



2025 Annual Report

Te Kura o Aorere
Collingwood Area School



ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2025

School Directory

Ministry Number:	290
Principal:	Kate Staniford
School Address:	36 Lewis Street, Collingwood
School Postal Address:	36 Lewis Street, RD 1, Collingwood, 7073
School Phone:	03 524 8125
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Accountant / Service Provider:

Solutions & Services
Collaborative School Administration



COLLINGWOOD AREA SCHOOL

Annual Financial Statements - For the year ended 31 December 2025

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Collingwood Area 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.

BRENDA DAVID RICHARDS

Full Name of Presiding Member

Brenda Richards

Signature of Presiding Member

21 May 2026

Date:

KATE STANFORD

Full Name of Principal

Kate Stanford

Signature of Principal

21 May 2026

Date:



Collingwood Area School

Members of the Board

For the year ended 31 December 2025

Name	Position	How Position Gained	Term Expired/ Expires
Brendan Richards	Presiding Member	Elected	Sep 2028
Kate Staniford	Principal	ex Officio	
Melissa Dixon	Acting Principal	ex Officio	Aug 2025
Hugh Gully	Principal	ex Officio	Jan 2025
Dan Jessep	Parent Representative	Elected	Sep 2028
Briar Hayton-Seeyle	Parent Representative	Elected	Nov 2026
Carol Roberts	Parent Representative	Elected	Nov 2026
Anne Harvey	Manawhenua ki Mohua	Appointed	
Clay Paton	Parent Representative	Elected	Aug 2025
Pete Taylor	Staff Representative	Elected	Aug 2025
Cooper Ricketts	Student Representative	Elected	Sep 2025



Collingwood Area School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2025

		2025	2025	2024
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Revenue				
Government Grants	2	3,594,463	2,539,665	3,143,165
Locally Raised Funds	3	120,523	91,150	106,936
Interest		16,001	25,000	35,003
Other Revenue		-	-	3,696
Total Revenue		3,730,987	2,655,815	3,288,800
Expense				
Locally Raised Funds	3	29,926	22,750	33,210
Learning Resources	4	2,214,304	2,136,579	2,078,045
Administration	5	258,655	229,900	245,436
Interest		2,430	-	2,749
Property	6	1,162,368	387,059	1,033,175
Other Expense	7	2,164	2,500	2,301
Loss on Disposal of Property, Plant and Equipment		1,818	200	4,820
Total Expense		3,671,665	2,778,988	3,399,736
Net Surplus / (Deficit) for the year		59,322	(123,173)	(110,936)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		59,322	(123,173)	(110,936)

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



Collingwood Area 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		2,070,518	2,070,518	2,181,454
Total comprehensive revenue and expense for the year		59,322	(123,173)	(110,936)
Contribution - Furniture and Equipment Grant		26,385	-	-
Contribution - Te Mana Tūhono		23,782	-	-
Equity at 31 December		2,180,007	1,947,345	2,070,518
Accumulated comprehensive revenue and expense		2,180,007	1,947,345	2,070,518
Equity at 31 December		2,180,007	1,947,345	2,070,518

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.



Collingwood Area School Statement of Financial Position

As at 31 December 2025

		2025	2025	2024
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Current Assets				
Cash and Cash Equivalents	8	894,633	720,233	835,711
Accounts Receivable	9	209,080	184,204	184,204
GST Receivable		11,275	3,382	3,382
Prepayments		11,612	5,413	5,413
Funds Receivable for Capital Works Projects	17	6,431	3,831	3,831
		<u>1,133,031</u>	<u>917,063</u>	<u>1,032,541</u>
Current Liabilities				
Accounts Payable	12	257,784	223,240	223,240
Revenue Received in Advance	13	16,829	21,930	21,930
Provision for Cyclical Maintenance	14	68,075	8,428	58,993
Finance Lease Liability	15	12,091	12,506	12,506
Funds held in Trust	16	4,915	4,665	4,665
Funds held for Capital Works Projects	17	-	35,593	35,593
		<u>359,694</u>	<u>306,362</u>	<u>356,927</u>
Working Capital Surplus		<u>773,337</u>	<u>610,701</u>	<u>675,614</u>
Non-current Assets				
Investments	10	233,140	210,356	210,356
Property, Plant and Equipment	11	1,206,491	1,144,976	1,200,776
		<u>1,439,631</u>	<u>1,355,332</u>	<u>1,411,132</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	14	19,995	7,381	4,921
Finance Lease Liability	15	12,966	11,307	11,307
		<u>32,961</u>	<u>18,688</u>	<u>16,228</u>
Net Assets		<u>2,180,007</u>	<u>1,947,345</u>	<u>2,070,518</u>
Equity		<u>2,180,007</u>	<u>1,947,345</u>	<u>2,070,518</u>

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



Collingwood Area School

Statement of Cash Flows

For the year ended 31 December 2025

		2025	2025	2024
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
		\$	\$	\$
Cash flows from Operating Activities				
Government Grants		846,172	714,234	710,156
Locally Raised Funds		97,611	88,150	125,131
International Students		21,550	3,000	-
Goods and Services Tax (net)		(7,893)	-	10,563
Payments to Employees		(431,819)	(470,154)	(488,679)
Payments to Suppliers		(413,268)	(431,508)	(362,048)
Interest Paid		(2,430)	-	(2,749)
Interest Received		28,217	25,000	23,627
Net cash from/(to) Operating Activities		138,140	(71,278)	16,001
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment		(435)	-	-
Purchase of Property Plant & Equipment		(33,738)	(44,200)	(243,262)
Purchase of Investments		(22,784)	-	-
Net cash (to) Investing Activities		(56,957)	(44,200)	(243,262)
Cash flows from Financing Activities				
Furniture and Equipment Grant		26,385	-	-
Finance Lease Payments		(10,703)	-	(9,952)
Funds Administered on Behalf of Other Parties		(37,943)	-	72,574
Net cash (to)/from Financing Activities		(22,261)	-	62,622
Net increase/(decrease) in cash and cash equivalents		58,922	(115,478)	(164,639)
Cash and cash equivalents at the beginning of the year	8	835,711	835,711	1,000,350
Cash and cash equivalents at the end of the year	8	894,633	720,233	835,711

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.



Collingwood Area School

Notes to the Financial Statements

For the year ended 31 December 2025

1. Statement of Accounting Policies

1.1. Reporting Entity

Collingwood Area 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.

1.2. Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical Maintenance

The School recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the School buildings. The estimate is based on the School's best estimate of the cost of painting the School and when the School is required to be painted, based on an assessment of the School's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 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 22b.

Recognition of grants

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

1.3. Revenue Recognition

Government Grants

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

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

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

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

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of the Crown. Grants for the use of land and buildings are not received in cash by the School as they equate to the deemed expense for using the land and buildings which are owned by the Crown. The School's use of the land and buildings as occupant is based on a property occupancy document as gazetted by the Ministry. The expense is based on an assumed market rental yield on the value of land and buildings as used for rating purposes.

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

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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



Interest Revenue

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

1.4. 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.

1.5. Finance Lease Payments

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

1.6. Cash and Cash Equivalents

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

1.7. Accounts Receivable

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

1.8. Investments

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

1.9. Property, Plant and Equipment

Land and buildings owned by the Crown are excluded from these financial statements. The Board's use of the land and buildings as 'occupant' is based on a property occupancy document.

Improvements (funded by the Board) to buildings owned by the Crown or directly by the Board are recorded at cost, less accumulated depreciation and impairment losses.

Property, plant and equipment are recorded at cost or, in the case of donated assets, fair value at the date of receipt, less accumulated depreciation and impairment losses. Cost or fair value as the case may be, includes those costs that relate directly to bringing the asset to the location where it will be used and making sure it is in the appropriate condition for its intended use.

Gains and losses on disposals (i.e. sold or given away) are determined by comparing the proceeds received with the carrying amounts (i.e. the book value). The gain or loss arising from the disposal of an item of property, plant and equipment is recognised in the Statement of Comprehensive Revenue and Expense.

Finance Leases

A finance lease transfers to the lessee substantially all the risks and rewards incidental to ownership of an asset, whether or not title is eventually transferred. At the start of the lease term, finance leases are recognised as assets and liabilities in the statement of financial position at the lower of the fair value of the leased asset or the present value of the minimum lease payments. The finance charge is charged to the surplus or deficit over the lease period so as to produce a constant periodic rate of interest on the remaining balance of the liability. The amount recognised as an asset is depreciated over its useful life. If there is no reasonable certainty whether the School will obtain ownership at the end of the lease term, the asset is fully depreciated over the shorter of the lease term and its useful life.



Depreciation

Property, plant and equipment, except for library resources, are depreciated over their estimated useful lives on a straight line basis. Library resources are depreciated on a diminishing value basis. Depreciation of all assets is reported in the Statement of Comprehensive Revenue and Expense.

The estimated useful lives of the assets are:

Building Improvements	10-40 years
Board-owned Buildings	40-50 years
Furniture and Equipment	5-20 years
Information and Communication Technology	2-5 years
Motor Vehicles	8 years
Leased Assets held under a Finance Lease	Term of Lease
Library Resources	12.5% Diminishing value

1.10. Impairment of property, plant and equipment

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

Non cash generating assets

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

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

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

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

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

1.11. Accounts Payable

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

1.12. Employee Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

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

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



1.13. Revenue Received in Advance

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

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

1.14. Funds Held in Trust

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

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

1.15. Funds held for Capital Works

The School directly receives funding from the Ministry of Education for capital works projects that are included in the School five year capital works agreement. These funds are held on behalf and for a specified purpose. As such, these transactions are not recorded in the Statement of Comprehensive Revenue and Expense.

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

1.16. Provision for Cyclical Maintenance

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

Cyclical maintenance, which involves painting 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 variety of periods in accordance with the conditional assessment of each area of the school. The economic outflow of this is dependent on the plan established by the School to meet this obligation and is detailed in the notes and disclosures of these accounts.

1.17. Financial Instruments

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

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

1.18. Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

1.19. Budget Figures

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

1.20. Services received in-kind

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



2. Government Grants

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Government Grants - Ministry of Education	902,788	695,565	682,524
Teachers' Salaries Grants	1,771,566	1,664,310	1,640,282
Use of Land and Buildings Grants	880,272	161,121	780,370
Other Government Grants	39,837	18,669	39,989
	3,594,463	2,539,665	3,143,165

3. Locally Raised Funds

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

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Revenue			
Donations and Bequests	19,249	8,900	26,267
Fees for Extra Curricular Activities	30,677	22,350	27,012
Trading	203	2,800	2,860
Fundraising and Community Grants	5,164	1,600	1,929
Other Revenue	58,269	52,500	48,868
International Student Fees	6,961	3,000	-
	120,523	91,150	106,936
Expense			
Extra Curricular Activities Costs	28,970	20,950	32,679
Trading	363	300	286
Fundraising and Community Grant Costs	593	800	245
International Student - Other Expenses	-	700	-
	29,926	22,750	33,210
<i>Surplus for the year Locally Raised Funds</i>	90,597	68,400	73,726

4. Learning Resources

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Curricular	99,490	106,075	100,317
Information and Communication Technology	2,993	5,200	3,578
Employee Benefits - Salaries	2,005,598	1,898,264	1,862,964
Staff Development	7,696	11,000	12,058
Depreciation	96,638	112,360	96,748
Other Learning Resources	1,889	3,680	2,380
	2,214,304	2,136,579	2,078,045

5. Administration

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Audit Fees	14,643	6,500	11,322
Board Fees and Expenses	9,485	10,100	7,125
Other Administration Expenses	62,050	53,400	52,651
Employee Benefits - Salaries	158,867	146,200	162,713
Insurance	4,698	4,800	4,617
Service Providers, Contractors and Consultancy	8,912	8,900	7,008
	258,655	229,900	245,436



6. Property

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Cyclical Maintenance	24,156	10,888	10,888
Heat, Light and Water	42,698	45,000	48,329
Rates	8,615	10,500	11,343
Repairs and Maintenance	85,173	51,800	68,566
Use of Land and Buildings	880,272	161,121	780,370
Employee Benefits - Salaries	97,694	90,000	93,478
Other Property Expenses	23,760	17,750	20,201
	<u>1,162,368</u>	<u>387,059</u>	<u>1,033,175</u>

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

7. Other Expense

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Transport	2,164	2,500	2,301
	<u>2,164</u>	<u>2,500</u>	<u>2,301</u>

8. Cash and Cash Equivalents

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Bank Accounts	894,633	720,233	835,711
Cash and cash equivalents for Statement of Cash Flows	<u>894,633</u>	<u>720,233</u>	<u>835,711</u>

Of the \$894,633 Cash and Cash Equivalents, \$21,744 is subject to restrictions for the following reasons:

- \$2,240 of Other Revenue in Advance is held by the School. This is included in Revenue in Advance note 13.
- \$14,589 of International Student Fees relating to the 2026 school year have been collected by the School. This is included in Revenue in Advance in note 13.
- \$4,915 of Funds Held in Trust is held by the School, as disclosed in note 16.

9. Accounts Receivable

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Receivables	4,954	2,791	2,791
Receivables from the Ministry of Education	18,329	4,824	4,824
Interest Receivable	9,564	21,780	21,780
Teacher Salaries Grant Receivable	176,233	154,809	154,809
	<u>209,080</u>	<u>184,204</u>	<u>184,204</u>
Receivables from Exchange Transactions	14,518	24,571	24,571
Receivables from Non-Exchange Transactions	194,562	159,633	159,633
	<u>209,080</u>	<u>184,204</u>	<u>184,204</u>



10. Investments

The School's investment activities are classified as follows:

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Non-current Asset			
Long-term Bank Deposits	233,140	210,356	210,356
Total Investments	<u>233,140</u>	<u>210,356</u>	<u>210,356</u>

11. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2025						
Land	354,040	-	-	-	-	354,040
Buildings	454,489	5,347	(2,505)	-	(18,254)	439,077
Building Improvements	16,897	21,574	-	-	(4,519)	33,952
Furniture and Equipment	282,078	37,114	(5,617)	-	(35,455)	278,120
Information and Communication Technology	36,749	27,459	-	-	(16,476)	47,732
Motor Vehicles	16,697	-	-	-	(5,000)	11,697
Leased Assets	22,707	15,501	-	-	(14,359)	23,849
Library Resources	17,119	3,523	(43)	-	(2,575)	18,024
	<u>1,200,776</u>	<u>110,518</u>	<u>(8,165)</u>	<u>-</u>	<u>(96,638)</u>	<u>1,206,491</u>

The net carrying value of furniture and equipment held under a finance lease is \$23,849 (2024: \$22,707)

Restrictions

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

	2025 Cost or Valuation \$	2025 Accumulated Depreciation \$	2025 Net Book Value \$	2024 Cost or Valuation \$	2024 Accumulated Depreciation \$	2024 Net Book Value \$
Land	354,040	-	354,040	354,040	-	354,040
Buildings	746,438	(307,361)	439,077	751,975	(297,486)	454,489
Building Improvements	517,948	(483,996)	33,952	496,374	(479,477)	16,897
Furniture and Equipment	638,950	(360,830)	278,120	610,652	(328,574)	282,078
Information and Communication Technology	229,256	(181,524)	47,732	203,247	(166,498)	36,749
Motor Vehicles	39,999	(28,302)	11,697	39,999	(23,302)	16,697
Leased Assets	78,032	(54,183)	23,849	71,690	(48,983)	22,707
Library Resources	44,231	(26,207)	18,024	40,811	(23,692)	17,119
	<u>2,648,894</u>	<u>(1,442,403)</u>	<u>1,206,491</u>	<u>2,568,788</u>	<u>(1,368,012)</u>	<u>1,200,776</u>

12. Accounts Payable

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Creditors	27,209	27,497	27,497
Accruals	18,425	16,633	16,633
Banking Staffing Overuse	4,468	-	-
Employee Entitlements - Salaries	177,522	156,261	156,261
Employee Entitlements - Leave Accrual	30,160	22,849	22,849
	<u>257,784</u>	<u>223,240</u>	<u>223,240</u>
Payables for Exchange Transactions	<u>257,784</u>	<u>223,240</u>	<u>223,240</u>

The carrying value of payables approximates their fair value.



13. Revenue Received in Advance

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Grants in Advance - Ministry of Education	-	6,294	6,294
International Student Fees in Advance	14,589	-	-
Other Revenue in Advance	2,240	15,636	15,636
	16,829	21,930	21,930

14. Provision for Cyclical Maintenance

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Provision at the Start of the Year	63,914	63,914	53,026
Increase/(decrease) to the Provision During the Year	24,156	10,888	10,888
Use of the Provision During the Year	-	(58,993)	-
Provision at the End of the Year	88,070	15,809	63,914
Cyclical Maintenance - Current	68,075	8,428	58,993
Cyclical Maintenance - Non current	19,995	7,381	4,921
	88,070	15,809	63,914

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

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	13,883	14,267	14,267
Later than One Year	14,304	12,159	12,159
Future Finance Charges	(3,130)	(2,613)	(2,613)
	25,057	23,813	23,813
Represented by:			
Finance lease liability - Current	12,091	12,506	12,506
Finance lease liability - Non current	12,966	11,307	11,307
	25,057	23,813	23,813

16. Funds Held in Trust

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	4,915	4,665	4,665
	4,915	4,665	4,665

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



17. Funds Held for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects. The amount of cash held on behalf of the Ministry for capital works project is included under cash and cash equivalents in note 8, and includes retentions on the projects, if applicable.

2025	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions / Transfers \$	Closing Balances \$
SIP Sports Field Drainage & Pool -225422	(3,831)	-	(2,600)	-	(6,431)
Gym Area Minor Upgrade (Te Tai Tapu) -228580	35,593	4,117	(39,710)	-	-
Totals	31,762	4,117	(42,310)	-	(6,431)

Represented by:

Funds Receivable from the Ministry of Education (6,431)

2024	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions / Transfers \$	Closing Balances \$
SIP Sports Field Drainage & Pool -225422	(5,869)	26,766	(24,728)	-	(3,831)
Outdoor Ed & PE Storage - 228579	(34,497)	-	(12,268)	46,765	-
Gym Area Minor Upgrade (Te Tai Tapu) -228580	-	37,049	(1,456)	-	35,593
Totals	(40,366)	63,815	(38,452)	46,765	31,762

Represented by:

Funds Held on Behalf of the Ministry of Education 35,593
Funds Receivable from the Ministry of Education (3,831)

18. Related Party Transactions

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

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

Several teachers are receiving rentals at below the market value rates.

19. Remuneration

Key management personnel compensation

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

	2025 Actual \$	2024 Actual \$
<i>Board Members</i>		
Remuneration	3,950	4,635
<i>Leadership Team</i>		
Remuneration	287,586	285,611
Full-time equivalent members	2.00	2.00
Total key management personnel remuneration	291,536	290,246

There are 8 members of the Board excluding the Principal. The Board has held 8 full meetings of the Board in the year. The Board also has a Finance (3 members) committee that meet monthly prior to the upcoming BOT meeting. As well as these regular meetings, including preparation time, the Presiding member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.



Principal

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

	2025 Actual \$000	2024 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	0-0	160-170
Benefits and Other Emoluments	0-0	4-5
Termination Benefits	0-0	0-0

Principal 2

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	60-70	0-0
Benefits and Other Emoluments	0-0	0-0
Termination Benefits	0-0	0-0

Principal 3

	2025 Actual \$000	2024 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	90-100	0-0
Benefits and Other Emoluments	2-3	0-0
Termination Benefits	0-0	0-0

Other Employees

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

Remuneration \$000	2025 FTE Number	2024 FTE Number
100 -110	2.00	4.00
110 -120	3.00	2.00
120 - 130	1.00	-
	6.00	6.00

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

20. Compensation and Other Benefits Upon Leaving

The total value of compensation or other benefits paid or payable to persons who ceased to be board members, committee members, or

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

21. Contingencies

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

Holidays Act Compliance – Schools Payroll

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

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



22. Commitments

(a) Capital Commitments

At 31 December 2025, the Board had no capital commitments (2024:39,709).

(b) Operating Commitments

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

(Operating commitments at 31 December 2024: nil)

22. Financial Instruments

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

Financial assets measured at amortised cost

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Cash and Cash Equivalents	894,633	720,233	835,711
Receivables	209,080	184,204	184,204
Investments - Term Deposits	233,140	210,356	210,356
Total financial assets measured at amortised cost	<u>1,336,853</u>	<u>1,114,793</u>	<u>1,230,271</u>

Financial liabilities measured at amortised cost

Payables	257,784	223,240	223,240
Finance Leases	25,057	23,813	23,813
Total financial liabilities measured at amortised cost	<u>282,841</u>	<u>247,053</u>	<u>247,053</u>

23. Events After Balance Date

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

24. 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 COLLINGWOOD AREA SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2025

The Auditor-General is the auditor of Collingwood Area School (the School). The Auditor-General has appointed me, David Fraser, using the staff and resources of Silks Audit Chartered Accountants Limited, to carry out the audit of the financial statements of the School on pages 3 to 18, 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:

- present fairly, in all material respects:
 - the School's financial position as at 31 December 2025; and
 - the financial performance and cash flows for the year then ended; and
- 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 21 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 audit opinion.

Responsibilities of the Board for the financial statements

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

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.
- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

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

Our responsibilities arise from the Public Audit Act 2001.

Other information included in the Board's annual report

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

The other information obtained at the date of our audit report includes copies of the Statement of Responsibility, Members of the Board, Statement of Variance, Evaluation of the School's Students' Progress and Achievement, Statement of Compliance with Employment Policy, Statement of KiwiSport funding and a statement of Giving effect to te Tiriti o Waitangi.

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 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 in our capacity as auditor, we have no relationship with, or interests in, the School.

David Fraser

David Fraser
Silks Audit Chartered Accountants Limited
On behalf of the Auditor-General
Whanganui, New Zealand

Statement of Variance

2025



2025 Overview

COLLINGWOOD AREA SCHOOL

Statement of Variance Commentary

The 2025 Annual Plan for Collingwood Area School was written by the previous Principal prior to his retirement. This was followed by a six-month period under an interim Acting Principal while the permanent Principal appointment process progressed through two rounds. The newly appointed Principal, Kate Staniford, commenced in July 2025 and worked with the existing Annual Plan to the best of her ability for the remainder of the year, while simultaneously responding to emerging priorities and the realities of the school context .

Overall, the school made variable progress against the actions and targets outlined in the Annual Plan. Some areas, particularly those already underway or well established—such as values visibility, curriculum implementation requirements, and community engagement—continued to be enacted. However, there is considerable variance across goals due to changes in leadership, fresh professional scrutiny of existing systems, and the limited specificity and evaluative clarity within the

original plan. In several instances, actions were broadly framed, making progress difficult to measure meaningfully or consistently across the year.

Since July 2025, there has been a deliberate shift toward strengthening coherence, alignment, and long-term direction. This has included reviewing curriculum, pastoral, attendance, and data systems; rebuilding internal capability; and engaging staff, students, whānau, and iwi in more substantive conversations about what success looks like for Collingwood Area School. As a result, a new Strategic Plan for 2026–2029 has been developed to provide clearer intent, stronger alignment with national priorities, and a more robust framework for evaluation and improvement .

Accordingly, the ‘What Next’ sections of this Statement of Variance focus less on extending the 2025 Annual Plan and more on the future-focused aspirations, priorities, and actions articulated within the new Strategic Plan, which more accurately reflects the school’s current context and direction.

Strategic Goal 1

TO EXPLICITLY EMBED OUR RENEWED VISION AND VALUES TO ENSURE THEY GUIDE OUR DIRECTION AND SCHOOL CULTURE



Annual Target 2025: The renewed vision and values are seen, heard and acted on

Target	What was planned to be achieved?	Evidence at end of year	Reason for variance
Ensure our Vision and Values are fully integrated and consistently reflected in our daily practices in the shared learning spaces and during transitions.	Students transition seamlessly before, during, and after school to ensure continuous quality learning in class. The learning space is maximized and accessible to all teachers and students. Students and teachers understand and adhere to established expectations, fostering relationships that support learning. The teaching block is a functional and flexible learning space.	Vision and Values were visible across learning spaces and referenced in assemblies, hui, and staff meetings. Transitions before and after school were generally calm and well-managed, and the teaching block functioned effectively as a shared learning space. Values language was increasingly used by staff and students, particularly in pastoral contexts.	While visibility and shared language were achieved, integration into consistent practice varied across classrooms and systems. The Annual Plan focused on outcomes without clearly defined indicators, and leadership transition limited the ability to embed expectations coherently within one year.
Continue to celebrate those who demonstrate our values in our kura: <ul style="list-style-type: none"> • Staff - Weekly Whakamana morning tea • Students - Certificates at fortnightly whole school assemblies and Primary Hui. 	Values are explicitly and consistently celebrated both with students and staff to help establish and grow relationships that foster learning. The mana of these awards is upheld.	Weekly Whakamana acknowledgements for staff and regular student recognition through assemblies and hui occurred throughout the year. These celebrations were well received and contributed positively to school culture.	Celebration systems were in place; however, they operated largely as stand-alone practices and were not yet systematically linked to behaviour, engagement, or pastoral frameworks.
The Vision and Values are prominently displayed in all rooms, serving as a continuous touchstone for our school culture.	Posters are printed and displayed in each room. Staff and students can clearly state what our values are and what each of them mean. Vision and Values will be displayed on our School Website.	Vision and Values were displayed in classrooms and shared spaces. Staff and students could articulate the values and describe their meaning as demonstrated in a PB4L SET collection.	Understanding did not yet consistently translate into observable practice across all contexts. Website alignment and evaluative measures were not prioritised during the transition period.

TO EXPLICITLY EMBED OUR RENEWED VISION AND VALUES TO ENSURE THEY GUIDE OUR DIRECTION AND SCHOOL CULTURE

What next?

While the school's Vision and Values have been increasingly visible across learning spaces and celebrations, the next phase focuses on moving from visibility to consistency and impact. Under the Strategic Plan 2026-2029, values will be embedded through coherent systems rather than stand-alone initiatives. This includes aligning behaviour expectations, recognition systems, graduate profiles, and pastoral practices to a shared kaupapa grounded in Manaakitanga, Ako, and Kaitiakitanga. Values will be explicitly woven into curriculum planning, teaching practice, leadership expectations, and community



engagement, ensuring they are lived daily rather than referenced symbolically. Clear indicators will be developed to evaluate how values influence learner engagement, wellbeing, and achievement. This work aligns directly with Strategic Goal 2: Enhance Engagement and

Attendance, ensuring a strong sense of belonging and shared responsibility across the kura.

Strategic Goal 2

MAORI EDUCATION PLAN THAT ENSURES MĀORI STUDENTS FIND SUCCESS AS MĀORI.



Annual Target 2025: To collaborate with Manawhenua ki Mohua, kaiako, whānau and tamariki to develop a plan for Māori learners in 2025 and future years to come.

Target	What was planned to be achieved?	Evidence at end of year	Reason for variance
Reconvene the leadership group (Principal, Kaiako, and BOT Rep) to evaluate progress to date.	Process established to engage with Manawhenua ki Mohua, whānau, kaiako and tamariki to establish explicit expectations regarding teaching and learning practices, as well as relationships that foster learning.	Initial engagement with Manawhenua ki Mohua and whānau occurred, and groundwork for renewed partnership was re-established. Staff engaged in PLD connected to the Cultural Narrative.	Leadership change required rebuilding relationships before formal structures could be finalised. Timeframes in the Annual Plan underestimated the complexity of authentic partnership.
The leadership group will finalise the draft tikanga outline in consultation with Manawhenua ki Mohua for: Kai, Waiata, Karakia, Mihi, Powhiri, Mihi Whakataū , Haka.	Draft outline of tikanga to present to whānau, kaiako and tamariki.	Early discussion and shared understanding of tikanga elements occurred, supported by staff learning and emerging Cultural Narrative work.	Draft documentation was not completed due to maternity leave. However, this time was re-prioritised to establish relational foundations following the shift in leadership.
Whānau Hui 1: - Mihi time - Whanaungatanga - Share draft tikanga for feedback - What does success look like for whānau	A plan is begun to be established to guide the rest of 2025 and future years at CAS. Whanau of Maori learners attend hui and have the opportunity to give feedback and input into the plan being created.	Whanau hui was not completed.	Whanau hui was not completed.
Develop a plan to upskill kaiako in Te Reo Māori and Te Ao Māori.	Staff engage in PLD re our Cultural Narrative. Staff will choose an aspect of Te Reo Māori/Te Ao Māori to upskill in during 2025.	Staff engaged in professional learning connected to the Cultural Narrative and began individual capability development.	PLD occurred inconsistently due to competing priorities and lack of a structured, school-wide progression framework.

MAORI EDUCATION PLAN THAT ENSURES MĀORI STUDENTS FIND SUCCESS AS MĀORI.

What next?

Progress toward a Māori Education Plan highlighted the need for deeper partnership, clearer structure, and stronger alignment with curriculum and pastoral systems. The Strategic Plan reframes this work through a Tiriti-honouring, whole-school approach that embeds mātauranga Māori, te reo Māori, and local narratives across learning, culture, and decision-making. Next steps include completing and implementing the Cultural Narrative in partnership with iwi and whānau, strengthening staff capability through targeted PLD, and ensuring Māori success as Māori is visible in planning, assessment, and reporting. Rather than a separate



plan, Māori education will be integral to Strategic Goal 1: Strengthen Learning and Curriculum, and Strategic Goal 2: Enhance Engagement and Attendance, ensuring partnership, participation, and protection are embedded across all school systems.

Strategic Goal 3

THE LEARNING CONTEXT OF MOHUA ENSURES CONNECTION AND UNDERSTANDING OF OUR LOCAL IWI.



Annual Target 2025: Ākonga continue to develop a deep understanding of the significance of the whenua in our local area.

Target	What was planned to be achieved?	Evidence at end of year	Reason for variance
Staff and students will continue to investigate the meanings behind building and classroom names gifted to us by MKM.	The resource Te Marautanga a Mohua is being utilised in classrooms. Stories from our Cultural Narrative are beginning to be shared and understood by kaiako and tamariki.	Most classrooms actively used Te Marautanga ā Mohua and local narratives. Students demonstrated growing awareness of place and meaning in these contexts.	Implementation depended on individual teacher practice rather than shared expectations or planning requirements.
Staff and students will begin to build their knowledge of the carvings on our Waharoa and the kowhaiwhai patterns on our buildings.	The resource Te Marautanga a Mohua is being utilised in classrooms. Stories from our Cultural Narrative are beginning to be shared and understood by kaiako and tamariki.	Learning experiences connected to carvings and kōwhaiwhai occurred in selected classes and events.	There was no school-wide framework to ensure progression or consistency across year levels.
Where possible EOTC activities are held in Mohua	EOTC planning and reporting procedures are followed. Students are given opportunities to explore and connect with our local area.	EOTC activities occurred locally and procedures were followed. Students engaged positively with place-based learning.	EOTC planning prioritised logistics and safety over explicit cultural learning outcomes.

THE LEARNING CONTEXT OF MOHUA ENSURES CONNECTION AND UNDERSTANDING OF OUR LOCAL IWI.

What next?

Learning connected to Mohua and Manawhenua ki Mohua has occurred inconsistently, largely dependent on individual classrooms or opportunities. The Strategic Plan provides a clearer framework to ensure local context is systematically embedded across all phases. Next steps include fully integrating Te Marautanga ā Mohua and the Cultural Narrative into curriculum design, EOTC planning, and assessment practices, ensuring every learner develops a deep understanding of place, identity, and belonging. This work will be supported by coherent planning expectations, shared resources, and collaborative professional learning.



Alignment sits primarily within Strategic Goal 1: Strengthen Learning and Curriculum, ensuring culturally grounded, place-based learning is a defining feature of Collingwood Area School rather than an optional enhancement.

Strategic Goal 4

SUCCESSFULLY IMPLEMENT NCEA CHANGES AND BEGIN TO IMPLEMENT THE NZ CURRICULUM REFRESH FOR BOTH ENGLISH AND MATHS.



Annual Target 2025: Successfully implement NCEA changes and begin to implement the NZ Curriculum Refresh for both English and Maths.

Target	What was planned to be achieved?	Evidence at end of year	Reason for variance
Begin to implement and use the NZ Curriculum Refresh documents from Years 1-8.	Maths resources provided by the MOE will be actively used in Years 1-8. Structured Literacy programs will be evident across Years 1-8. Kaiako planning will reflect the phases and content of the NZ Curriculum Refresh	Curriculum Refresh documents were introduced and used strategically. Structured literacy and updated maths resources were evident across all Y1-8 classes. MoE support was received to develop a coherent across-school framework for planning and delivery in Maths. This is an ongoing development.	Staff confidence and consistency varied due to scale of change, national reform pressures, and leadership transition.
Assessment tools provided by the MOE will be decided upon and then used by kaiako.	PLD will be completed on the assessment tools that have been chosen. Kaiako have a strong understanding of the data provided by each assessment tool. Assessment results are shared with whanau.	Assessment tools were discussed and will be implemented as part of the MoE's SMART delivery in 2026. Data was collected and shared.	Time constraints and competing reform demands limited full implementation and shared understanding. There was no reason to change or review assessment systems fully when we still await the delivery of SMART.
Ongoing professional development based on the NZ Curriculum Refresh for both English and Maths.	Kaiako will gain increasing confidence in using the new curriculum phases in their planning. Yearly overviews for both English and Maths will be developed and followed.	Staff participated in required PLD and consultation, particularly at Primary level.	PLD focused on compliance and awareness rather than deep implementation due to reform timelines.
Secondary kaiako take part in the consultation on English and Te Reo Rangatira (Y7-13) and maths and Pāngarau (Y9-13) curriculum.	Kaiako will have viewed the proposed changes to the NZ Curriculum Refresh: <ul style="list-style-type: none"> English Years 7-13 Maths Years 9-13 And provided feedback if deemed necessary.	Consultation participation was strong across the secondary teaching cohort.	No variance.

SUCCESSFULLY IMPLEMENT NCEA CHANGES AND BEGIN TO IMPLEMENT THE NZ CURRICULUM REFRESH FOR BOTH ENGLISH AND MATHS.

What next?

Curriculum and assessment changes were implemented amidst significant national reform and leadership transition, with uneven confidence and coherence across the school. The Strategic Plan responds by prioritising clarity, consistency, and capability building. Next steps include strengthening school-wide curriculum frameworks aligned to Te Mātaiaho, developing coherent learning pathways from Years 5-18, and establishing shared planning, assessment, and reporting systems. Ongoing professional learning will focus on curriculum design, moderation, and data-informed teaching practice, ensuring changes translate into improved



learner outcomes. This work aligns strongly with Strategic Goal 1: Strengthen Learning and Curriculum, supported by Strategic Goal 3: Use Data and Communication to Drive Improvement, ensuring curriculum implementation is evaluative, transparent, and sustainable.

Strategic Goal 5

ATTENDANCE: REFINE SYSTEMS AND INTERVENTIONS TO INCREASE STUDENTS REGULAR ATTENDANCE.



Annual Target 2025: Increase the numbers of students who are “regular” up to 50%.

Target	What was planned to be achieved?	Evidence at end of year	Reason for variance
Establish and maintain regular engagement with Attendance Management	50% of students have regular attendance by the end of 2025. A structured process for monitoring attendance will be in place for staff to follow. The new attendance coding will be used consistently. The BOT will have a clear understanding of how attendance is tracked and is tracking at CAS. Attendance information features in every Flyer.	Regular engagement with attendance systems and reporting was established. Term 4 data shows 62% of students attending regularly (above 90%), a significant improvement from 20% in Term 4, 2024. Chronic absence reduced to 3%, down from 18% in Term 4, 2024. Attendance patterns were monitored termly and informed school-level discussions and interventions. The target was exceeded.	While engagement with systems strengthened, the Annual Plan focused on engagement rather than clearly defined intervention thresholds or escalation pathways, limiting the speed at which individual attendance behaviours could be addressed. Although the numerical target was exceeded, attendance gains were uneven across year levels and groups. Sustaining improvement requires longer-term, relational approaches and targeted support for identified cohorts.
Report on attendance at monthly BOT meetings.		Attendance data was reported regularly to the Board, including trend analysis and category breakdowns. Comparative term-on-term data demonstrated sustained improvement throughout 2025, supporting informed governance discussion.	Reporting focused on visibility and understanding rather than Board-level evaluation of intervention effectiveness, which will be strengthened in future planning cycles.
Report on attendance regularly, along with advice and guidance, in the Flyer and Staff Meetings.		Attendance information featured regularly in school communications and staff discussions, reinforcing that attendance matters. Term-level data supported transparent communication with the community.	Messaging raised awareness but did not always translate into immediate behaviour change for all families, highlighting the need for more targeted, personalised engagement alongside whole-school communication.

ATTENDANCE: REFINE SYSTEMS AND INTERVENTIONS TO INCREASE STUDENTS REGULAR ATTENDANCE.

What next?

While attendance systems and reporting improved, achieving the 2025 attendance target proved unrealistic given national trends, local context, and limited system maturity. The Strategic Plan reframes attendance as a shared responsibility linked to wellbeing, engagement, and belonging. Next steps include establishing clearer attendance profiles, strengthening early intervention and re-engagement pathways, and using data more effectively to identify patterns and respond proactively. Attendance targets will align with national goals and be supported by values-based pastoral care, strengthened leadership structures,



and improved communication with whānau. This work is central to Strategic Goal 2: Enhance Engagement and Attendance, recognising that sustainable improvement in attendance depends on strong relationships, responsive

systems, and a coherent school culture.

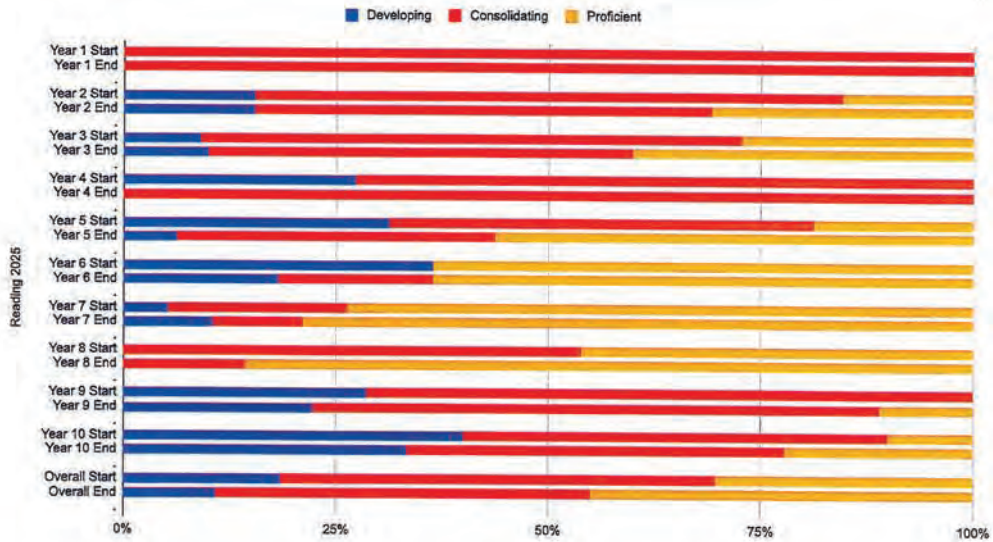


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Years 1-10 Reading

2025 Reading



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The 2025 reading data provides a useful snapshot of both student progress across the year and the distribution of learners across curriculum levels from Years 1–10. Overall, the data shows encouraging movement from the beginning to the end of the year, particularly in the shift of students from the Developing and Consolidating into the Proficient category.

Across the school as a whole, the start-of-year profile shows a significant proportion of students in the Consolidating range, with smaller groups in both the Developing and Proficient ranges. By the end of the year, the proportion of students achieving Proficient has increased noticeably, while the number in the Developing category has decreased. This indicates positive progress for many learners throughout the year.

At the junior levels (Years 1–3), most students began the year in the Consolidating range, which is typical as early literacy skills are still being established. By the end of the year, there is a visible shift, particularly in Years 2 and 3, with more students moving into the Proficient category.

In the middle years (Years 4–6), the pattern becomes more varied. Year 5 and Year 6 show strong progress across the year, with a significant increase in the proportion of students achieving Proficient. This suggests that targeted literacy support and classroom programmes are supporting learners to accelerate their reading development.

The upper year levels (Years 7–10) also show encouraging progress. In particular, Years 7, 8, and 10 demonstrate a substantial shift toward Proficient by the end of the year. Year 9 shows some improvement, although a large proportion of students remain in the Consolidating range, which may indicate an area for continued focus.

Overall, the data suggests that reading progress is occurring across the school, with many students advancing within curriculum expectations in 2025. Continued monitoring and targeted teaching for students remaining in the Developing and Consolidating categories will remain an important priority for the coming year.

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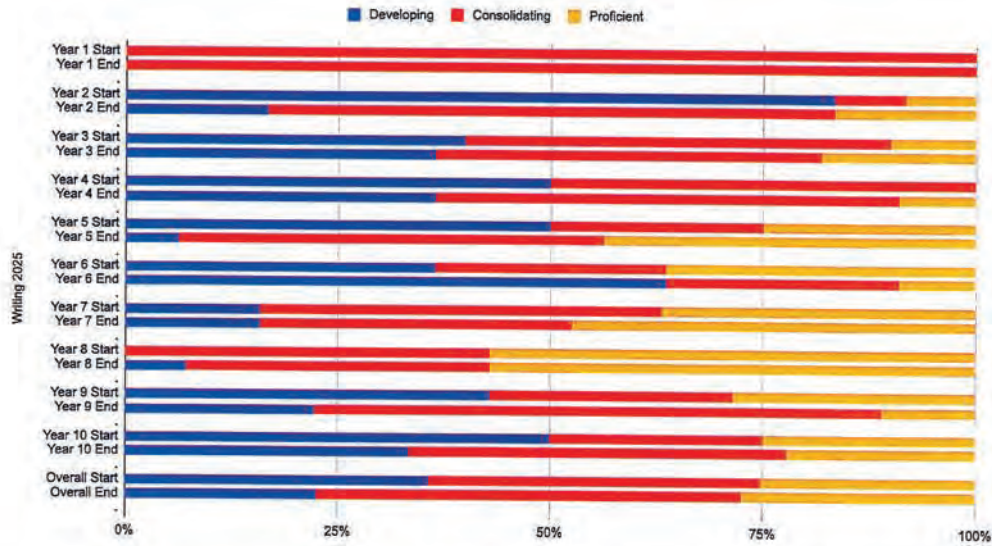


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Years 1-10 Writing

2025 Writing



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The 2025 writing data provides insight into how students progressed across the year and how learners are distributed across the Developing, Consolidating, and Proficient categories from Years 1–10. As with reading, the data shows movement across the year, although writing continues to present greater variability across year levels.

Looking at the overall school picture, the start-of-year data shows a large proportion of students in the Developing and Consolidating categories, with a smaller group achieving Proficient. By the end of the year, there is a modest reduction in the proportion of students in the Developing category and a corresponding increase in the Proficient category, indicating that a number of learners made measurable progress in writing during 2025.

In the junior school (Years 1–3), most students began the year in the Developing or Consolidating categories, which is typical as foundational writing skills are still emerging. By the end of the year, particularly in Years 2 and 3, there is evidence that students are shifting into the Consolidating and Proficient stages, reflecting growing confidence and control in early writing skills.

Across the middle years (Years 4–6), the data shows mixed patterns of progress. Year 5 demonstrates particularly strong movement across the year, with a significant increase in students reaching Proficient. Year 6 shows some shift from Consolidating into Proficient, although a notable proportion of learners remain in the Developing range, suggesting that continued targeted support in writing will be beneficial.

In the upper year levels (Years 7–10), there is evidence of improvement, particularly in Years 7 and 8, where a greater proportion of students reach Proficient by the end of the year. Year 9 shows some progress but still has many students in the Consolidating category, while Year 10 demonstrates a gradual shift toward Proficient.

Overall, the data suggests that progress in writing is occurring across the school, though the distribution indicates that writing remains an area where continued targeted teaching and support will help more students move from Developing and Consolidating into Proficient over time.

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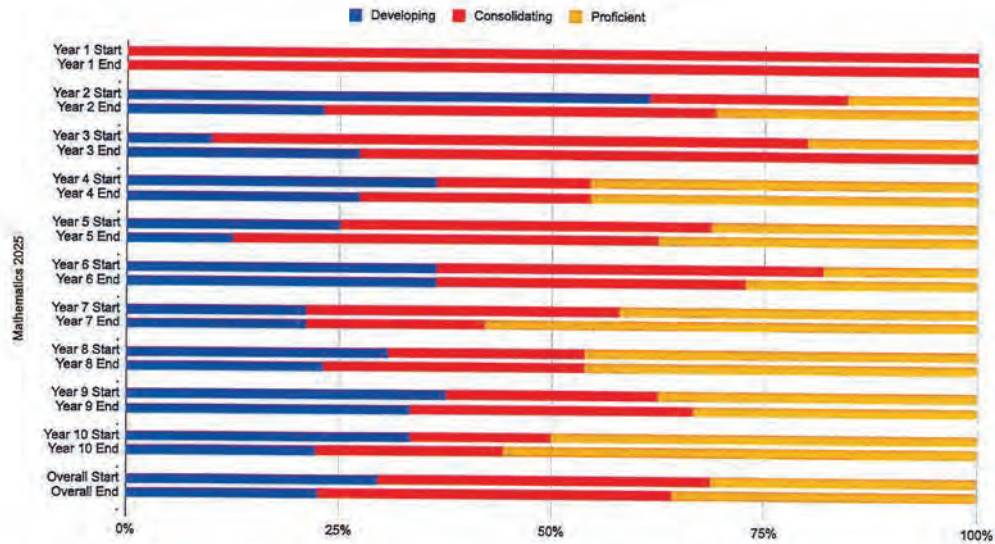


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Years 1-10 Mathematics

2025 Mathematics



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The 2025 mathematics data provides an overview of student achievement and progress across the year, showing the distribution of learners in the Developing, Consolidating, and Proficient categories from Years 1–10 at both the beginning and end of the year. Overall, the data indicates steady progress for many learners, with a gradual shift toward higher levels of proficiency across several year levels.

Looking at the overall school picture, the start-of-year data shows a relatively even spread between students in the Developing and Consolidating categories, with a smaller proportion already achieving Proficient. By the end of the year, there is a clear reduction in the proportion of students in the Developing category and an increase in those reaching Proficient, suggesting that many students made measurable progress in mathematics during 2025.

In the junior years (Years 1–3) most learners began the year within the Developing or Consolidating categories, reflecting the early stages of building foundational number and mathematical thinking skills. By the end of the year, particularly in Year 2, there is a noticeable shift toward Consolidating and Proficient, indicating strengthening confidence and understanding in core mathematical concepts.

Across the middle years (Years 4–6) the data shows encouraging progress. Years 4 and 5 demonstrate a significant movement toward Proficient by the end of the year, while Year 6 shows some reduction in the Consolidating category as students move toward higher levels of achievement.

In the upper year levels (Years 7–10) the data continues to show positive shifts. Year 7 and Year 8 display strong increases in the proportion of students achieving Proficient, and Year 10 also shows improvement across the year. Year 9 demonstrates more moderate change, with many students remaining in the Consolidating category.

Overall, the mathematics data indicates that most students are making progress across the year, with an increasing proportion achieving Proficient by the end of 2025. Continued targeted teaching and support for learners in the Developing and Consolidating categories will help sustain this progress and further strengthen mathematics achievement across the school.

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Year 1-10 Learning Summary

Student achievement data across Years 1–10 in 2025 indicates that most learners are making steady progress across the curriculum, with positive movement evident in literacy, mathematics, health, physical education, and technology.

In the core areas of reading, writing, and mathematics, students generally show improvement from the beginning to the end of the year. Reading data indicates a clear shift from Developing and Consolidating toward Proficient across several year levels, particularly in the middle and upper years. Writing continues to show greater variability, consistent with national patterns, but there is still evidence of movement from Developing to Consolidating and Proficient for many learners throughout the year. Mathematics achievement shows encouraging progress, with fewer students in the Developing category and a growing proportion achieving Proficient by the end of the year.

Achievement in Health and Physical Education indicates that most students are meeting curriculum expectations, with the majority achieving at the Proficient level. Only a small number of students are not yet meeting expectations. Similarly, Technology and Arts data shows students working largely within curriculum expectations, with several learners completing extension work and demonstrating strong understanding across technological practice, knowledge, and the nature of technology.

Learning across the school is supported by a range of authentic and cross-curricular experiences that connect learning to the local environment and community. Events such as Market Day, Sea Week, and Matariki celebrations, alongside outdoor learning, environmental projects, and community partnerships, provide opportunities for students to apply literacy, numeracy, inquiry, and collaboration skills in meaningful contexts.

Overall, the data indicates that students across the school are progressing within curriculum expectations, supported by purposeful teaching programmes and rich localised learning opportunities that reflect the values and context of Collingwood Area School.

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Year 11-13 NCEA and CAA Report 2025

Overview

NCEA achievement in 2025 occurred in the context of significant national qualification reform and a leadership transition. The introduction of NCEA Change Programme requirements, including the Literacy and Numeracy co-requisite, alongside curriculum refresh expectations, has altered participation patterns over time, particularly at Level 1, where it has been agreed to withdraw this as an 'aimed for' qualification. These changes, combined with national attendance challenges, provide important context for interpreting the data.

Within this context, Collingwood Area School continues to demonstrate strong achievement at senior levels, with stable and encouraging outcomes at NCEA Levels 2 and 3. The data highlights clear strengths in retention and completion beyond Year 11, while also signalling areas where further coherence and engagement are required earlier in the secondary pathway.

NCEA Level 1: Participation and Achievement

In 2025, 77.8% of Year 11 students at Collingwood Area School achieved NCEA Level 1. This represents a decrease compared with earlier years, where participation and achievement approached or reached 100%, but is broadly consistent with national patterns following the introduction of the Literacy and Numeracy co-requisite. Nationally, participation and achievement at Level 1 have declined, reflecting increased qualification complexity and higher barriers to entry. In 2024 and 2025, students at Collingwood Area School have not been aiming at achieving Level 1, Level 2 is the desired basis level of qualification for progressing past secondary education.

Gender patterns at Level 1 show broadly comparable outcomes for male and female students, with minor year-on-year variation. Ethnicity-based data shows variability across years, which is expected given small cohort sizes and should therefore be interpreted with caution.

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Literacy and Numeracy Co-requisite

The introduction of the Literacy and Numeracy co-requisite has had a significant impact on Level 1 achievement patterns. In 2025, Literacy and Numeracy attainment for students completing the co-requisite shows that while Year 12 and 13 students consistently achieved at or near 100%, Year 11 attainment sits at 72.7%.

This indicates that while students are ultimately meeting the co-requisite requirements, some do so later than Year 11. This has implications for confidence, engagement, and qualification momentum. The likely cause of this change in achievement rates is the transition from the old to the new curriculum requirements. Students are being tested at a level that was previously not required until later in their learning programme. Improvement will be achieved by further embedding the new curriculum across the school's learning stages.

NCEA Level 2 Achievement

NCEA Level 2 achievement remains a significant and well-established strength for Collingwood Area School. In 2025, 90.0% of eligible Year 12 students achieved NCEA Level 2, which is above national averages and the government's 80% target. The results are slightly higher than the school's Equity Index comparison group.

Over the five-year period, Level 2 achievement has remained relatively stable, indicating strong retention and effective support for students who continue beyond Year 11. Gender-based data shows comparable achievement between male and female students, and ethnicity-based patterns, while variable year to year due to small numbers, do not indicate persistent achievement issues at a whole-school level.

The consistency of Level 2 outcomes suggests that once students are engaged and retained through to Year 12, the school is effective in supporting qualification completion.

NCEA Level 3 Achievement

In 2025, 77.8% of Year 13 students achieved NCEA Level 3. While this represents a slight decline from peak years, it remains broadly aligned with national and Equity Index benchmarks.

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Longitudinal data shows that Level 3 achievement has fluctuated between approximately 75% and 100% across the five-year period. As with other senior data, cohort size has a noticeable impact on year-over-year percentage shifts. Importantly, the majority of students who remain enrolled through to Year 13 continue to achieve meaningful qualifications.

This reinforces the value of sustained engagement, attendance, and purposeful pathway planning through the senior school, particularly for students pursuing vocational or alternative pathways alongside academic qualifications.

University Entrance (UE)

University Entrance achievement in 2025 was 22.2%, reflecting the diverse and purposeful pathways chosen by senior learners. Students who were aiming for UE achieved it. It is important to note that UE is not an appropriate or relevant pathway for all learners; vocational, employment, and training pathways are also highly valued. The data suggests an opportunity to further strengthen academic extension and endorsement pathways for students who aspire to university study.

Gender-based data shows variability, with female students historically more likely to achieve UE, though cohort sizes remain small. The Strategic Plan, therefore, positions UE not as a universal target, but as a supported and aspirational pathway for students who choose it.

Endorsements: Merit and Excellence

Endorsement data provides an additional lens on the quality of learning. In 2025, Merit and Excellence endorsement rates across Levels 1–3 were broadly comparable to national and Equity Index benchmarks (where achieved), with some variability by level. At Level 1, 28.6% of students achieved an Excellence endorsement in 2025, which represents a positive indicator of high-level achievement for a subset of learners. Merit endorsement at Level 2 (22.2%) was broadly consistent with national outcomes and slightly surpassed EQI expectations. Overall, this suggests that a proportion of students are engaging successfully with more demanding assessment standards. This will always be variable, given cohort size and aspiration range. These patterns support the continued focus on stretching high-achieving learners while maintaining inclusive pathways for all students.

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Key Patterns and Implications

Overall, the NCEA data highlights several positive and informative patterns:

- Strong and stable achievement at NCEA Levels 2 and 3
- Literacy and numeracy requirements have changed student outcomes because they were required to be implemented before the expected growth from curriculum reform
- UE achievement that reflects pathway choice, but could be strengthened through targeted academic extension
- Endorsement data indicating positive outcomes for high-achieving learners

Strategic Implications for 2026 and beyond

Building on these findings, the following strategic priorities are proposed:

- Strengthen Years 9–10 curriculum coherence and explicit preparation for NCEA literacy and numeracy
- Maintain strong retention and support structures through Years 12 and 13
- Use attendance, engagement, and achievement data together to identify and support at-risk learners earlier
- Develop clear academic extension pathways for students aiming for UE and higher-level endorsements

These priorities are reflected in the Strategic Plan 2026–2029 and the 2026 Annual Implementation Plan, ensuring that governance decisions are grounded in robust evidence and aligned to long-term improvement.

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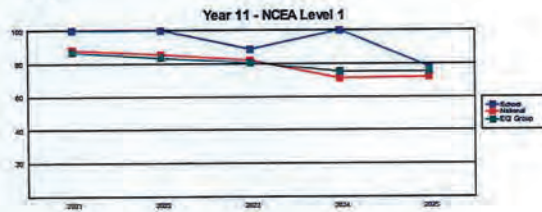
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Achievement in NCEA and UE: Collingwood Area School

Generated 13-Jan-2026

PR1 - Participation Based Cumulative Overall Results

Academic Year	Collingwood Area School			National			Average Socioeconomic Barriers (School Equity Index Band)		
	Year 11 NCEA L1	Year 11 NCEA L1	Year 11 Participate	Year 11 NCEA L1	Year 11 NCEA L1	Year 11 Participate	Year 11 NCEA L1	Year 11 NCEA L1	Year 11 Participated
2021	100.0	10	10	87.9	43,071	49,003	87.0	7,751	8,912
2022	100.0	6	6	85.3	42,337	49,609	83.6	7,603	9,090
2023	88.9	8	9	81.9	42,371	51,733	80.5	7,827	9,719
2024	100.0	10	10	71.5	32,218	45,069	75.0	6,983	9,311
2025	77.8	7	9	72.1	33,021	45,814	75.4	7,423	9,851



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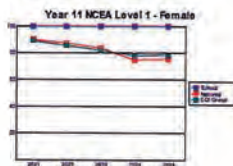
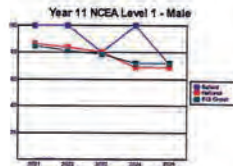
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Achievement in NCEA and UE: Collingwood Area School

Generated 13-Jan-2026

Academic Year	Collingwood Area School			National			Average Socioeconomic Barriers (School Equity Index Group)		
	Year 11 NCEA L1	Year 11 NCEA L1	Year 11 Participate	Year 11 NCEA L1	Year 11 NCEA L1	Year 11 Participate	Year 11 NCEA L1	Year 11 NCEA L1	Year 11 Participate
Male									
2021	100.0	4	4	86.0	21,231	24,676	84.6	3,965	4,665
2022	100.0	1	1	83.5	21,287	25,498	81.7	3,885	4,756
2023	80.0	4	5	80.0	21,174	26,459	78.7	3,950	5,016
2024	100.0	7	7	88.5	16,000	23,360	72.2	3,481	4,820
2025	71.4	5	7	68.8	16,309	23,705	71.9	3,519	4,896
Female									
2021	100.0	6	6	89.8	21,838	24,323	89.6	3,786	4,227
2022	100.0	5	5	87.3	21,048	24,115	85.8	3,717	4,333
2023	100.0	4	4	83.9	21,197	25,273	82.5	3,677	4,701
2024	100.0	3	3	74.7	16,188	21,630	78.0	3,502	4,491
2025	100.0	2	2	75.7	16,651	22,008	76.8	3,904	4,955



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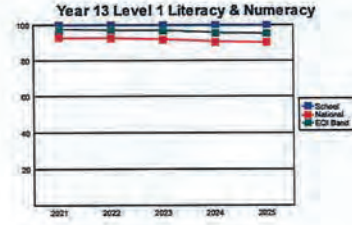
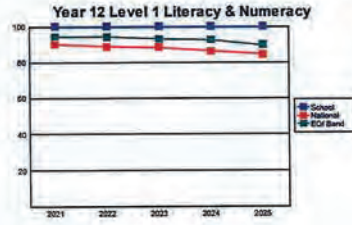
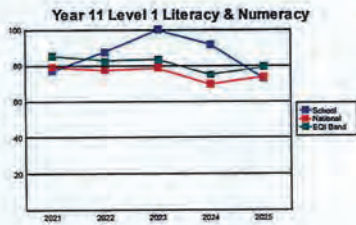
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Level 1 Literacy and Numeracy: Collingwood Area School

Generated 13-Jan-2026

PR 3 - Cumulative Results by Percentage

		Collingwood Area School			National			Average Socioeconomic Barriers (School Equity Index Band)		
Academic Year	Achievement	Year 11	Year 12	Year 13	Year 11	Year 12	Year 13	Year 11	Year 12	Year 13
2021	Literacy & Numeracy	76.9	100.0	100.0	79.2	90.1	92.9	85.4	94.3	97.4
2022	Literacy & Numeracy	87.5	100.0	100.0	77.2	88.7	92.5	82.6	94.0	97.3
2023	Literacy & Numeracy	100.0	100.0	100.0	78.8	88.4	92.0	83.1	93.0	96.8
2024	Literacy & Numeracy	91.7	100.0	100.0	69.6	86.4	90.8	74.8	92.4	95.7
2025	Literacy & Numeracy	72.7	100.0	100.0	73.4	84.5	90.6	79.4	89.6	95.2



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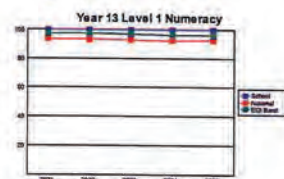
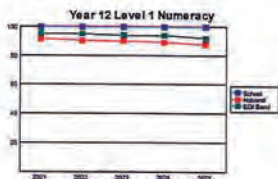
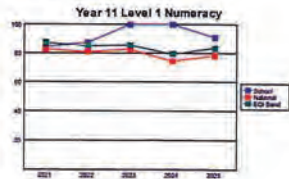
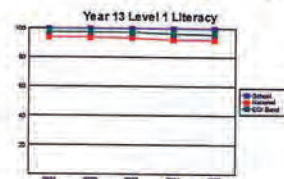
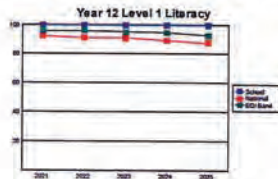
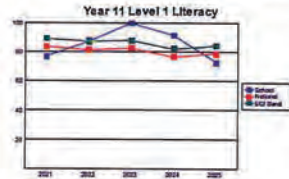
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Level 1 Literacy and Numeracy: Collingwood Area School

Generated 13-Jan-2026

PR 3 - Cumulative Results by Percentage

Academic	Year	Achievement	Collingwood Area School			National			Average Socioeconomic Barriers (School Equity Index Band)		
			Year 11	Year 12	Year 13	Year 11	Year 12	Year 13	Year 11	Year 12	Year 13
Literacy	2021	76.9	100.0	100.0	83.6	92.2	94.2	89.3	96.1	98.0	
	2022	87.5	100.0	100.0	81.6	91.2	93.9	87.1	95.9	97.9	
	2023	100.0	100.0	100.0	82.9	90.8	93.5	87.7	95.2	97.5	
	2024	91.7	100.0	100.0	76.6	89.1	92.2	82.2	94.6	96.4	
	2025	72.7	100.0	100.0	78.8	87.7	92.1	84.4	92.6	96.1	
Numeracy	2021	84.6	100.0	100.0	82.5	91.3	93.8	87.7	95.4	97.7	
	2022	87.5	100.0	100.0	80.8	90.2	93.3	85.2	93.3	97.6	
	2023	100.0	100.0	100.0	82.3	90.0	93.0	85.6	94.2	97.2	
	2024	100.0	100.0	100.0	74.6	89.1	92.2	79.6	94.1	96.4	
	2025	90.9	100.0	100.0	78.1	87.6	92.6	83.6	92.1	96.2	



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Collingwood Area School

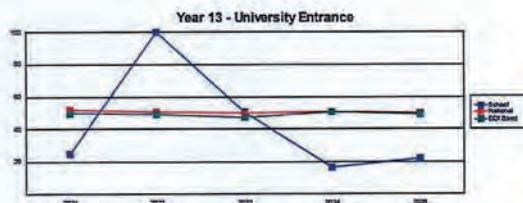
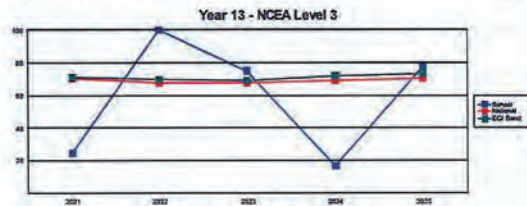
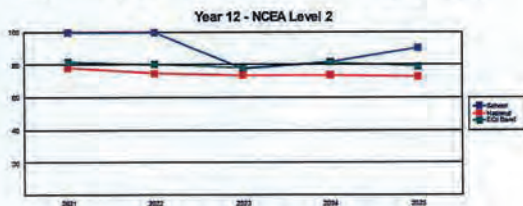
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Achievement in NCEA and UE: Collingwood Area School

Generated 13-Jan-2026

PR2 - Enrolment Based Cumulative Overall Results

Academic Year	Collingwood Area School						National			Average Socioeconomic Barriers (School Equity Index Band)		
	Year 12 NCEA L2	Year 12 NCEA L3	Year 13 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 13 UE	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
2021	7 / 7	100.0	1 / 4	25.0	1 / 4	25.0	77.9	70.5	51.9	81.7	71.4	49.4
2022	8 / 8	100.0	4 / 4	100.0	4 / 4	100.0	74.9	68.2	50.3	80.4	70.0	49.2
2023	7 / 9	77.8	6 / 8	75.0	4 / 8	50.0	73.2	67.7	49.7	78.5	69.1	46.7
2024	9 / 11	81.8	1 / 6	16.7	1 / 6	16.7	73.6	69.4	50.6	81.4	71.7	50.0
2025	9 / 10	90.0	7 / 9	77.8	2 / 9	22.2	72.7	70.4	49.9	78.7	73.4	49.1



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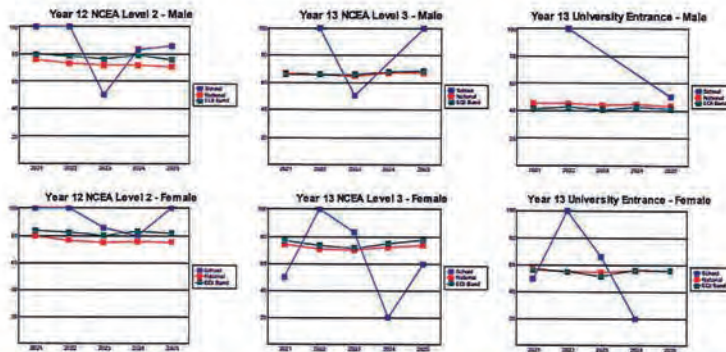
Collingwood Area School

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Achievement in NCEA and UE: Collingwood Area School PR2 - Enrolment Based Cumulative Results by Gender

Generated 13-Jan-2026

Academic Year	Collingwood Area School						National			Average Socioeconomic Barriers (School Equity Index Band)		
	Year 12 NCEA L2	Year 12 NCEA L3	Year 13 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 13 UE	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
Male												
2021	3 / 3	100.0	0 / 2		0 / 2		78.0	66.8	45.5	79.6	65.7	41.4
2022	3 / 3	100.0	1 / 1	100.0	1 / 1	100.0	73.3	65.6	44.9	78.3	66.0	42.4
2023	1 / 2	50.0	1 / 2	50.0	0 / 2		71.8	64.8	44.0	76.5	66.1	40.4
2024	5 / 5	83.3	0 / 1		0 / 1		71.7	66.9	44.7	79.3	67.9	42.6
2025	6 / 7	85.7	4 / 4	100.0	2 / 4	50.0	70.4	67.4	43.4	75.6	68.3	41.3
Female												
2021	4 / 4	100.0	1 / 2	50.0	1 / 2	50.0	79.6	74.0	57.7	83.9	76.7	56.7
2022	5 / 5	100.0	3 / 3	100.0	3 / 3	100.0	76.6	70.5	55.3	82.6	73.7	55.4
2023	6 / 7	85.7	5 / 6	83.3	4 / 6	66.7	74.7	70.3	54.9	80.5	71.7	52.2
2024	4 / 5	80.0	1 / 5	20.0	1 / 5	20.0	75.6	71.9	56.1	83.3	75.0	56.6
2025	3 / 3	100.0	3 / 5	60.0	0 / 5		75.2	73.5	56.2	81.9	77.7	55.9



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2025 Statement of Compliance with Employment Policy

Reporting on the principles of being a Good Employer

<p>How have you met your obligations to provide good and safe working conditions?</p>	<p>Collingwood Area School maintains a strong focus on staff wellbeing and workplace safety through clear health and safety systems, regular hazard identification, and staff consultation. Staff wellbeing is supported through a collaborative leadership approach, open communication, and a culture grounded in our WAKA values of Manaakitanga, Ako, and Kaitiakitanga. The school ensures staff have appropriate resources, safe facilities, and access to professional support when needed.</p>
<p>What is in your equal employment opportunities programme? How have you been fulfilling this programme?</p>	<p>The school's Equal Employment Opportunities programme promotes fairness, inclusivity, and equitable access to employment and professional growth. Recruitment, promotion, and professional learning opportunities are open and transparent, and staff are encouraged to develop leadership capability. The programme is enacted through equitable recruitment processes, flexible working arrangements where possible, and active encouragement of staff professional development.</p>
<p>How do you practise impartial selection of suitably qualified persons for appointment?</p>	<p>Appointments are made through fair, transparent processes based on merit and alignment with the school's values and strategic priorities. Positions are advertised openly, applicants are assessed against clear criteria, and appointment panels follow structured interview processes and reference checks. The school seeks candidates who demonstrate professional capability and a</p>





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	commitment to the values of Manaakitanga, Ako, and Kaitiakitanga.
How are you recognising, <ul style="list-style-type: none">- The aims and aspirations of Māori,- The employment requirements of Māori, and- Greater involvement of Māori in the Education service?	Collingwood Area School actively supports Māori aspirations by strengthening relationships with Manawhenua ki Mohua and working in partnership with Onetahua Marae. The school integrates te ao Māori perspectives into school life and encourages participation of Māori in school governance, leadership, and employment opportunities. Professional learning and curriculum development support staff to build culturally responsive practice and honour Te Tiriti o Waitangi.
How have you enhanced the abilities of individual employees?	Staff capability is strengthened through professional learning opportunities, mentoring, and leadership development. Teachers and support staff participate in ongoing professional development aligned with school priorities, including curriculum refresh initiatives and Positive Behaviour for Learning (PB4L). The school also supports emerging leaders through opportunities to take on responsibility and develop their professional practice.
How are you recognising the employment requirements of women?	The school recognises the importance of equitable opportunities for women across all roles. Employment practices support fairness in recruitment, leadership opportunities, and professional development. Flexible work arrangements and supportive workplace policies enable staff to balance professional responsibilities with family and personal commitments.
How are you recognising the employment requirements of persons with disabilities?	Collingwood Area School is committed to providing an inclusive workplace where employees with disabilities are supported to participate fully in school life. Reasonable accommodations are considered where needed, and the school promotes a culture of

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	respect and inclusion. The school values the contribution of all staff and works to ensure accessibility and equitable opportunities in employment.
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Good employer policies should include provisions for an Equal Employment Opportunities (EEO) programme/policy. The Ministry of Education monitors these policies:

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





2025 KiwiSport Report

From Pourato:

KiwiSport Funding (Year 1 - 8)	\$427.63	\$427.63	\$427.63	\$427.63	\$1,710.52
KiwiSport Funding (Year 9 - 15)	\$253.08	\$253.08	\$246.05	\$231.99	\$984.20

Collingwood Area School received \$2694.72 to fund KiwiSport initiatives.

This was used to provide 155 hours of sports equipment, co-ordination and facilitation, including:

- Top of the South Area Schools Tournament
- NZ Area Schools National Tournament for Netball, Volleyball and Basketball development.

Kate Staniford
Tumuaki | Principal
Collingwood Area School





Collingwood Area School

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Te whanaungatanga ki te tangata, te taiao, te anamata hoki

Giving Effect to Te Tiriti o Waitangi

Te Kura o Aorere | Collingwood Area School affirms its ongoing commitment to giving effect to Te Tiriti o Waitangi as a foundational document of Aotearoa New Zealand and as integral to the governance, leadership, and daily practice of our kura.

Our approach aligns with our Strategic Plan, which explicitly embeds the principles of partnership, participation, and protection across our curriculum, culture, and systems. This commitment is enacted through the following key areas:

Partnership

We actively build and sustain meaningful relationships with mana whenua and whānau Māori, particularly Manawhenua ki Mohua and iwi of Te Taihū. We engage in ongoing consultation and collaboration to ensure that decision-making reflects shared aspirations for our learners and community.

Participation

We promote equitable access, engagement, and success for Māori learners across all areas of school life. Our curriculum is designed to be culturally grounded and inclusive, ensuring that Māori students can participate fully and confidently as Māori. We foster strong pathways for learning, leadership, and belonging from Years 1–13.

Protection

We protect and promote te reo Māori, mātauranga Māori, and tikanga Māori as taonga. These are visible and integrated across teaching and learning programmes, school practices, and the wider culture of the kura. Staff are supported through ongoing professional learning to build culturally responsive practice and deepen understanding of Te Tiriti.

This commitment is further demonstrated through:

- The development and implementation of a localised, culturally grounded curriculum that reflects Te Tiriti, local narratives, and community identity
- The integration of te reo Māori and mātauranga Māori across learning areas
- The use of data-informed practices to monitor and improve equitable outcomes for Māori learners
- Strengthened communication and partnerships with whānau, ensuring shared responsibility for learner progress and wellbeing
- The alignment of school values - Manaakitanga, Ako, and Kaitiakitanga - with culturally responsive and inclusive practices

As outlined in our strategic documentation, we are committed to ensuring that Māori identity, language, and culture are not only acknowledged but also integral to the success of our kura.

The Board continues to monitor and review progress through planning, reporting, and internal evaluation processes to ensure that this commitment is sustained, meaningful, and results in improved outcomes for Māori learners.

Kate Staniford
Tumuaki | Principal

