	0	98	92	L1BEB1	10	L1PE1	8	L1MUS	15	L1HECC	15	L1MAT	10	L1ENG	15	L1SC1	15
			Tokelauan	M	Yes	Yes	97	0	0	97	77	L1BEB3	10	L1PE2	0	L1DIGT	15	L1HECC	12	L1MAT	10	L1ENG	15	L1SC1	15
			Tongan	M	Yes	Yes	95	0	0	95	96	L1BEB2	10	L1PE2	0	L1DIGT	15	L1PE2	15	L1MAT	10	L1ENG	15	L1SC1	10
			Tongan	M	Yes	Yes	95	0	0	95	72	L1BEB3	15	L1PE2	0	L1MUS	15	L1GEO	10	L1MAT	15	L1ENG	10	L1SC1	10
			Cook Islands M	M	Yes	Yes	89	6	0	95	89	L1BEB3	10	L1PE2	0	L1VART	15	L1MTE	10	L1MAT	10	L1ENG	10	L1SC1	10
			Filipino	F	Yes	Yes	93	0	0	93	91	L1BEB3	10	L1PE3	3	L1VART	15	L1GEO	10	L1MAT	5	L1ENG	10	L1SC1	10
			Samoa	M	Yes	Yes	93	0	0	93	87	L1BEB3	10	L1PE3	3	L1MUS	10	L1HST	15	L1MAT	15	L1ENG	10	L1SC1	5
			Kiribati	F	Yes	No	80	15	0	95	84	L1BEB1	10	L1PE1	0	L1CCOM	15	L1GEO	15	L1MAT	5	L1ENG	10	L1SC1	10
			Tongan	F	Yes	Yes	85	5	0	90	98	L1BEB3	5	L1PE1	0	L1VART	15	L1GEO	10	L1MAT	5	L1ENG	10	L1SC1	15
			Tongan	M	Yes	No	80	10	0	90	80	L1BEB3	5	L1PE2	0	L1CCOM	5	L1GEO	5	L1MAT	5	L1ENG	10	L1SC1	10
			Tongan	F	Yes	No	88	0	0	88	78	L1BEB3	10	L1PE3	3	L1CCOM	5	L1HST	15	L1MAT	5	L1ENG	10	L1SC1	10
			Tokelauan	M	Yes	Yes	81	6	0	87	83	L1BEB2	5	L1PE1	0	L1DIGT	5	L1MTE	17	L1MAT	5	L1ENG	10	L1SC1	5
			Samoa	M	Yes	Yes	85	0	0	85	93	L1BEB3	10	L1PE2	0	L1DIGT	10	L1PE2	15	L1MAT	10	L1ENG	10	L1SC1	10
			NZ European	M	Yes	No	80	5	0	85	95	L1BEB1	10	L1PE2	0	L1VART	15	L1MTE	5	L1MAT	5	L1ENG	5	L1SC1	5
			Cook Islands M	M	Yes	Yes	72	11	0	83	84	L1BEB1	15	L1PE2	0	L1DIGT	10	L1MTE	17	L1MAT	5	L1ENG	5	L1SC1	5
			Samoa	M	Yes	No	70	10	0	80	73	L1BEB1	10	L1PE2	0	L1DIGT	10	L1HECC	15	L1MAT	0	L1ENG	5	L1SC1	10
			Samoa	M	Yes	Yes	77	0	0	77	85	L1BEB1	10	L1PE2	0	L1MUS	10	L1MTE	7	L1MAT	20	L1ENG	20	L1SC1	0
			Tongan	M	Yes	No	70	5	0	75	95	L1BEB1	10	L1PE2	0	L1DIGT	15	L1GEO	5	L1MAT	5	L1ENG	5	L1SC1	0
			Cook Islands M	F	Yes	Yes	70	0	0	70	78	L1BEB1	10	L1PE1	0	L1CCOM	15	L1GEO	10	L1MAT	5	L1ENG	10	L1SC1	5
			Tongan	M	Yes	No	65	5	0	70	83	L1BEB1	10	L1PE2	0	L1MUS	15	L1PE2	10	L1MAT	5	L1ENG	5	L1SC1	0
			Samoa	F	Yes	No	65	0	0	65	70	L1BEB2	10	L1PE3	3	L1VART	15	L1HECC	12	L1MAT	5	L1ENG	10	L1SC1	10
			Samoa	M	Yes	No	60	5	0	65	88	L1BEB1	10	L1PE2	0	L1VART	15	L1PE2	10	L1MAT	0	L1ENG	5	L1SC1	10
			Cook Islands M	F	Yes	No	60	0	0	60	88	L1BEB1	10	L1PE1	0	L1MUS	15	L1PE2	10	L1MAT	0	L1ENG	5	L1SC1	10
			Samoa	M	Yes	No	45	10	0	55	48	L1BEB1	10	L1PE2	0	L1VART	15	L1PE2	5	L1MAT	0	L1ENG	0	L1SC1	10
			Mori	M	Yes	No	55	0	0	55	81	L1BEB1	10	L1PE3	0	L1DIGT	15	L1PE2	5	L1MAT	5	L1ENG	0	L1SC1	10
			Solomon Islands	M	Yes	No	55	0	0	55	83	L1BEB2	0	L1PE2	0	L1VART	15	L1HST	10	L1MAT	0	L1ENG	10	L1SC1	5
			Cook Islands M	F	Yes	No	53	0	0	53	68	L1BEB1	10	L1PE3	3	L1CCOM	10	L1GEO	10	L1MAT	0	L1ENG	10	L1SC1	10
			Mori	F	Yes	No	47	0	0	47	48	L1BEB3	0	L1PE1	0	L1VART	10	L1HECC	12	L1MAT	0	L1ENG	10	L1SC1	10
			Cook Islands M	M	Yes	No	35	0	0	35	81	L1BEB1	10	L1PE3	0	L1VART	15	L1PE2	10	L1MAT	0	L1ENG	0	L1SC1	10
			Mori	M	Yes	No	32	0	0	32	57	L1BEB3	1												

Level 2 Achievement

Last Name	First Name	NSN	MoE Year Level	Gender	Stats Ethnicity	NCEAL1	NCEAL2		
			12	F	Pasifika	A	N	Level 2	51 (76%)
			12	F	Pasifika	A	N	Level 2 Merit	8 (12%)
			12	M	Pasifika	N	N	Level 2 Excellence	1 (1%)
			12	M	Pasifika	N	N		
			12	M	Pasifika	A	A		
			12	F	Pasifika	A	A		
			12	M	Pasifika	A	A		
			12	F	Pasifika	A	A		
			12	F	Pasifika	N	N		
			12	F	Pasifika	A	A		
			12	M	Pasifika	M	A		
			12	M	Maori	A	A		
			12	F	Pasifika	M	A		
			12	M	New Zealand European	A	A		
			12	M	Maori	N	N		
			12	F	Pasifika	A	M		
			12	M	Pasifika	A	A		
			12	F	Maori	A	A		
			12	F	Pasifika	M	M		
			12	M	Pasifika	A	A		
			12	M	Pasifika	A	A		
			12	F	Pasifika	M	A		
			12	M	Maori	M	A		
			12	F	Pasifika	M	A		
			12	F	Pasifika	A	A		
			12	M	Maori	N	N		
			12	M	Pasifika	N	N		
			12	F	Pasifika	A	A		
			12	F	Pasifika	M	M		
			12	M	Pasifika	M	A		
			12	F	Pasifika	M	M		
			12	F	Pasifika	M	A		
			12	M	Pasifika	N	N		
			12	M	Pasifika	N	N		
			12	M	Pasifika	A	N		
			12	M	Pasifika	A	A		
			12	M	Pasifika	M	A		
			12	M	Pasifika	A	A		
			12	F	Pasifika	A	N		
			12	F	Maori	A	A		
			12	F	Pasifika	M	M		
			12	F	Pasifika	M	M		
			12	M	Pasifika	A	A		
			12	F	Pasifika	M	A		
			12	M	Pasifika	A	A		
			12	F	Pasifika	N	N		
			12	M	Pasifika	A	A		
			12	M	Pasifika	N	N		
			12	M	Maori	N	N		
			12	F	Pasifika	M	A		
			12	F	Pasifika	A	A		
			12	M	Pasifika	M	A		
			12	M	Pasifika	A	A		
			12	F	Pasifika	M	A		
			12	M	Maori	A	A		
			12	M	Pasifika	A	A		
			12	M	Pasifika	M	A		
			12	M	Other	M	A		
			12	M	Pasifika	M	A		
			12	M	Pasifika	A	N		
			12	M	Pasifika	A	A		
			12	M	Asian	A	M		
			12	M	Pasifika	N	N		
			12	F	Pasifika	M	M		
			12	M	Asian	A	A		
			12	M	Pasifika	A	A		
			12	F	Pasifika	E	E		

Level 2 Achievement with Credit Count

First Name	Last Name	Year Level	Ethnicity	Emergency Number	U1 Total	U2 Total	U3 Total	U3 TOTAL Attendance	Subject 1 credits	Subject 2 credits	Subject 3 credits	Subject 4 credits	Subject 5 credits	Subject 6 credits	Subject 7 credits	Subject 8 Credits								
Tongan	M	Yes	Yes	229	138	0	138	76	L2VAF	20	L2MTE	23	L2ENG	10	L2MAT	12	L2BEB	18	L2PHY	10	HomeFloor	0		
Fijian	F	Yes	Yes	299	133	0	133	91	L2BIOL	18	L2ENG	14	L2MAT	16	L2BEB	18	L2CHEM	14	L2HST	18	HomeFloor	0		
Tongan	F	Yes	Yes	136	131	0	131	96	L2BIOL	26	L2ENG	23	L2MAT	25	L2BEB	18	L2CHEM	16	L2PHY	26	HomeFloor	0		
Samoa	F	Yes	Yes	253	130	0	130	94	L2BIOL	22	L2ENG	18	L2MAT	16	L2BEB	18	L2CHEM	14	L2HST	18	HomeFloor	0		
Tuvalu	M	Yes	Yes	85	105	22	127	86	L2MTE	19	L2ENG	10	L2MAT	0	L2BEB	18	L2CHEM	0	L2HST	5	HomeFloor	0		
Tongan	F	Yes	Yes	240	125	0	125	90	L2VAF	20	Stars	0	Stars	0	L2MTE	23	L2ENG	18	L2MAT	12	L2BEB	12	L2PHY	10
Tongan	M	Yes	Yes	209	123	0	123	73	L2BIOL	18	L2ENG	18	L2MAT	13	L2BEB	18	L2CHEM	19	L2VAF	4	HomeFloor	0		
Samoa	F	Yes	Yes	237	119	0	119	80	Stars	0	Stars	0	L2ACC	14	L2ENG	14	L2MAT	8	L2BEB	18	L2CCDN	16	L2MUS	23
Samoa	M	Yes	Yes	214	117	0	117	71	L2MTE	23	L2ENG	14	L2MAT	12	L2BEB	18	L2CCDN	19	L2PHY	10	HomeFloor	0		
Tongan	F	Yes	Yes	81	110	5	115	83	L2ACC	7	L2ENG	14	L2MAT	13	L2BEB	18	L2CHEM	19	L2VAF	20	HomeFloor	0		
Mi	M	Yes	Yes	218	110	0	110	98	L2VAF	20	L2ENG	14	L2MAT	16	L2BEB	18	L2CHEM	6	L2PHY	16	HomeFloor	0		
Cook Islands	M	Yes	Yes	226	110	0	110	92	Stars	0	Stars	0	L2BIOL	14	L2ENG	14	L2MAT	16	L2BEB	18	L2CHEM	14	L2PHY	10
Other Southeast Asia	M	Yes	Yes	218	110	0	110	98	L2BIOL	18	L2ENG	14	L2MAT	21	L2BEB	18	L2CHEM	19	L2VAF	20	HomeFloor	0		
Samoa	F	Yes	Yes	218	105	0	105	99	L2BIOL	18	L2ENG	18	L2MAT	21	L2BEB	18	L2CHEM	14	L2PHY	16	HomeFloor	0		
Samoa	M	Yes	Yes	89	100	0	100	74	L2MTE	19	L2ENG	0	L2MAT	8	L2BEB	18	L2CCDN	19	L2VAF	20	HomeFloor	0		
NZ European	F	Yes	Yes	62	99	0	99	78	L2MTE	23	L2ENG	10	L2MAT	7	L2BEB	12	L2CHEM	3	L2VAF	20	HomeFloor	0		
Tongan	M	Yes	Yes	175	93	6	99	88	L2MTE	23	L2ENG	0	L2MAT	2	L2BEB	12	L2PHY	7	HomeFloor	0				
Mi	M	Yes	No	141	91	6	97	94	L2MTE	23	L2ENG	10	L2MAT	4	L2BEB	12	L2PEDU	0	L2VAF	8	HomeFloor	0		
Samoa	F	Yes	Yes	202	95	0	95	96	L2MTE	23	L2ENG	14	L2MAT	12	L2BEB	18	L2PEDU	12	L2PHY	10	HomeFloor	0		
Tongan	M	Yes	Yes	179	95	0	95	89	L2ACC	7	L2ENG	10	L2MAT	13	L2BEB	18	L2CCDN	19	L2PHY	10	HomeFloor	0		
Tuvalu	M	Yes	Yes	212	94	0	94	93	L2ACC	14	L2ENG	14	L2MAT	21	L2BEB	18	L2CCDN	14	L2HST	13	HomeFloor	0		
Tuvalu	F	Yes	Yes	185	94	0	94	84	L2BIOL	14	L2ENG	10	L2MAT	9	L2BEB	18	L2CHEM	9	L2PHY	10	HomeFloor	0		
Tongan	M	Yes	Yes	184	94	0	94	93	L2VAF	20	L2ENG	10	L2MAT	9	L2BEB	18	L2PEDU	12	L2MUS	10	HomeFloor	0		
Tongan	M	Yes	Yes	165	87	6	93	83	L2GED	7	L2ENG	14	L2MAT	6	L2BEB	18	L2PEDU	10	L2MUS	14	HomeFloor	0		
Tongan	F	Yes	Yes	175	82	0	82	85	L2BIOL	14	L2ENG	4	L2MAT	5	L2BEB	18	L2CHEM	15	L2HST	8	HomeFloor	0		
Tongan	M	Yes	Yes	198	92	0	92	94	Stars	0	Stars	0	L2MTE	23	L2ENG	10	L2MAT	12	L2BEB	18	L2CCDN	19	L2PHY	10
Samoa	F	Yes	Yes	204	91	0	91	78	L2BIOL	14	L2ENG	18	L2MAT	16	L2BEB	18	L2CHEM	9	L2VAF	16	HomeFloor	0		
Tongan	F	Yes	Yes	183	90	0	90	89	L2ACC	4	L2ENG	14	L2MAT	7	L2BEB	12	L2CCDN	19	L2PHY	10	HomeFloor	0		
Tongan	F	Yes	Yes	184	88	0	88	77	L2BIOL	14	L2ENG	14	L2MAT	10	L2BEB	18	L2CHEM	3	L2VAF	20	HomeFloor	0		
Cook Islands	M	Yes	Yes	186	88	0	88	82	L2ACC	7	L2ENG	14	L2MAT	15	L2BEB	18	L2CCDN	14	L2PHY	16	HomeFloor	0		
Filipino	M	Yes	Yes	171	88	0	88	76	L2GED	10	L2ENG	10	L2MAT	10	L2BEB	12	L2VAF	20	HomeFloor	0				
French	F	Yes	Yes	173	85	0	85	96	Stars	0	Stars	0	L2GED	3	L2ENG	6	L2MAT	13	L2BEB	12	L2CCDN	4	L2PHY	13
Fijian	M	Yes	Yes	164	85	0	85	87	L2MTE	23	L2ENG	6	L2MAT	7	L2BEB	12	L2PEDU	10	L2PHY	7	HomeFloor	0		
Mi	M	Yes	No	81	81	0	81	86	L2GED	0	L2ENG	6	L2MAT	4	L2BEB	18	L2CHEM	19	L2VAF	20	HomeFloor	0		
Tongan	M	Yes	Yes	99	85	0	85	93	L2ACC	0	L2ENG	10	L2MAT	4	L2BEB	18	L2CHEM	15	L2HST	14	HomeFloor	0		
Tongan	M	Yes	Yes	177	81	0	81	80	L2MUS	20	L2ENG	14	L2MAT	12	L2BEB	6	L2CCDN	19	L2PHY	10	HomeFloor	0		
Samoa	M	Yes	Yes	186	81	0	81	96	L2MTE	23	L2ENG	6	L2MAT	4	L2BEB	0	L2CHEM	6	L2PHY	10	HomeFloor	0		
Tongan	M	Yes	Yes	169	81	0	81	95	L2GED	9	L2ENG	10	L2MAT	5	L2BEB	18	L2PEDU	15	L2MUS	14	HomeFloor	0		
NZ European	M	Yes	Yes	149	81	0	81	99	L2GED	10	L2ENG	4	L2MAT	15	L2BEB	18	L2PEDU	12	L2PHY	22	HomeFloor	0		
Cook Islands	M	Yes	Yes	185	80	0	80	86	L2BIOL	14	L2ENG	14	L2MAT	7	L2BEB	18	L2CHEM	3	L2HST	18	HomeFloor	0		
Tuvalu	F	Yes	Yes	138	80	0	80	88	L2BIOL	14	L2ENG	6	L2MAT	7	L2BEB	6	L2CHEM	9	L2MUS	14	HomeFloor	0		
Nz Stated	M	Yes	Yes	164	79	0	79	78	L2GED	0	L2ENG	10	L2MAT	5	L2BEB	18	L2PEDU	7	L2VAF	8	HomeFloor	0		
Tongan	F	Yes	Yes	165	77	0	77	89	L2BIOL	18	L2ENG	14	L2MAT	4	L2BEB	18	L2CHEM	9	L2MUS	14	HomeFloor	0		
Cook Islands	M	Yes	Yes	139	76	0	76	92	L2GED	3	L2ENG	14	L2MAT	9	L2BEB	18	L2PEDU	10	L2PHY	10	HomeFloor	0		
Cook Islands	F	No	No	103	73	0	73	93	L2BIOL	7	L2ENG	4	L2MAT	7	L2BEB	18	L2CHEM	6	L2PHY	10	HomeFloor	0		
Cook Islands	M	No	No	91	67	6	73	84	L2MTE	23	L2ENG	0	L2MAT	4	L2BEB	18	L2PEDU	6	L2VAF	8	HomeFloor	0		
Samoa	M	Yes	Yes	152	72	0	72	85	L2MTE	23	L2ENG	6	L2MAT	12	L2BEB	18	L2CHEM	9	L2PHY	10	HomeFloor	0		
Tongan	F	Yes	No	124	72	0	72	91	L2MTE	23	L2ENG	0	L2MAT	8	L2BEB	12	L2CCDN	0	L2HST	18	HomeFloor	0		
Tongan	M	Yes	Yes	161	71	0	71	91	L2GED	3	L2ENG	0	L2MAT	5	L2BEB	18	L2PEDU	15	L2MUS	20	HomeFloor	0		
Tongan	M	Yes	Yes	131	71	0	71	91	L2GED	0	L2ENG	6	L2MAT	10	L2BEB	6	L2CCDN	19	L2MUS	20	HomeFloor	0		
Tongan	M	Yes	Yes	132	69	0	69	84	L2GED	0	L2ENG	6	L2MAT	7	L2BEB	12	L2PEDU	4	L2HST	14	HomeFloor	0		
Mi	M	Yes	Yes	147	69	0	69	84	Stars	0	Stars	0	L2BIOL	10	L2ENG	0	L2MAT	2	L2BEB	12	L2CHEM	9	L2HST	14
Mi	M	Yes	Yes	156	68	0	68	90	L2ACC	0	L2ENG	10	L2MAT	7	L2BEB	12	L2CCDN	3	L2PHY	7	HomeFloor	0		
Mi	F	Yes	Yes	144	66	0	66	76	L2BIOL	18	L2ENG	10	L2MAT	8	L2BEB	12	L2CHEM	6	L2PHY	7	HomeFloor	0		
Tongan	M	Yes	Yes	100	67	0	67	84	L2GED	0	L2ENG	0	L2MAT	9	L2BEB	12	L2PEDU	12	L2PHY	7	HomeFloor	0		
Tongan	F	Yes	Yes	120	62	0	62	71	L2BIOL	14	L2ENG	6	L2MAT	5	L2BEB	18	L2CHEM	15	L2VAF	4	HomeFloor	0		
Tongan	F	Yes	Yes	125	58	0	58	91	L2BIOL	6	L2ENG	6	L2MAT	6	L2BEB	6	L2CHEM	0	L2HST	14	HomeFloor	0		
Tongan	M	Yes	No	119	58	0	58	93	L2ACC	0	L2ENG	4	L2MAT	3	L2BEB	6	L2CCDN	0	L2MUS	14	HomeFloor	0		
Samoa	M	Yes	No	107	57	5	62	79	L2GED	0	L2ENG	0	L2MAT	6	L2BEB	12	L2PEDU	3	L2VAF	4	HomeFloor	0		
Tongan	M	Yes	No	121	54	0	54	87	L2BIOL	14	L2ENG	6	L2MAT	2	L2BEB	12	L2CHEM	6	L2PHY	10	HomeFloor	0		
Cook Islands	M	No	No	105	53	0	53	86	L2MTE	27	L2ENG	0	L2MAT	3	L2BEB	12	L2PEDU	4	L2VAF	8	HomeFloor	0		
Tongan	M	Yes	No	69	50	0	50	89	L2GED	0	L2ENG	6	L2MAT	2	L2BEB	6	L2CCDN	3	L2HST	3	HomeFloor	0		
Samoa	F	Yes	No	97	49	0	49	69	L2BIOL	0	L2ENG	0	L2MAT	2	L2BEB	6	L2CHEM	3	L2MUS	14	HomeFloor	0		
Samoa	M	Yes	No	85	46	0	46	84	L2GED	0	L2ENG	0	L2MAT	2	L2BEB	6	L2CHEM	0	L2HST	18	HomeFloor	0		
Samoa	M	Yes	No	79	45	0	45	81	L2GED	0	L2ENG	0	L2MAT	0	L2BEB	6	L2CHEM	0	L2HST	18	HomeFloor	0		

Level 3 Achievement

Last Name	First Name	NSN	MoE Year Level	Gender	Stats Ethnicity	NCEAL1	NCEAL2	NCEAL3	UE	Endorsement		
			13	M	Pasifika	M	A	M	N		Level 3	42 (84%)
			13	F	Pasifika	A	A	A	N		UE	26 (52%)
			13	F	Pasifika	M	A	A	N		L3 Merit	10 (20%)
			13	F	Pasifika	M	M	M	Y		L3 Excellence	1 (2%)
			13	M	Pasifika	A	A	A	Y			
			13	F	New Zealand European	M	M	A	Y			
			13	M	Pasifika	A	A	A	N			
			13	M	Asian	M	M	A	Y			
			13	M	Asian	M	M	A	Y			
			13	F	Pasifika	A	A	A	N			
			13	M	Pasifika	A	A	A	N			
			13	M	Pasifika	A	A	A	N			
			13	M	Pasifika	A	A	A	N			
			13	F	Pasifika	M	A	N	N			
			13	M	New Zealand European	M	M	M	Y			
			13	M	Pasifika	M	M	A	Y			
			13	M	Pasifika	A	A	A	N			
			13	F	Pasifika	M	A	M	Y			
			13	M	Pasifika	N	N	N	N			
			13	F	Pasifika	A	M	E	Y			
			13	F	Maori	A	A	A	N			
			13	M	Pasifika	A	A	A	N			
			13	M	Pasifika	M	M	M	Y			
			13	F	Pasifika	M	M	A	Y			
			13	F	Asian	M	M	M	Y			
			13	M	Pasifika	A	A	A	N			
			13	F	Asian	A	M	M	Y			
			13	M	Pasifika	M	A	A	Y			
			13	M	Pasifika	A	A	A	N			
			13	M	Pasifika	M	M	A	Y			
			13	F	Pasifika	M	A	N	N			
			13	F	Pasifika	M	M	M	Y			
			13	M	Pasifika	A	A	A	N			
			13	M	Pasifika	A	A	N	N			
			13	M	Asian	M	A	A	Y			
			13	M	Asian	M	M	M	Y			
			13	M	Pasifika	A	A	N	N			
			13	F	Pasifika	A	M	A	Y			
			13	M	Pasifika	A	A	A	N			
			13	F	Pasifika	A	A	A	Y			
			13	M	Maori	A	M	A	Y			
			13	M	Pasifika	M	A	A	Y			
			13	M	Pasifika	A	A	A	Y			
			13	F	Pasifika	M	A	N	N			
			13	F	Pasifika	A	A	N	N			
			13	M	Asian	M	A	A	N			
			13	M	Asian	N	N	N	N			
			13	F	Other	M	M	A	Y			
			13	F	Other	A	M	M	Y			
			13	F	Asian	A	A	A	Y			

Level 3 Credit Count

First Name	Last Name	Year Level	Ethnicity 1	Gender	Literacy	Numeracy	L1 Total	L2 Total	L3 Total	Attendance	Subject 1 Credits	Subject 2 Credits	Subject 3 Credits	Subject 4 Credits	Subject 5 Credits	Subject 6 Credits	Subject 7 Credits	Subject 8 Credits						
13	Filipino	M	Yes	Yes	308	201	104	94	L3MUS	16	L3MAT2	14	L3MTEC	20	L3ENG3	14	L3GEOG	9	L3BIB2	12	HomeRoom	0		
13	Tongan	M	Yes	Yes	328	199	99	84	L3DIGT	19	L3MAT1	25	L3CHEM	9	L3ENG1	14	L3PHYS	14	L3BIB2	18	HomeRoom	0		
13	Filipino	M	Yes	Yes	322	195	99	95	L3MAT1	25	L3CHEM	14	L3ENG1	14	L3BIOL	18	L3PHYS	16	L3BIB2	12	HomeRoom	0		
13	Tongan	F	Yes	Yes	357	205	96	92	Stars	0	L3MAT1	14	L3CHEM	9	L3ENG3	18	L3BIOL	18	L3HIST	19	L3BIB2	18	HomeRoom	0
13	Māori	F	Yes	Yes	257	173	95	78	L3MAT3	12	L3HECO	10	L3ENG3	10	L3BIOL	13	L3HIST	15	L3BIB1	12	HomeRoom	0		
13	Filipino	F	Yes	Yes	271	179	95	47	L3MAT2	14	L3CHEM	14	L3ENG3	10	L3BIOL	18	L3PHYS	14	L3BIB2	18	HomeRoom	0		
13	Filipino	F	Yes	Yes	295	172	94	36	L3MAT2	7	L3CHEM	14	L3ENG3	14	L3BIOL	18	L3PHYS	10	L3BIB2	18	HomeRoom	0		
13	Samoan	F	Yes	Yes	300	182	94	93	L3VART	8	Stars	0	Stars	0	L3MAT1	14	L3ENG1	18	L3MUS	26	L3PHYS	10	L3BIB2	18
13	Other Zimbabwean	F	Yes	Yes	163	137	94	90	L3MAT2	14	L3CHEM	9	L3ENG1	14	L3BIOL	13	L3PHYS	10	L3BIB1	12	HomeRoom	0		
13	Indian	M	Yes	Yes	309	193	93	52	L3DIGT	19	L3MAT1	14	L3MTEC	20	L3ENG1	8	L3PHYS	14	L3BIB3	18	HomeRoom	0		
13	Tongan	F	Yes	Yes	247	153	92	70	L3MAT2	14	L3CHEM	9	L3ENG2	14	L3BIOL	18	L23DIGT	19	L3BIB1	18	HomeRoom	0		
13	Samoan	F	Yes	Yes	260	173	83	89	Stars	0	Stars	0	L3MAT3	9	L3PEDU	8	L3ENG2	14	L3BIOL	13	L23DIGT	25	L3BIB2	18
13	Tongan	M	Yes	Yes	250	162	83	82	StarsAP	0	L3MAT2	14	L3MTEC	20	L3ENG3	10	L3GEOG	6	L3HIST	15	L3BIB3	18	HomeRoom	0
13	Tongan	M	Yes	Yes	299	180	83	97	L3MAT1	14	L3PEDU	15	L3ENG3	18	L3GEOG	7	L3PHYS	7	L3BIB2	12	HomeRoom	0		
13	Tongan	M	Yes	Yes	292	179	82	96	L3MAT1	14	L3MTEC	20	L3ENG2	14	L3GEOG	6	L3PHYS	10	L3BIB2	18	HomeRoom	0		
13	Filipino	M	Yes	Yes	285	166	81	87	L3VART	8	L3MAT2	10	L3ENG3	10	L3GEOG	9	L3PHYS	10	L3BIB1	18	HomeRoom	0		
13	Nigerian	F	Yes	Yes	157	147	81	97	L3MAT2	14	L3CHEM	9	L3ENG1	10	L3BIOL	13	L3PHYS	10	L3BIB3	18	HomeRoom	0		
13	Tongan	M	Yes	Yes	285	181	79	54	L3MAT1	14	L3MTEC	20	L3ENG1	14	L3ACCT	9	L3PHYS	10	L3BIB3	12	HomeRoom	0		
13	Samoan	F	Yes	Yes	282	171	78	84	Stars	0	Stars	0	L3MAT2	18	L3HECO	19	L3ENG3	14	L3ACCT	9	L23ECON	6	L3BIB2	18
13	Tongan	M	Yes	Yes	237	137	78	90	StarsAP	0	L3MAT3	12	L3HECO	15	L3ENG2	6	L3GEOG	3	L3HIST	15	L3BIB1	12	HomeRoom	0
13	Tongan	M	Yes	Yes	192	113	78	83	L3MUS	4	L3MAT3	12	L3PEDU	8	L3ENG3	8	L3MUS	8	L3PHYS	6	L3BIB1	12	HomeRoom	0
13	NZ European	M	Yes	Yes	291	164	77	88	L3MUS	8	L3MAT1	14	L3PEDU	15	L3ENG3	14	L3PHYS	14	L3BIB2	12	HomeRoom	0		
13	Samoan	F	Yes	Yes	269	162	76	93	Stars	0	L3MAT1	14	L3CHEM	9	L3ENG2	10	L3BIOL	18	L3PHYS	7	L3BIB2	18	HomeRoom	0
13	Filipino	F	Yes	Yes	91	76	76	97	L3MAT3	26	L3CHEM	9	L3ENG2	15	L3BIOL	13	L3PHYS	10	L3BIB1	18	HomeRoom	0		
13	Tongan	F	Yes	Yes	292	177	75	81	L3MAT1	14	L3CHEM	9	L3ENG3	14	L3BIOL	18	L3PHYS	14	L3BIB2	6	HomeRoom	0		
13	Cook Islands Māori	M	Yes	Yes	191	121	75	77	L3MAT3	16	L3PEDU	15	L3ENG1	0	L3BIOL	7	L3VART	4	L3BIB1	18	HomeRoom	0		
13	New Zealander	F	Yes	Yes	229	132	73	79	Stars	0	Stars	0	L3MAT2	18	L3CHEM	9	L3ENG1	10	L3BIOL	15	L3PHYS	3	L3BIB1	18
13	Tongan	M	Yes	Yes	177	127	73	54	L3MAT3	16	L3PEDU	4	L3ENG2	0	L3MUS	8	L3VART	0	L3BIB1	18	HomeRoom	0		
13	Māori	M	Yes	Yes	261	161	71	97	StarsAP	0	L3MAT2	14	L3PEDU	11	L3ENG2	10	L3GEOG	3	L3HIST	15	L3BIB3	18	HomeRoom	0
13	Tongan	F	Yes	Yes	228	150	70	90	L3MAT3	16	L3PEDU	11	L3ENG2	10	L3BIOL	13	L3VART	8	L3BIB1	12	HomeRoom	0		
13	Tongan	M	Yes	Yes	200	117	67	91	L3MAT2	14	L3PEDU	15	L3ENG1	0	L3GEOG	0	L3HIST	15	L3BIB3	18	HomeRoom	0		
13	Fijian	M	Yes	Yes	241	130	67	88	StarsAP	0	L3MAT2	10	L3PEDU	15	L3ENG2	0	L3ACCT	5	L3HIST	19	L3BIB3	18	HomeRoom	0
13	Cook Islands Māori	F	Yes	Yes	241	153	66	86	L3MAT2	14	L3CHEM	9	L3ENG3	10	L3BIOL	13	L3VART	8	L3BIB1	12	HomeRoom	0		
13	Filipino	M	Yes	Yes	249	139	66	99	L3MAT2	14	L3CHEM	9	L3ENG2	14	L3BIOL	7	L3PHYS	4	L3BIB2	18	HomeRoom	0		
13	Tongan	M	Yes	Yes	122	112	66	89	L3MAT2	10	L3PEDU	15	L3ENG2	10	L3BIOL	6	L3PHYS	7	L3BIB3	18	HomeRoom	0		
13	Tongan	M	Yes	Yes	211	129	64	80	L3MAT3	12	L3PEDU	15	L3ENG3	4	L3BIOL	7	L3VART	4	L3BIB3	18	HomeRoom	0		
13	Cook Islands Māori	M	Yes	Yes	250	131	64	88	Stars	0	Stars	0	L3MAT1	14	L3PEDU	15	L3ENG1	4	L3GEOG	3	L3PHYS	10	L3BIB3	18
13	Cook Islands Māori	M	Yes	Yes	206	129	63	92	L3MAT3	3	L3MTEC	16	L3ENG3	10	L3GEOG	3	L3HIST	15	L3BIB3	0	HomeRoom	0		
13	Tokelauan	M	Yes	Yes	195	120	62	54	L3MAT3	13	L3PEDU	4	L3ENG3	10	L3BIOL	7	L3VART	0	L3BIB1	18	HomeRoom	0		
13	Samoan	M	Yes	Yes	221	127	61	89	L3MAT2	14	L3PEDU	15	L3ENG1	4	L3ACCT	0	L3PHYS	10	L3BIB3	18	HomeRoom	0		
13	Samoan	F	Yes	Yes	212	142	61	81	L3MAT3	16	L3PEDU	15	L3ENG1	0	L3MUS	8	L3VART	4	L3BIB1	18	HomeRoom	0		
13	Filipino	M	No	Yes	66	61	61	83	L3MAT2	14	L3PEDU	15	L3ENG1	5	L3ACCT	0	L23DIGT	13	L3BIB1	12	HomeRoom	0		
13	Solomon Islander	M	Yes	Yes	234	131	60	97	L3MAT2	14	L3PEDU	15	L3ENG2	0	L3GEOG	3	L3PHYS	10	L3BIB3	18	HomeRoom	0		
13	Cook Islands Māori	F	Yes	Yes	192	122	56	57	L3MAT2	14	L3HECO	15	L3ENG1	0	L3ACCT	4	L23ECON	0	L3BIB3	18	HomeRoom	0		
13	Tongan	F	Yes	Yes	197	114	53	80	L3MAT2	10	L3CHEM	9	L3ENG1	0	L3BIOL	10	L3PHYS	7	L3BIB1	12	HomeRoom	0		
13	Samoan	F	Yes	Yes	224	119	53	69	Stars	0	L3MAT3	10	L3PEDU	15	L3ENG2	6	L3ACCT	0	L23ECON	0	L3BIB2	18	HomeRoom	0
13	Tongan	M	Yes	Yes	231	125	44	95	Stars	0	Stars	0	L3MAT1	14	L3MTEC	20	L3ENG2	0	L3GEOG	0	L3PHYS	10	L3BIB3	18
13	Cook Islands Māori	M	Yes	Yes	129	70	20	59	L3MAT3	0	L3MTEC	4	L3ENG2	0	L3ACCT	0	L23ECON	0	L3BIB1	6	HomeRoom	0		
13	Samoan	F	Yes	Yes	172	61	18	68	Stars	0	L3MAT1	10	L3PEDU	4	L3ENG2	4	L3ACCT	0	L23ECON	0	L3BIB3	0	HomeRoom	0
13	Tongan	M	No	Yes	83	34	11	83	L3MAT3	0	L3PEDU	4	L3ENG1	0	L3GEOG	0	L23DIGT	3	L3BIB1	0	HomeRoom	0		

Overall Explanation of any variance:

- Overall results for Level 1
 - 55% of Year 11 achieved NCEA Level 1 in 2025. This has been a slight increase of 5% from 2025.
- Level 1 Numeracy:
 - Numeracy results dropped by 23% since 2024 but rose by 5% in 2025.
- Level 1 Literacy:
 - 100% of Year 11 students achieved their literacy requirements which is 21% higher than the literacy results achieved nationally in 2025 and 20% higher than School Equity Index Band statistics.
 - Literacy achievement has been steadily trending up.
- Course endorsement:
 - Merit course endorsement fell from 18% in 2024 to 11% in 2025.
 - 3% of Level 1 students achieved Level 1 NCEA with Excellence.
- Ethnicity Statistics:
 - Pasifika achievement for level 1 is similar to national statistics.
- Gender Statistics

- Male students while still below female achievement, improved from 2024 with 43.2% to 48.6% in 2025.
- Female students remain consistently higher than male student achievement with little change.
- In an initial analysis of the data staff identified the following factors affecting achievement
 - Changes in the new assessment standards.
 - Introduction of the numeracy corequisites.
 - The gaps in numeracy from Year 9 which have to be accelerated over two years

Where to next?

- To support students as they move into year 12:
 - Teachers to continue ensuring AT RISK students' individual needs to be addressed
 - Robust monitoring of student completion of assessments using checklists and checkpoints throughout the progress of the assessment.
 - Identifying AT RISK students early in Term 1 and addressing needs of students needing support.
 - Attendance issues to be addressed early in the year and work with parents to ensure students are attending school regularly and students with poor and erratic attendance to be followed up with the engagement agency.
 - To focus on Learning pathways and ensuring students choose subjects that they're good at, interested in and towards their career pathways.
 - To focus on gaining Merit and Excellence grades.
 - Homeroom teachers and subject teachers to support students in completing student reflections in their learning journal to develop student agency.
 - Identify boys' interests and apply to content to make learning relevant. Offer opportunities for individual tutoring and mentor support in the classroom and in the homework centre.
 - Grouping students according to their numeracy needs.
 - Intensifying preparation for the corequisite exams

Year 12 NCEA Achievement

Overall Explanation of any variance:

- In Level 2 the trend was higher by 11% from 2025 achievement. 2% higher than national statistics and similar to the School Equity Index Band statistics.
- Literacy and Numeracy achievement continues to be consistently high with 97.1% in literacy and slightly lower by 6% in numeracy.
- There was a similar result as the year before of 17.9% NCEA Certificate endorsements with Merit.
- Overall subject endorsement we had 77 Achieved endorsements, 27 Merit endorsements and 5 Excellence endorsement which is higher than 2024 results.
- Boys' and girls' achievement has trended upward significantly by 10% in 2025 girls' achievement has risen above National statistics by 7%
- Ethnicity achievement:

- Pasifika students' achievement continues to trend higher than the national statistics and the School Equity Index Band statistics.
- In an initial analysis of the data staff identified the following factors affecting achievement
 - Students are gaining literacy and numeracy credits which impacts learning positively at Level 2 curriculum level.
 - Targeted student pathways and supporting students in choosing subjects appropriate to their career pathways.

Where to next?

- Continue supporting students with knowledge and understanding of taking subjects aligned to their career pathways from Year 9.
- Opportunities for students to reinforce learning in the homework centre to be available.
- Identifying AT RISK students early in Term 1 and addressing needs of students needing support.
- Attendance issues to be addressed early in the year and work with parents to ensure students are attending school regularly and students with poor and erratic attendance to be followed up with the engagement agency.
- To focus on Learning pathways and ensuring students choose subjects that they're good at, interested in and towards their career pathways.
- To focus on gaining Merit and Excellence grades.
- Homeroom teachers and subject teachers to support students in completing student reflections in their learning journal to develop student agency.

Year 13 Achievement:

Overall Explanation of any variance:

- Significant rise in achievement to 84% Year 13 based on participation statistics.
- At Level 3 there was an upward trend in the quality of results with 2% achieving with Excellence and 20% .
- Overall subject endorsement we had a significant shift of the quality of subject grades of 62 Achieved endorsements, 21 Merit endorsements and 3 Excellence endorsements.
- Level 3 Ethnicity achievement:
 - Pasifika achievement was higher by 20% than national statistics and higher by 10% than School Equity Index Band Statistics.
- Level 3 gender statistics:
 - Girls achievement were lower to boys achievement by 5% and higher than national statistics.
- University Entrance Achievement:
 - A significant rise of UE achievement of 17% was achieved by 52% of the Year 13 cohort.
- Factors affecting achievement:

- Subject teachers focused on students achieving 14 credits in each subject.
- Teachers scaffolded assessments using checklists.
- This cohort has performed well from Level 1.
- Attendance was good in the first three terms.

Where to next?

- To be intentional about a focus on a minimum of 14 credits per subject. This is to be reinforced daily in homerooms and subjects. SLT will follow up on how this is tracking
- Teachers to intentionally focusing on the relevance of the subjects to the pathway of the students.
- Prompt feedback after regular and immediate monitoring. Also aiming to have results to students 2 weeks after the due date.
- Improve involvement with parents as early in the year as needed.
- Continue career education through Career advisor, Homeroom Teachers, Subject Teachers to continue academic conversations around career pathways
- Attendance issues to be addressed early in the year and work with parents to ensure students are attending school regularly.
- Identifying AT RISK students early in Term 1 and addressing needs of students needing support.
- To focus on Learning pathways and ensuring students choose subjects that they're good at, interested in and towards their career pathways.
- To focus on gaining Merit and Excellence grades.
- Homeroom teachers and subject teachers to support students in completing student reflections in their learning journal to develop student agency
- Build relationships with students.



Auckland Seventh-day Adventist High School

Next review: Term 2 2027

Equal Employment Opportunities

At Auckland Seventh-day Adventist High School, we promote equal employment opportunities (EEO) for all staff as part of our commitment to being a **good employer**. Auckland Seventh-day Adventist High School supports the fair and proper treatment of staff members in all aspects of their employment, and we comply with employment legislation and 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.

At Auckland Seventh-day Adventist High School, we implement equal employment opportunities in all relevant school policies, procedures, and practices. The board is required to operate an EEO programme, which means "a programme that is aimed at the identification and elimination of all aspects of policies, procedures, and other institutional barriers that cause or perpetuate, or tend to cause or perpetuate, inequality with respect to the employment of any persons or group of persons" (Education and Training Act 2020, s 10, s 597).

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).

We ensure that our EEO policy and programme is available to all staff. Prospective and current staff can raise concerns at any time. See **Concerns and Complaints Policy**.

We monitor, review, and evaluate our employment policies and processes on an ongoing basis. We report on compliance with our Employment Policy (including our EEO programme) in our annual report.

Equal employment opportunities (EEO) programme

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.

See **Appointment Policy** and **Professional Development**.

Any information collected as part of our EEO programme is kept confidential and securely in accordance with privacy and record keeping requirements – see [Privacy Policy](#) and [School Records Retention and Disposal](#).

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




Related policies

- [Inclusive School Culture](#)
- [Bullying and Harassment](#)
- [School Planning and Reporting](#)
- [Appointment Policy](#)
- [Flexible Working Arrangements](#)
- [Staff Conduct](#)
- [Professional Development](#)
- [School Records Retention and Disposal](#)
- [Privacy Policy](#)
- [Concerns and Complaints Policy](#)

Legislation

- Education and Training Act 2020
- Human Rights Act 1993
- Employment Relations Act 2000
- Public Service Act 2020

Resources

- Ministry of Education | Te Tāhuhu o te Mātauranga: [School annual reports](#)  (see [Statement of compliance with employment policy](#))
- Te Kāhui Tika Tangata | Human Rights Commission: [Te Ōritenga me te Whakawāteatanga | Equality and Freedom from Discrimination](#) 
- NZSBA | Te Whakarōputanga Kaitiaki Kura o Aotearoa: [What are Equal Employment Opportunities?](#) 

Hei mihi | Acknowledgement

SchoolDocs appreciates the professional advice of the Anderson Lloyd legal team (Dunedin) in reviewing this policy.

Release history: [Term 4 2024](#), [Term 3 2023](#), [Term 4 2022](#), [Term 4 2020](#)

IN THIS SECTION

[Flexible Working Arrangements](#)

Last review	Term 2 2024
Topic type	Core

Kiwi Sport Report

In 2025, Kiwi Sport money continues to be used to pay for the transportation of sports teams to and from games. Sports codes that used this were:

1. Basket Ball - senior team
2. Volley Ball – junior and senior teams
3. Badminton - 2 teams
4. Rugby League – senior and junior teams
5. Netball – junior and senior teams

Some money was also used to help pay for team uniforms. The Kiwi sport money has really helped to keep our sports programme running. Our Volleyball and Badminton teams continued to do well in their sports.