

# AIDANFIELD CHRISTIAN SCHOOL



## ANNUAL FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2025

### School Directory

<b>Ministry Number:</b>	82
<b>Principal:</b>	Mark Richardson
<b>School Address:</b>	2 Nash Road Halswell Christchurch 8025
<b>School Phone:</b>	(03) 338 8153
<b>School Email:</b>	office@aidanfield.school.nz
<b>Accountant / Service Provider:</b>	Schooled Limited



# AIDANFIELD CHRISTIAN SCHOOL

Annual Financial Statements - For the year ended 31 December 2025

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# Aidanfield Christian School

## Members of the Board

For the year ended 31 December 2025

<b>Name</b>	<b>Position</b>	<b>How Position Gained</b>	<b>Term Expired/ Expires</b>
Zhu Hui Lam	Presiding Member	Re-Elected Sept 2025	Sept 2028
Mark Richardson	Principal ex Officio		
Chris Hannen	Proprietor Representative	Appointed Aug 2021	
Jenny Addison	Proprietor Representative	Appointed Jul 2022	Sept 2025
John McGimpsey	Proprietor Representative	Appointed Feb 2023	
Dana Paton	Parent Representative	Elected Oct 2022	Sept 2025
Winnie Chen	Parent Representative	Elected Oct 2022	Sept 2025
Matthew Pratt	Parent Representative	Re-Elected Nov 2023	Nov 2026
Jo Dowle	Staff Representative	Casual Appointment Dec 2023	Nov 2026
Sharon Burt	Staff Representative	Re-Elected Sept 2025	Sept 2028
Daniel Cameron	Parent Representative	Elected Sept 2025	Sept 2028
Vimbayi Chitaka	Parent Representative	Elected Sept 2025	Sept 2028
Nigel Yeoh	Parent Representative	Elected Sept 2025	Sept 2028

# Aidanfield Christian 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.

Signed by:  
  
801EC153B0085107  
\_\_\_\_\_  
Full Name of Presiding Member

Zhu Hui Lam  
\_\_\_\_\_  
Signature of Presiding Member

29/05/2026  
\_\_\_\_\_  
Date

Signed by:  
  
777743CC87EC13EA  
\_\_\_\_\_  
Full Name of Principal

Kaye Lawn  
\_\_\_\_\_  
Signature of Principal

29/05/2026  
\_\_\_\_\_  
Date

# Aidanfield Christian School

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
<b>Revenue</b>				
Government Grants	2	3,991,756	3,867,582	3,611,526
Locally Raised Funds	3	592,726	518,434	538,585
Use of Proprietor's Land and Buildings		676,700	599,203	581,750
Interest		9,945	15,000	29,092
<b>Total Revenue</b>		<b>5,271,127</b>	<b>5,000,219</b>	<b>4,760,953</b>
<b>Expense</b>				
Locally Raised Funds	3	342,223	287,226	349,495
Learning Resources	4	3,738,521	3,583,196	3,565,269
Administration	5	265,694	269,970	244,777
Interest		8,072	7,428	4,690
Property	6	940,250	848,097	830,959
Loss on Disposal of Property, Plant and Equipment		1,105	-	222
<b>Total Expense</b>		<b>5,295,865</b>	<b>4,995,917</b>	<b>4,995,412</b>
<b>Net Surplus / (Deficit) for the year</b>		<b>(24,738)</b>	<b>4,302</b>	<b>(234,459)</b>
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<b>(24,738)</b>	<b>4,302</b>	<b>(234,459)</b>

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

# Aidanfield Christian School

## Statement of Changes in Net Assets/Equity

For the year ended 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
<b>Equity at 1 January</b>		389,266	394,170	557,726
Total comprehensive revenue and expense for the year		(24,738)	4,302	(234,459)
Contribution - Furniture and Equipment Grant		72,075	65,000	65,999
<b>Equity at 31 December</b>		436,603	463,472	389,266
Accumulated comprehensive revenue and expense		436,603	463,472	389,266
<b>Equity at 31 December</b>		436,603	463,472	389,266

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.

# Aidanfield Christian School

## Statement of Financial Position

As at 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	7	437,180	341,022	422,336
Accounts Receivable	8	301,419	255,674	243,605
Prepayments		28,017	19,678	19,678
Investments	9	200,000	230,000	230,000
		966,616	846,374	915,619
<b>Current Liabilities</b>				
GST Payable		10,049	10,400	10,400
Accounts Payable	11	349,143	362,516	360,768
Revenue Received in Advance	12	331,363	200,000	331,653
Provision for Cyclical Maintenance	13	35,488	7,953	27,398
Finance Lease Liability	14	62,793	59,491	63,103
Funds held in Trust	15	70	600	7
		788,906	640,960	793,329
<b>Working Capital Surplus/(Deficit)</b>		177,710	205,414	122,290
<b>Non-current Assets</b>				
Property, Plant and Equipment	10	371,746	348,528	410,390
		371,746	348,528	410,390
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	13	50,363	50,363	43,815
Finance Lease Liability	14	62,490	40,107	99,599
		112,853	90,470	143,414
<b>Net Assets</b>		436,603	463,472	389,266
<b>Equity</b>		436,603	463,472	389,266

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

# Aidanfield Christian School

## Statement of Cash Flows

For the year ended 31 December 2025

	Note	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
<b>Cash flows from Operating Activities</b>				
Government Grants		1,079,482	1,011,874	986,079
Locally Raised Funds		192,057	94,548	215,229
International Students		377,693	292,233	457,932
Goods and Services Tax (net)		(351)	-	11,842
Payments to Employees		(803,280)	(718,326)	(844,749)
Payments to Suppliers		(815,978)	(739,566)	(837,292)
Interest Paid		(8,072)	(7,428)	(4,690)
Interest Received		12,093	15,000	25,436
Net cash from/(to) Operating Activities		33,644	(51,665)	9,787
<b>Cash flows from Investing Activities</b>				
Purchase of Property Plant & Equipment (and Intangibles)		(84,624)	(2)	(72,977)
Proceeds from Sale of Investments		30,000	-	50,000
Net cash from/(to) Investing Activities		(54,624)	(2)	(22,977)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		72,075	65,000	65,999
Finance Lease Payments		(36,314)	(95,240)	(54,816)
Funds Administered on Behalf of Other Parties		63	593	(4,934)
Net cash from/(to) Financing Activities		35,824	(29,647)	6,249
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>14,844</b>	<b>(81,314)</b>	<b>(6,941)</b>
Cash and cash equivalents at the beginning of the year	7	422,336	422,336	429,277
<b>Cash and cash equivalents at the end of the year</b>	7	<b>437,180</b>	<b>341,022</b>	<b>422,336</b>

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

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

# Aidanfield Christian School

## Notes to the Financial Statements

### For the year ended 31 December 2025

#### 1. Statement of Accounting Policies

##### a) Reporting Entity

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

##### b) Basis of Preparation

###### **Reporting Period**

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

###### **Basis of Preparation**

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

###### **Financial Reporting Standards Applied**

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

###### **PBE Accounting Standards Reduced Disclosure Regime**

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

###### **Measurement Base**

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

###### **Presentation Currency**

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

###### **Specific Accounting Policies**

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

###### **Critical Accounting Estimates And Assumptions**

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

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

###### **Cyclical maintenance**

The School recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the School buildings. The estimate is based on the School's best estimate of the cost of painting the School and when the School is required to be painted, based on an assessment of the School's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 13.

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

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment, as disclosed in the significant accounting policies, are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 10.

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

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

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

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

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 14. Future operating lease commitments are disclosed in note 20.

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

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

### **c) Revenue Recognition**

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

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

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

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

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

The property from which the School operates is owned by the Proprietor. Grants for the use of land and buildings are not received in cash by the School as they equate to the deemed expense for using the land and buildings. This expense is based on an assumed market rental yield on the land and buildings as used for rating purposes.

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

#### ***Other Grants where conditions exist***

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

#### ***Donations, Gifts and Bequests***

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

#### ***Interest Revenue***

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

### **d) 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.

**e) 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.

**f) 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.

**g) 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.

**h) Property, Plant and Equipment**

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

Improvements to buildings owned by the Proprietor are recorded at cost, less accumulated depreciation and impairment losses.

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

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

**Finance Leases**

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

**Depreciation**

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

The estimated useful lives of the assets are:

Furniture and Equipment	3-10 years
Information and Communication Technology	4-5 years
Motor Vehicles	10 years
Textbooks	3 years
Leased Assets held under a Finance Lease	Term of Lease
Library Resources	12.5% Diminishing value

**i) Impairment of property, plant, and equipment**

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

**Non cash generating assets**

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

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

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

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

#### **j) 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.

#### **k) Employee Entitlements**

##### *Short-term employee entitlements*

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

##### *Long-term employee entitlements*

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

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

#### **l) Revenue Received in Advance**

Revenue received in advance relates to fees received from International students, parents and grants 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.

#### **m) 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.

#### **n) Provision for Cyclical Maintenance**

The property from which the School operates is owned by the Proprietor. The Board is responsible for maintaining the land, buildings and other facilities on the School site in a state of good order and repair.

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

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

**o) 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 of accounts payable and finance lease. 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.

**p) 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.

**q) Budget Figures**

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

**r) 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**

	<b>2025</b>	<b>2025</b>	<b>2024</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
Government Grants - Ministry of Education	1,083,394	1,015,786	1,001,630
Teachers' Salaries Grants	2,908,362	2,851,796	2,609,896
	<u>3,991,756</u>	<u>3,867,582</u>	<u>3,611,526</u>

**3. Locally Raised Funds**

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

	<b>2025</b>	<b>2025</b>	<b>2024</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
<b>Revenue</b>			
Donations and Bequests	42,911	40,000	56,806
Fees for Extra Curricular Activities	92,260	59,000	86,998
Trading	21,298	12,004	24,874
Other Revenue	34,115	-	32,583
International Student Fees	402,142	407,430	337,324
	<u>592,726</u>	<u>518,434</u>	<u>538,585</u>
<b>Expense</b>			
Extra Curricular Activities Costs	111,256	50,000	90,071
Trading	12,143	-	17,721
Other Locally Raised Funds Expenditure	195	-	-
International Student - Employee Benefits - Salaries	29,564	26,400	35,702
International Student - Other Expenses	189,065	210,826	206,001
	<u>342,223</u>	<u>287,226</u>	<u>349,495</u>
<i>Surplus/ (Deficit) for the year Locally Raised Funds</i>	<u>250,503</u>	<u>231,208</u>	<u>189,090</u>

**4. Learning Resources**

	<b>2025</b>	<b>2025</b>	<b>2024</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
Curricular	119,088	100,190	113,345
Information and Communication Technology	41,059	51,111	42,828
Employee Benefits - Salaries	3,427,975	3,310,395	3,255,166
Staff Development	25,449	27,000	33,913
Depreciation	124,163	94,000	119,488
Other Learning Resources	787	500	529
	<u>3,738,521</u>	<u>3,583,196</u>	<u>3,565,269</u>

**5. Administration**

	<b>2025</b>	<b>2025</b>	<b>2024</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
Audit Fees	17,264	17,264	13,275
Board Expenses	11,730	11,700	11,814
Other Administration Expenses	55,341	59,277	47,083
Employee Benefits - Salaries	170,061	171,009	162,879
Insurance	11,298	10,720	9,726
	<u>265,694</u>	<u>269,970</u>	<u>244,777</u>

**6. Property**

	<b>2025</b>	<b>2025</b>	<b>2024</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
Cyclical Maintenance	14,638	14,864	3,320
Heat, Light and Water	39,305	30,900	33,349
Repairs and Maintenance	28,980	21,250	23,681
Use of Land and Buildings	676,700	599,203	581,750
Employee Benefits - Salaries	66,255	64,480	58,168
Other Property Expenses	114,372	117,400	130,691
	<u>940,250</u>	<u>848,097</u>	<u>830,959</u>

The use of land and buildings figure represents 5% of the school's total property value. This is used as a proxy for the market rental of the property.

**7. Cash and Cash Equivalents**

	<b>2025</b>	<b>2025</b>	<b>2024</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
Bank Accounts	437,180	341,022	422,336
Cash and cash equivalents for Statement of Cash Flows	<u>437,180</u>	<u>341,022</u>	<u>422,336</u>

Of the \$437,180 Cash and Cash Equivalents \$290,818 is subject to restrictions for the following reasons:

- \$290,748 of international student fees relating to the 2026 school year have been collected by the school. This is included in Revenue in Advance in note 12.
- \$70 of Funds Held in Trust Received are held by the School, as disclosed in note 15.



**8. Accounts Receivable**

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Receivables	23,468	782	782
Receivables from the Ministry of Education	10,024	10,024	6,112
Interest Receivable	1,508	3,656	3,656
Teacher Salaries Grant Receivable	266,419	241,212	233,055
	<u>301,419</u>	<u>255,674</u>	<u>243,605</u>
Receivables from Exchange Transactions	24,976	4,438	4,438
Receivables from Non-Exchange Transactions	276,443	251,236	239,167
	<u>301,419</u>	<u>255,674</u>	<u>243,605</u>

**9. Investments**

The School's investment activities are classified as follows:

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Current Asset			
Short-term Bank Deposits	200,000	230,000	230,000
Total Investments	<u>200,000</u>	<u>230,000</u>	<u>230,000</u>

**10. Property, Plant and Equipment**

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
<b>2025</b>						
Furniture and Equipment	172,688	51,442	(641)		(31,946)	191,543
Information and Communication Technology	59,247	7,081	(380)		(21,412)	44,536
Motor Vehicles	5,267				(3,267)	2,000
Textbooks	1,486				(525)	961
Leased Assets	160,118	28,776	(3,146)		(65,266)	120,482
Library Resources	11,584	2,387			(1,747)	12,224
	<u>410,390</u>	<u>89,686</u>	<u>(4,167)</u>	<u>-</u>	<u>(124,163)</u>	<u>371,746</u>

**Restrictions**

There are no restrictions over the title of the school's property, plant and equipment, nor are any property, plant and equipment pledged as security for liabilities.

	2025 Cost or Valuation \$	2025 Accumulated Depreciation \$	2025 Net Book Value \$	2024 Cost or Valuation \$	2024 Accumulated Depreciation \$	2024 Net Book Value \$
Furniture and Equipment	615,406	(423,863)	191,543	583,364	(410,676)	172,688
Information and Communication Technology	162,376	(117,840)	44,536	224,714	(165,467)	59,247
Motor Vehicles	50,000	(48,000)	2,000	50,000	(44,733)	5,267
Textbooks	1,573	(612)	961	1,573	(87)	1,486
Leased Assets	205,836	(85,354)	120,482	206,941	(46,823)	160,118
Library Resources	35,023	(22,799)	12,224	32,790	(21,206)	11,584
	<u>1,070,214</u>	<u>(698,468)</u>	<u>371,746</u>	<u>1,099,382</u>	<u>(688,992)</u>	<u>410,390</u>

**11. Accounts Payable**

	<b>2025</b>	<b>2025</b>	<b>2024</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
Creditors	23,468	40,099	40,060
Accruals	15,264	17,264	14,025
Banking Staffing Overuse	-	-	11,849
Employee Entitlements - Salaries	302,524	296,419	286,395
Employee Entitlements - Leave Accrual	7,887	8,734	8,439
	<u>349,143</u>	<u>362,516</u>	<u>360,768</u>
Payables for Exchange Transactions	349,143	362,516	360,768
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)			
Payables for Non-exchange Transactions - Other			
	<u>349,143</u>	<u>362,516</u>	<u>360,768</u>

The carrying value of payables approximates their fair value.

**12. Revenue Received in Advance**

	<b>2025</b>	<b>2025</b>	<b>2024</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
International Student Fees in Advance	290,748	200,000	315,197
Other revenue in Advance	40,615	-	16,456
	<u>331,363</u>	<u>200,000</u>	<u>331,653</u>

**13. Provision for Cyclical Maintenance**

	<b>2025</b>	<b>2025</b>	<b>2024</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
Provision at the Start of the Year	71,213	43,815	90,494
Increase/(decrease) to the Provision During the Year	14,638	14,864	3,320
Use of the Provision During the Year	-	(363)	(22,601)
Provision at the End of the Year	<u>85,851</u>	<u>58,316</u>	<u>71,213</u>
Cyclical Maintenance - Current	35,488	7,953	27,398
Cyclical Maintenance - Non current	50,363	50,363	43,815
	<u>85,851</u>	<u>58,316</u>	<u>71,213</u>

Per the cyclical maintenance schedule, the School is next expected to undertake painting works during 2026 This plan is based on the School's 10 Year Property Plan is prepared by a Ministry of Education appointed consultant.

#### 14. Finance Lease Liability

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

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
No Later than One Year	68,220	63,069	69,733
Later than One Year	66,386	43,107	104,194
Future Finance Charges	(9,323)	(6,578)	(11,225)
	<u>125,283</u>	<u>99,598</u>	<u>162,702</u>
<b>Represented by</b>			
Finance lease liability - Current	62,793	59,491	63,103
Finance lease liability - Non current	62,490	40,107	99,599
	<u>125,283</u>	<u>99,598</u>	<u>162,702</u>

#### 15. Funds held in Trust

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	70	600	7
	<u>70</u>	<u>600</u>	<u>7</u>

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.

Funds Held at Beginning of the Year	-		4,941
Homestay Receipts	12,500		
Total funds received	12,500	-	4,941
Homestay Expenses	12,500		
Funds remaining	-	-	4,941
Distribution of Funds			
Wigram Primary School			4,941

#### 16. Related Party Transactions

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

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

The Proprietor of the School (Christian Schools Trust) is a related party of the School Board because the Proprietor appoints representatives to the School Board, giving the Proprietor significant influence over the School Board. Any services or contributions between the School Board and Proprietor have been disclosed appropriately. If the Proprietor collects fund on behalf of the school (or vice versa), the amounts are disclosed.

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

If there is a non arms length transaction, you can use the following example wording as a basis for the disclosure:

**17. Remuneration**

*Key management personnel compensation*

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

	<b>2025 Actual \$</b>	<b>2024 Actual \$</b>
<i>Board Members</i>		
Remuneration	4,580	4,230
<i>Leadership Team</i>		
Remuneration	545,900	547,030
Full-time equivalent members	4	4
Total key management personnel remuneration	550,480	551,260

There are 9 members of the Board excluding the Principal. The Board had held 8 full meetings of the Board in the year. The Board also has Finance Committee (3 members) that meet twice a year. As well as these regular meetings, including preparation time, the Chair 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 1*

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

	<b>2025 Actual \$000</b>	<b>2024 Actual \$000</b>
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	170 - 180	170 - 180
Benefits and Other Emoluments	0 - 5	0 - 5
Termination Benefits	-	-

*Other Employees*

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

<b>Remuneration \$000</b>	<b>2025 FTE Number</b>	<b>2024 FTE Number</b>
100 - 110	7.00	6.00
110 - 120	1.00	1.00
120 - 130	3.00	3.00
	11.00	10.00

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



## 18. Compensation and Other Benefits Upon Leaving

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

	<b>2025 Actual</b>	<b>2024 Actual</b>
Total	\$ -	\$ -
Number of People	-	-

## 19. Contingencies

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

### Holidays Act Compliance – Schools Payroll

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

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

## 20. Commitments

### (a) Capital Commitments

at 31 December 2025, the Board had no capital commitment (2024:\$0).

### (b) Operating Commitments

As at 31 December 2025, the Board has entered into no contracts.

## 21. Financial Instruments

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

### Financial assets measured at amortised cost

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Cash and Cash Equivalents	437,180	341,022	422,336
Receivables	301,419	255,674	243,605
Investments - Term Deposits	200,000	230,000	230,000
Total financial assets measured at amortised cost	<u>938,599</u>	<u>826,696</u>	<u>895,941</u>

### Financial liabilities measured at amortised cost

Payables	349,143	362,516	360,768
Finance Leases	125,283	99,598	162,702
Total financial liabilities measured at amortised cost	<u>474,426</u>	<u>462,114</u>	<u>523,470</u>

## 22. Events After Balance Date

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

## INDEPENDENT AUDITOR'S REPORT

### TO THE READERS OF AIDANFIELD CHRISTIAN SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2025

The Auditor-General is the auditor of Aidanfield Christian School (the School). The Auditor-General has appointed me, Michael Rondel, using the staff and resources of BDO Christchurch Audit Limited, to carry out the audit of the financial statements of the School on pages 3 to 19, 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 29 May 2026. This is the date at which our opinion is expressed.

#### Basis for our opinion

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

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

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our 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 a Statement of Variance, an Evaluation of the School's Students' Progress and Achievement, a Statement of Compliance with Employment Policy, and a Statement of KiwiSport funding. The Board is responsible for the other information that it presents alongside its annual financial statements.

The other information obtained at the date of our audit report includes copies of the Members of the Board, the Analysis of Variance, Good Employer Statement, and Kiwisport.

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.



Michael Rondel  
BDO Christchurch Audit Limited  
On behalf of the Auditor-General  
Christchurch, New Zealand

# ANALYSIS OF VARIANCE

## Reviewing 2025

Celebrating progress  
Hearing the stories



Aidanfield  
Christian School

2 Nash Road, Aidanfield  
Christchurch, New  
Zealand



Aidanfield  
Christian School

# WHOLISTIC LEARNING JOURNEYS

*Data – numbers - tell a story about learning and achievement. Often there is a story within the story. Our staff have reflected on the year and the story of 2025 – and captured things that brought them joy. These stories will be interspersed throughout this analysis of academic and often speak of the developing character of our young people and the power of the love of God.*

*Growing in skill and confidence:* “Phonics group 2025 - taking a small group for extra Phonics work has been a true delight. They are always keen to come and try hard. Their confidence grew over the 10 weeks of lessons. One child in particular was new to ACS this year and was behind in their learning. The targeted support enabled them to make huge gains quickly and to be working at a similar level to their peers by the end of the support. Seeing this child grow in confidence and realize that they could do it was a real blessing”.

*Expanding capacity through challenge:* “It is always fascinating listening to the children at the end of camp, reflecting on what they have experienced over the previous 3 days. So many of them had been nervous beforehand and were unsure how they would cope with all the "scary" things, and yet they did! They were so proud of themselves for trying new food, sleeping away from home, climbing up the rock wall, making new friends, speeding down the zipline or learning to drive a go-kart. Outdoor Education experiences like this are priceless.”



Aidanfield  
Christian School

# WE HAVE CLEAR PURPOSE

## **Mission (Our purpose)**

To provide quality education based on a biblical Christian worldview enabling each child to fulfil their God-given destiny.

## **Vision (Our direction)**

Quality education based on a biblical Christian worldview  
Biblical - Relational – Transformative



Aidanfield  
Christian School

# AIDANFIELD GOAL SETTING

## WE AIM VERY HIGH

Our aim is for every student to achieve.

We set our goals to reflect this aspiration. This means we often don't quite reach our goals as the complexities of teaching and learning impact outcomes.



However

- we maintain high achievement rates.
- we oscillate up and down within a 5% margin around the 85% At or Above mark.
- we still keep striving to do our best for every single student at Aidanfield each and every year.



Aidanfield  
Christian School

# ACADEMIC GROWTH

Detailed review and analysis of our goals and results are contained in individual reports to the Board for the following areas

Reading	Fostering Strengths
Writing	English Language Earners
Mathematics	Learning Support & Fostering Strengths
Reading Recovery	Te Reo

Overall, we maintain **very strong results** across all areas – some years slightly up, some years slightly down – but maintaining high outcomes for most.



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Christian School

# STRATEGIC GOAL ONE

## **Quality Education based on a Biblical Christian world view (Biblical / Transformative: Academically Able)**

As a school with pupils from year 1 to 10 our priority year on year is strong foundations in literacy and numeracy. Quality education means we aim for **all** pupils in years 1 to 10 to achieve to at least their expected level against the National Curriculum by the end of the year in Reading, Writing and Mathematics and associated competencies - and engage with school fully.

This report reviews various areas of the school that have been identified as requiring specific focus in 2025 to enhance the likelihood of achieving our goal.



Aidanfield  
Christian School

# OVERALL ACHIEVEMENT READING 2025

In 2025, we maintain high achievement

Year 2-10 = 87% of all students were “At or Above”  
expectations for OTJ Reading.

Year 2 – 8 = 89%    Year 9 – 10 = 82%

**2024** - 88% of all students (Year 2-10) were “At or Above” expectations for OTJ

Year 2 – 8 = 90%    Year 9 – 10 = 80%

**2023** - 85% of all students (Year 2-10) were “At or Above” expectations for OTJ

Year 2 – 8 = 88%    Year 9 – 10 = 74%

**2022** - 89% of all students (Year 2-10) were “At or Above” expectations for OTJ

Year 2 – 8 = 89%    Year 9 – 10 = 90%

**2021** - 87% of all students (Year 2-10) were “At or Above” expectations for OTJ

Year 2 – 8 = 86%    Year 9 – 10 = 88%

**2020** - 86% of all students (Year 2-10) were “At or Above” expectations for OT

Year 2 – 8 = 86%    Year 9 – 10 = 88%

*NB, Year 1 pupil data not included. 2018 decision to allow a year to adjust to school before making overall judgement. This will have an impact on the overall results.*



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Christian School

# OVERALL SCHOOL WIDE WRITING 2025

In 2025 we see an overall results improving year to year

Year 1-10 - 84% of all students were “**At or Above**” expectations for OTJ Writing.

Year 1 – 8 = 85%    Year 9 – 10 = 81%

**2024** - 84% of all students (Year 1-10) were “At or Above”

Year 2 – 8 = 86%    Year 9 – 10 = 75%

**2023** - 82% of all students (Year 1-10) were “At or Above”

Year 2 – 8 = 84%    Year 9 – 10 = 73%

**2022** - 88% of all students (Year 1-10) were “At or Above”

Year 2 – 8 = 87%    Year 9 – 10 = 92%

**2021** - 80% of all students (Year 1-10) were “At or Above”

Year 2 – 8 = 78%    Year 9 – 10 = 88%

**2020** - 81% of all students (Year 1-10) were “At or Above

Year 2 – 8 = 81%    Year 9 – 10 = 79%

NB, Year 1 pupil data not included. 2018 decision to allow a year to adjust to school before making overall judgement. This will have an impact on the overall results.



Aidanfield  
Christian School

# YEAR 10 COMMON ASSESSMENT ACHIEVEMENT 2025

## Year 10 Co-requisite Achievement Data: Common Assessment Activities (CAAs)

The Year 10 students sit NZQA Common Assessment Activities in Reading, Writing, and Numeracy to meet the Literacy and Numeracy NCEA Co-Requisite expectations. Students who achieve the expected level in both the Reading and Writing CAAs achieve the Literacy Co-requisite.

Reading CAA - % passed			
	2023	2024	2025
<b>Achieved</b>	84	76	93
<b>Not Achieved</b>	16	21	5
<b>Did not sit</b>	0	3	2

Reading CAA



■ Achieved ■ Not Achieved ■ Did not sit

Literacy Co-requisite - % passed			
	2023	2024	2025
<b>Achieved</b>	81	65	86
<b>Not Achieved</b>	19	32	12
<b>Did not sit</b>	0	3	2

Literacy Co-Req



■ Achieved ■ Not Achieved ■ Did not sit

Comparison ACS to National Pass Rate		
	National CAA % Passed	ACS CAA % Passed
<b>Year</b>	2025	2025
<b>Reading</b>	71.8%	93%
<b>Writing</b>	68.0%	88%



Aidanfield  
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# SCHOOL WIDE ACHIEVEMENT MATHEMATICS 2025

In 2025 strong achievement in Mathematics continues

Year 1-10 = 89% of all students were “At or Above”  
expectations for OTJ Mathematics.

Year 1 to 8 = 88% Year 9 and 10 = 92%

Long term average = 89%

2024	89% of all students were “At or Above” : Year 1 to 8 = 89%	Year 9 and 10 = 93%
2023	89% of all students were “At or Above” : Year 1 to 8 = 91%	Year 9 and 10 = 85%
2022	91% of all students were “At or Above”; Year 1 to 8 = 90%	Year 9 – 10 = 98%
2021	89% of all students were “At or Above”; Year 1 to 8 = 88%	Year 9 – 10 = 92%
2020	88% of all students were “At or Above”; Year 1 to 8 = 88%	Year 9 – 10 = 89%

NB, Year 1 pupil data not included. 2018 decision to allow a year to adjust to school before making overall judgement. This will have an impact on the overall results. Year 1 levels are similar to previous years.

Excellent



Aidanfield  
Christian School

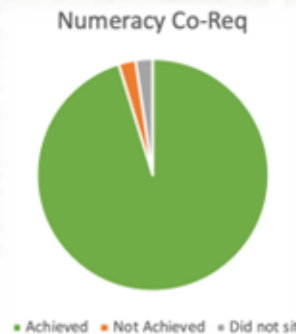
# YEAR 10 COMMON ASSESSMENT ACHIEVEMENT 2025

## Year 10 Co-requisite Achievement Data: Common Assessment Activities (CAAs)

The Year 10 students sit NZQA Common Assessment Activities in Reading, Writing, and Numeracy to meet the Literacy and Numeracy NCEA Co-Requisite expectations. Students who achieve the expected level in both the Reading and Writing CAAs achieve the Literacy Co-requisite.

ACS 2025 Numeracy CAA - % passed	
	2025
Achieved	95
Not Achieved	2
Did not sit	2

ACS Numeracy Co-requisite - % passed			
	2023	2024	2025
Achieved	89	82	95
Not Achieved	11	15	2
Did not sit	0	3	2



Comparison ACS to National Pass Rate		
	National CAA % Passed	ACS CAA % Passed
Year	2025	2025
Numeracy	63%	95%



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Christian School

# ATTENDANCE 2025

High attendance rates for each pupil contributes to quality learning and solid foundational habits. Regular attendance is the goal.

Raise and maintain overall school attendance from 88% in 2018 to 94% across all year levels by the end of 2025.

---

Overall School Attendance 2025 = 93 %

Government target is 80% of students attend 90% of the time by 2030.

ACS has 96% attending 80% or more in 2025

Regular (90%+) = 76 % Irregular (80%-90%) = 20%

Moderate absent (70%-80%) = 2% Chronic Absent (less than 70%) = 2%

Overall School Attendance 2021 = 96 % 2022 = 92% 2023 = 90% 2024 = 92%





Aidanfield  
Christian School

# HOLISTIC LEARNING JOURNEYS

*Beyond the numbers, often there is a story within the story. Our staff have reflected on the year and the story of 2025 – things that brought them joy.*

*Learning English glimpsing life:* “One of our international students arrived at the start of the year with very limited English. Just recently he told me that he has now read the book of Matthew for the first time and even though it was quite hard to understand in places he was starting to “feel God and Jesus”. He then added “by the way, it was good to know about the story of how Jesus came and died for us”. We do so much more than just teach students English.”

*It is a journey:* In Year 10 we get to witness the pinnacle achievement of our students at ACS, and we have the luxury of being able to see their journeys across time - many of them for a full 10 years. It is impossible to put into words the details that make our hearts sing. Sure, we enjoy the academic achievement and the excellent results, but we rejoice in the transformation of their lives so much more.



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# STRATEGIC GOAL TWO

**Provide a programme of academic excellence characterised by innovative approaches to curriculum and staffing so as to meet the individual and collective needs of our ākonga and staff**  
(Biblically focused)

**Authentic in Christian expression** and learning through faithful implementation of the refreshed NZC

- Special focus 2024-2025 - Schemes for Social Sciences/English (2024) and Mathematics (2025)
- Our curriculum will be Biblically faith-based and action orientated

**Responsive through the curriculum refresh** means we will look for new and innovative ways to bring our curriculum alive and continue to raise achievement for all being forward-focused by

- Investigating becoming an IB school
- Investigating a Bilingual Christian faith-based learning unit to support whānau who seek such a learning opportunity for their tamariki

**Effective international education providers**

- Develop global citizenship education model and opportunities.



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# STRATEGIC GOAL TWO

## 2025 REVIEW

### **Plan**

#### **Authentic in Christian expression**

- Special focus 2024-2025 - Schemes for Social Sciences/English (2024) and Mathematics (2025)
- Our curriculum will be Biblically faith-based and action orientated

#### **Responsive through the curriculum**

- Investigating becoming an IB school
- Investigating a Bilingual Christian faith-based learning unit to support whānau who seek such a learning opportunity for their tamariki

#### **Effective international education providers**

- Develop global citizenship education model and opportunities.

### **Review**

#### **Authentic in Christian expression**

- Our lead statements have been reviewed and confirmed. Our review and development of new curricula has been hampered by the unpredictable release and review by MoE.

#### **Responsive through the curriculum**

- IB investigation suggest the benefits are outweighed by the cost to implement and maintain an IB programme.
- Bi cultural investigation reached the proprietor. No further engagement with them in 2025.

#### **Effective international education providers**

- Involvement with SIEBA programme
- Review of results suggests strong programmes of learning.
- Ongoing strong enrolment requests from key markets: S.Korea, Japan, China.



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# STRATEGIC GOAL THREE

**Kaitiakitanga/guardianship, stewardship focusing on the environment  
leading to service based in a biblical understanding of our call to steward the earth**  
(Transformative focus – relationship with the earth – whenua)

## **Special focus 2024-2025 on understanding and action**

- Intentional focus on service – what it means, why we do it, how we serve
- Practical application of theoretical learning through serving: local/national(Yr 1-6) and international (yr 7-10)



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# STRATEGIC GOAL THREE

## 2024 REVIEW

### Plan

#### Special focus 2024-2025 on understanding and action

- Intentional focus on service – what it means, why we do it, how we serve
- Practical application of theoretical learning through serving:
  - local/national(Yr 1-6)
  - and international (yr 7-10)

### Review

#### Special focus 2024-2025 on understanding and action

Links with Strategic Goal four:

- MOU signed with Golden Oldies for Fiji service trip support in April 2026. Itinerary confirmed.
- Staffing confirmed, students confirmed and planning well underway for April. Tickets purchased.
- Completed a Year 5/6 service trip to Liberton Christian School, Dunedin.
- Local options coming into place
- Service teams continue within school (Ambassadors, House Leaders, Peer Mediators, Librarians, Garden Club, respective class acts of service)



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# STRATEGIC GOAL FOUR

**Manaakitanga/hospitality, kindness, generosity and support leading to enhanced opportunities for all age levels to lead and serve the individuals and the community**

(Relational – relationship with others – tangata)

**Special focus 2024-2025 on practical outworking** of our curriculum

- focus on our site, our surrounds/neighbourhood through intentional connections locally and internationally, camps, mihi whakatau, service opportunities



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# STRATEGIC GOAL FOUR

## 2024 REVIEW

### Plan

#### **Special focus 2024-2025 practical outworking of our curriculum**

- focus on our site, our surrounds/neighbourhood through intentional connections locally and internationally, camps, mihi whakatau, service opportunities

### Review

#### **Special focus 2024-2025 practical outworking of our curriculum**

- We continue to develop our mihi whakatau process of welcome each term and special visitors
- International connections in Japan, South Korea, Taiwan, Thailand and China both made and fostered
- Camp/EOTC programme under review
- Middle School science programme developing and caring for neighbourhood and onsite gardens
- Huritini Council student involvement
- Strong World Vision commitment to fundraising 0 top performing school 2025.

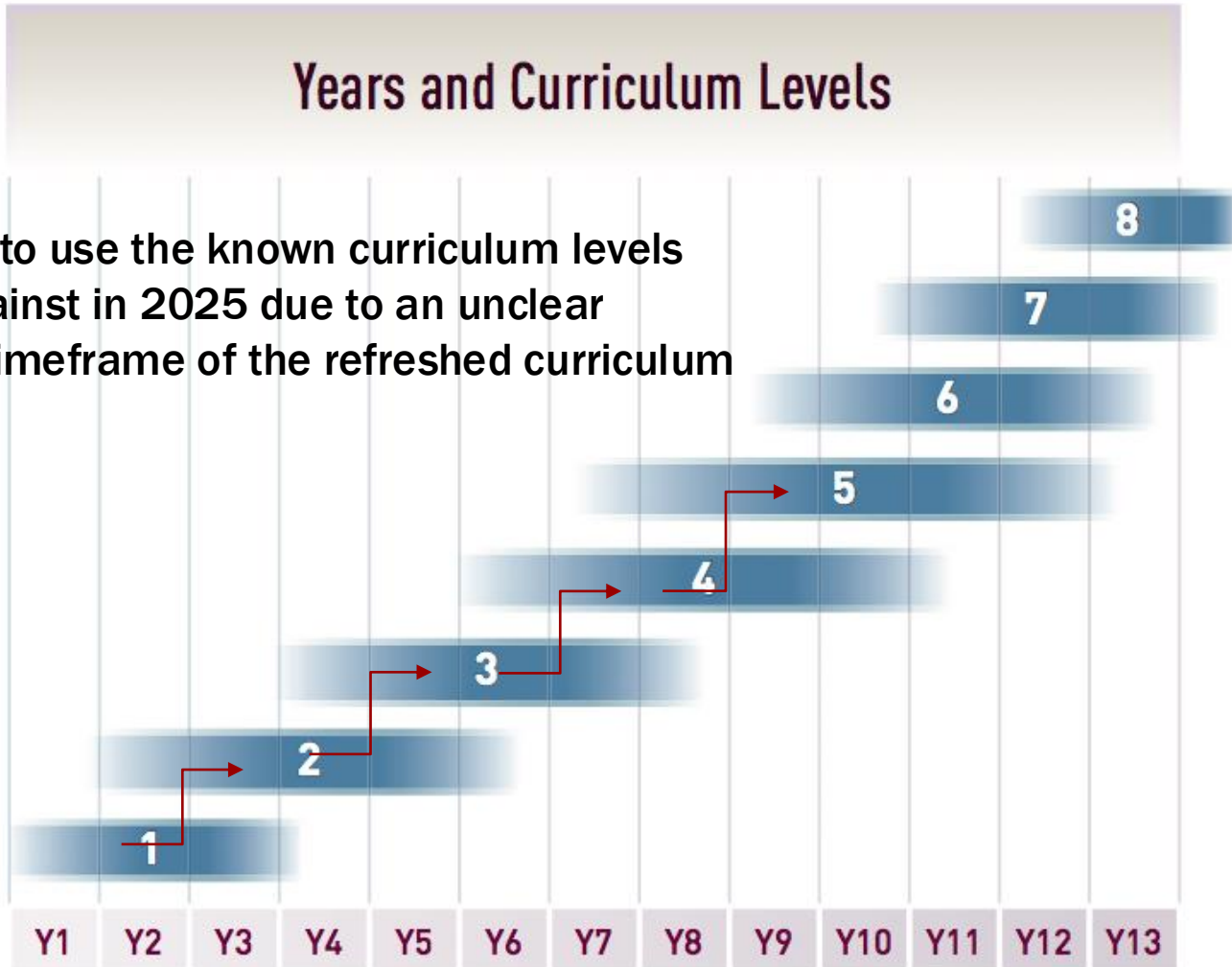


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# YEAR LEVELS WHERE EXPECTATION INCREASES

## Years and Curriculum Levels

We continue to use the known curriculum levels to assess against in 2025 due to an unclear roll out and timeframe of the refreshed curriculum





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# READING

## **Annual Goal:**

Quality education means all pupils in years 1 to 10 will have every opportunity to achieve to their expected level (as a minimum) against the National Curriculum by the end of the year in Reading and its associated competencies

## **Annual Target** to achieve the goal, our annual targets for 2025 were:

1. Develop our knowledge of the new curriculum and use it to gather assessment information that forms a baseline for new curriculum target setting and analysis moving forwards.
2. Identify all the students who are Below or Well Below on the 2024 OTJs and monitor them as we adopt the new curriculum. The goal is that, at the end of 2025, the numbers of students Below/Well Below are less at all year levels.
3. Reduce the percentage of children working in the Below category for reading level (running record) at their 6 Year Net to 10%.
4. Maintain the number of students in the Above category for the Year 3 STAR test from start of year to end of year



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# OVERALL ACHIEVEMENT READING 2025

In 2025, we maintain high achievement

Year 2-10 = 87% of all students were “At or Above”  
expectations for OTJ Reading.

Year 2 – 8 = 89%    Year 9 – 10 = 82%

**2024** - 88% of all students (Year 2-10) were “At or Above” expectations for OTJ

Year 2 – 8 = 90%    Year 9 – 10 = 80%

**2023** - 85% of all students (Year 2-10) were “At or Above” expectations for OTJ

Year 2 – 8 = 88%    Year 9 – 10 = 74%

**2022** - 89% of all students (Year 2-10) were “At or Above” expectations for OTJ

Year 2 – 8 = 89%    Year 9 – 10 = 90%

**2021** - 87% of all students (Year 2-10) were “At or Above” expectations for OTJ

Year 2 – 8 = 86%    Year 9 – 10 = 88%

**2020** - 86% of all students (Year 2-10) were “At or Above” expectations for OT

Year 2 – 8 = 86%    Year 9 – 10 = 88%

*NB, Year 1 pupil data not included. 2018 decision to allow a year to adjust to school before making overall judgement. This will have an impact on the overall results.*



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# OVERALL SCHOOL WIDE READING 2025

		Yr 2 2025	Yr 3 2025	Yr 4 2025	Yr 5 2025	Yr 6 2025	Yr 7 2025	Yr 8 2025	Yr 9 2025	Yr10 2025	2025 Over all
Well Below	#	0	0	1	2	4	0	1	1	1	10
	%	0	0	2	5	9	0	2	3	3	3
Below	#	2	0	6	1	9	4	3	5	7	37
	%	5	0	14	3	20	11	7	14	18	10
At	#	31	27	29	26	17	17	24	20	19	210
	%	79	56	66	67	38	45	56	54	48	56
Above	#	6	21	8	10	15	17	15	11	13	116
	%	15	44	18	26	33	45	35	30	33	31
Total	#	39	48	44	39	45	38	43	37	40	373
	%	100	100	100	100	100	100	100	100	100	100

Overall, across all year levels, the percentage of students scoring at or above has remained steady. Our long term average is 87% At or Above with a 3% shift up or down across the years. 47/373 children are Below or Well Below. 326/373 are At or Above. We do not record Year One achievement in this context. Junior reading is referred to below.



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# COHORT SHIFT ACROSS YEARS READING 2025

	Year 3 2025		Year 4 2025		Year 5 2025		Year 6 2025		Year 7 2025		Year 8 2025		Year 9 2025		Year 10 2025		Overall	
	2024	2025	2024	2025	2024	2025	2024	2025	2024	2025	2024	2025	2024	2025	2024	2025	2024	2025
<b>Well Below</b>	0	0	3	2	3	5	10	9	0	0	0	2	5	3	5	3	3	3
<b>Below</b>	2	0	8	14	8	3	10	20	10	11	5	7	11	14	10	18	8	10
<b>At</b>	63	56	46	66	61	67	48	38	51	45	42	56	51	54	53	48	51	56
<b>Above</b>	35	44	44	18	28	26	33	33	39	45	53	35	32	30	33	33	37	31

Arrows indicate movement of 10% or more from one year to the next.  
Red indicates a negative shift, green indicates a positive shift.



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# TIER TWO LITERACY SUPPORT 2025

Early Literacy Support is provided in the first two years of school for children who need extra support with their early phonetic and decoding reading and writing skills. ACS receives 0.2 FTE MOE funding for Early Literacy Support (Tier 2 and Tier 3). ACS matches this funding. Tier 2 is small group teaching. Tier 3 teaching is one to one. This funding and support has replaced the Reading Recovery programme. Tier 1 is strong classroom teaching. At ACS we use the Better Start Literacy Approach as our base for years 1 to 6. Start and end data is collected to monitor the effectiveness of the Tier 2 and 3 support

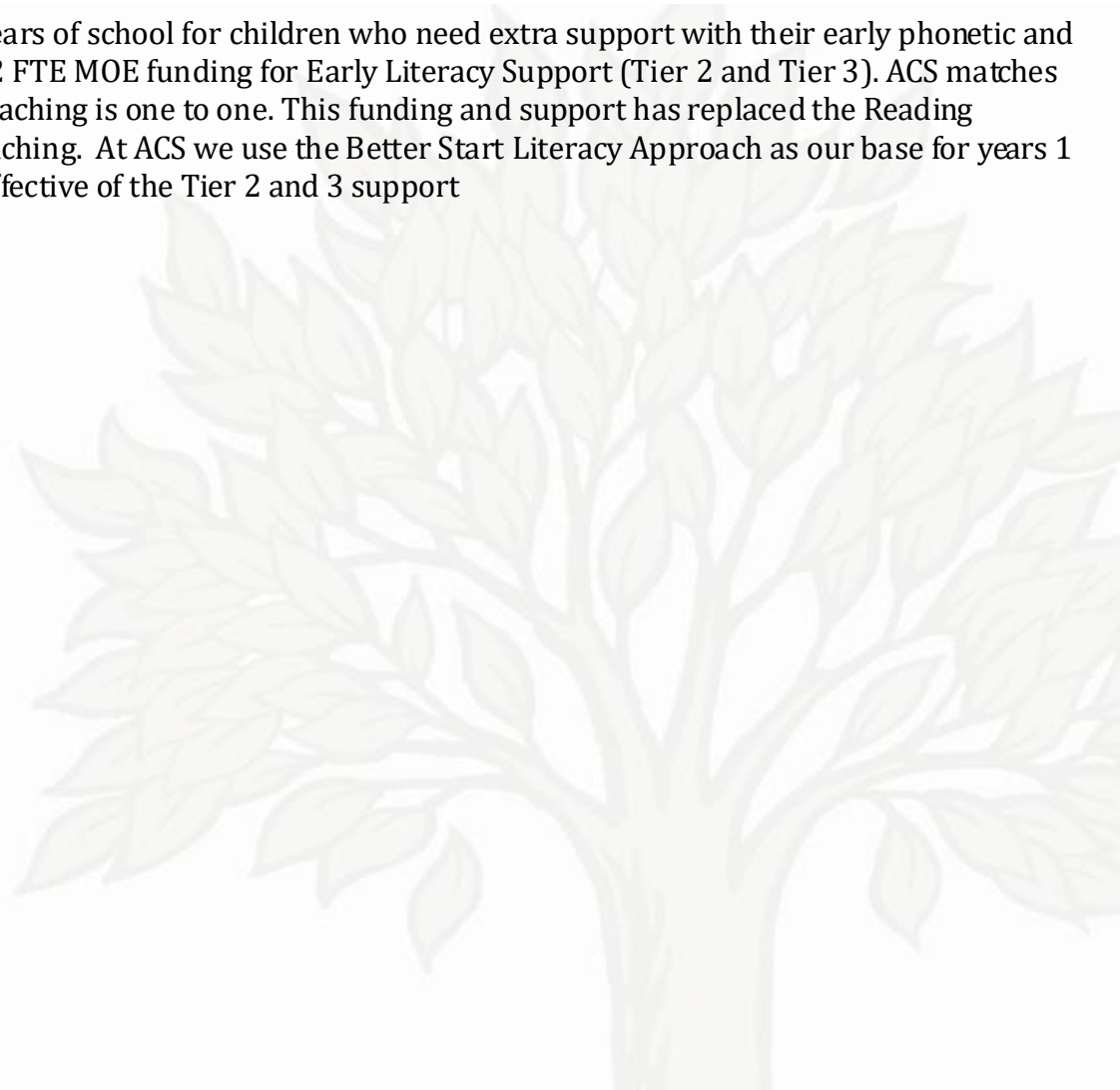
## **2025 Tier 2**

13 children on the programme

Good movement for all children

## **Tier 3**

6 children on the programme





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# TRENDING MALE / FEMALE READING 2025

## Female pupils

**2025 = 170/192 (89%) females At or Above curriculum level for their year level**

2024 = 1677/186 (89%) females At or Above curriculum level for their year level

2023 = 147/169 (86%) females At or Above curriculum level for their year level

2022 = 141/156 (90%) females At or Above curriculum level for their year level

2021 = 137/154 (88%) females At or Above curriculum level for their year level

2020 = 123/141 (87%) females At or Above curriculum level for their year level

## Male pupils

**2025 = 156/181 (86%) males At or Above curriculum level for their year level**

2024 = 148/172 (86%) males At or Above curriculum level for their year level

2023 = 137/164 (83%) males At or Above curriculum level for their year level

2022 = 140/160 (87%) males At or Above curriculum level for their year level

2021 = 84 / 173 (84%) males At or Above curriculum level for their year level

2020 = 134/162 (82%) pupil At or Above curriculum level for their year level

## Well below category for age based curriculum level

**2025 = 5/181 (3%) males and 5/192 (3%) females**

2024 = 5 / 172 (2%) males and 7 / 186 (3%) females

2023 = 27/164 (16%) males and 22/169 (13%) females

2022 = 4 / 160 (2%) males and 3 / 156 (1%) females

2021 = 9 / 173 (5%) males and 3 / 154 (1%) females

2020 = 10/162 (6%) males and 2 / 141 (1%) females



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# TRENDING ETHNICITY READING 2025

**Maori pupils** 22/27 pupils achieving **At or Above** expectation (82%),

2024	18/21 pupils achieving <b>At or Above</b> curriculum expectation (85%),
2023	14/17 pupils achieving <b>At or Above</b> curriculum expectation (82%),
2022	14/16 pupils achieving <b>At or Above</b> curriculum expectation (87%),
2021	13/15 pupils achieving <b>At or Above</b> curriculum (86%),
2020	10/12 pupils achieving <b>At or Above</b> curriculum expectation (83%),

**Pasifika pupils** = 15/17 pupils achieving **At or Above** expectation (88%),

2024	16/17 pupils achieving <b>At or Above</b> curriculum expectation (94%),
2023	14/16 pupils achieving <b>At or Above</b> curriculum expectation (88%),
2022	9/10 pupils achieving <b>At or Above</b> curriculum expectation (90%),
2021	11/13 pupils achieving <b>At or Above</b> curriculum expectation (84%),
2020	11/13 pupils achieving <b>At or Above</b> curriculum expectation (84%),

**MELAA pupils** = 19/21 pupils achieving **At or Above** expectation (91%),



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# TRENDING ETHNICITY READING 2025

**Asian pupils = 139/159 pupils achieving At or Above expectation (87%)**

2024:	138/156 pupils achieving At or Above expectation (88%)
2023:	125/142 pupils achieving At or Above expectation (88%)
2022:	113/126 pupils achieving At or Above curriculum expectation (89%)
2021:	116/137 pupils achieving At or Above curriculum expectation (84%)
2020:	95/114 pupils achieving At or Above curriculum expectation (83%)

**NZ European = 172/196 pupils achieving At or Above expectation (88%)**

2024:	125/138 pupils achieving At or Above curriculum expectation (90%)
2023:	115/135 pupils achieving At or Above curriculum expectation (86%)
2022:	136/150 pupils achieving At or Above curriculum expectation (90%)
2021:	121/135 pupils achieving At or Above curriculum expectation (89%)
2020:	118/137 pupils achieving At or Above curriculum expectation (86%)



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# MONITORING ENGLISH LANGUAGE LEARNERS - READING

## ACS Aim:

All English Language Learners will show shift within the ELLPs over a 2 year period. The research suggests that it can take 5-7 years to learn academic language (Ministry of Education, 2008), so this goal is significant progress in only two years.

Of the 48 identified ELL students (Year 2 and above) in 2023,  
**94% (45/48) are at or above in reading at EOY 2025**



**Amazing!**



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# 2025 TARGET ONE READING

**Develop our knowledge of the new curriculum and use it to gather assessment information that forms a baseline for new curriculum target setting and analysis moving forwards.**

## **What have we done**

- Teachers have participated in on-going in-school PLD, presented by a team of teachers (Judith, Lyndon and Hannah).
- Teachers have worked in Learning Communities to incorporate the new curriculum content and structure into their planning.
- BSLA training has continued in 2025 up to Year 6 teachers. We are considering options for year 7/8
- Junior school staff have completed the required phonics testing, mandated by the Ministry of Education.

**Target achieved** – with reference to on-going improvement and/or maintenance of high results across the school,

Despite the on-going changes and re-changes to the curriculum in 2025, students at ACS have continued to learn and to return results showing high levels of attainment.

**Target not achieved** – with reference to establishing a baseline understanding of the new curriculum to work from in 2026. This is because the latest round of curriculum changes have been so far reaching and arrived so late in the year as to essentially require a do-over in 2026



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# 2025 TARGET TWO READING

**Identify all the students who are Below or Well Below on the 2024 OTJs and monitor them as we adopt the new curriculum. The goal is that, at the end of 2025, the numbers of students Below/Well Below are less at all year levels.**

## Target Not Achieved

- 8 /28 students (29% of those in the Below category in 2024) made accelerated progress in 2025.
- 17 /28 (61%) were unable to make accelerated progress, but the 12 (43%) who have remained in the Below category have kept pace with a year's learning – not dropping to well below.
- 5 students (18%) in the Well Below remain in that category.
- 3 students (11%) have made negative progress against that of their peers – moving from Below to Well Below.

Percentage of students below or well below expected levels			
	2024	2025	Decrease?
Year 2	2%	5%	No
Year 3	10%	0%	Yes
Year 4	11%	16%	No
Year 5	19%	8%	Yes
Year 6	10%	29%	No
Year 7	5%	11%	No
Year 8	16%	9%	Yes
Year 9	15%	16%	No
Year 10	23%	20%	Yes



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# 2025 TARGET THREE READING

**Reduce the percentage of children working in the Below category for reading level (running record) at their 6 Year Net to 10%.**

Total number of students who sat the 6 Year Net test in 2025.	Number	39
Total number and percentage of students who sat the 6 Year Net test in 2025 and were determined to be working Below expectation in Reading Level.	Number 9	% 23%
Is the number of children who sat the 6 Year Net test in 2025 and were determined to be below expectation 10% or less of those who took the test?	NO	
<p>Comment: In 2024, the percentage of students who returned a below result in the 6 Year Net running record was 24%. In 2025, the percentage was 23%. While an improvement, the percentage of 1% is so small as to be considered consistent with the 2024 result.</p> <p>The data shows a plateaued beginning to become apparent. This will need to be monitored and interventions considered that will give every opportunity to those students in this 23%.</p>		



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# 2025 TARGET FOUR READING

**Maintain the number of students in the Above category for the Year 3 STAR test from start of year to end of year.**

Total number of students in Year 3, 2025 who completed STAR at start of year	Number	48
Total number and percentage of students in Year 3 who achieved above expectation in start of year STAR test?	Number	%
	28	58
Total number of students in years 3, 2025 who completed STAR at end of year of year	Number	48
Total number and percentage of students in Year 3 who achieved above expectation in end of year STAR test?	Number	%
	15	31
Was the number and percentage of students in Year 3 who completed both the start and end of year STAR tests and achieved above expectation the same or higher?	NO	

**Comment:**

This data raises a number of questions, particularly when considered in light of analysis of the 2023 and 2024 cohort data over time. The nature of the curriculum refresh and the possible availability of new testing tools at this age level will mean we need to review both the programme we offer and the way we assess how our students are responding to these programmes in the coming year. Longitudinal data suggests our students perform well in subsequent years using different testing tools.



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# ANNUAL GOAL READING 2025

We monitor carefully students who are Below and Well Below in Reading.  
**32** students were in this list in 2025 – 4 less than 2024.

## **Of pupils who were below or well below:**

10 (31%) students made positive shift  
19 (59%) students made no change  
3 (9%) students showed negative shift

The importance of not having a ceiling for students who are struggling to achieve is clear in these results.

Of those who did not shift positively – we can state that most still progressed. The content and level increased in relation to their age and level and they did not fall further behind.



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# ANNUAL GOAL READING 2025

Quality education means all pupils in years 1 to 10 will have every opportunity to achieve to their expected level (as a minimum) against the National Curriculum by the end of the year in Reading and its associated competencies. Although we did not meet our target, there are things to celebrate as we offered every opportunity to succeed!

## Worth celebrating:

- On-going high levels of Reading achievement over time.

	2019	2020	2021	2022	2023	2024	2025
At or above expected level	84%	86%	87%	89%	85%	88%	87%

- The ACS data in 2025 has 31% of students above their expected curriculum level in Reading. This is almost double that of a standard normal distribution and is reason for celebration (woohoo!).
- Equity across all target areas: ethnicity and male/female



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# WHOLISTIC LEARNING JOURNEYS

*Data – numbers - tell a story about learning and achievement. Often there is a story within the story. Our staff have reflected on the year and the story of 2025 – things that brought them joy.*

“While teaching full-time at ACS, I never considered how much of a rarity integrity, high expectations for learning, upholding people's dignity and sacrificial love and service could be in a school environment. However, my experiences outside of the ACS community each week strongly highlighted to me how these rare elements were often absent at other places, yet found in abundance at ACS and that one can truly taste and see that the Lord is present in our school.”

“Year 10 teachers celebrate when we see that the deepening faith of our students who can now stand strong through personal, theological or academic challenges. We delight in the increasing maturity that sees our students thinking ahead, leading well, communicating clearly. It is too difficult to tell the stories without compromising the privacy of the students but we remember those rough and ready junior students and are amazed at the grace of God and the way He has developed over time that depth of character and the faith many students have now attained.”



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# WRITING 2025

## **Annual Goal:**

Quality education means all pupils in years 1 to 10 will have every opportunity to achieve to their expected level (as a minimum) against the National Curriculum by the end of the year in Writing and its associated competencies

**Annual Target** to achieve the goal, our annual targets for 2025 were:

1. Develop our knowledge of the new curriculum and use it to gather assessment information that forms a baseline for new curriculum target setting and analysis moving forwards.
2. Identify all the students who are Below or Well Below on the 2024 OTJs and monitor them as we adopt the new curriculum. The goal is that, at the end of 2025, the numbers of students Below/Well Below are less at all year levels



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# OVERALL SCHOOL WIDE WRITING 2025

In 2025 we see an overall results improving year to year

Year 1-10 - 84% of all students were “**At or Above**” expectations for OTJ Writing.

Year 1 – 8 = 85%    Year 9 – 10 = 81%

**2024** - 84% of all students (Year 1-10) were “At or Above”

Year 2 – 8 = 86%    Year 9 – 10 = 75%

**2023** - 82% of all students (Year 1-10) were “At or Above”

Year 2 – 8 = 84%    Year 9 – 10 = 73%

**2022** - 88% of all students (Year 1-10) were “At or Above”

Year 2 – 8 = 87%    Year 9 – 10 = 92%

**2021** - 80% of all students (Year 1-10) were “At or Above”

Year 2 – 8 = 78%    Year 9 – 10 = 88%

**2020** - 81% of all students (Year 1-10) were “At or Above

Year 2 – 8 = 81%    Year 9 – 10 = 79%

NB, Year 1 pupil data not included. 2018 decision to allow a year to adjust to school before making overall judgement. This will have an impact on the overall results.



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# OVERALL SCHOOL WIDE WRITING 2025

		Yr 2 2025	Yr 3 2025	Yr 4 2025	Yr 5 2025	Yr 6 2025	Yr 7 2025	Yr 8 2025	Yr 9 2025	Yr10 2025	2025 Overall percent ages
Well Below	#	0	1	2	2	5	1	1	1	2	15
	%	0	2	5	5	11	3	2	3	5	4
Below	#	2	5	8	5	7	2	5	5	7	46
	%	5	10	18	13	15	5	12	13	17	12
At	#	35	30	29	26	24	18	24	22	21	229
	%	90	63	66	65	52	47	56	58	51	61
Above	#	2	12	5	7	10	17	13	10	11	87
	%	5	25	11	18	22	45	30	26	27	23
Total	#	39	48	44	40	46	38	43	38	41	377
	%	100	100	100	100	100	100	100	100	100	100

Overall, across all year levels, the percentage of students scoring at or above has remained steady. Our long term average is 83% At or Above with a 3% shift up or down across the years. 61/377 children are Below or Well Below. 316/377 are At or Above. We do not record Year One achievement in this context. Junior writing is referred to below.



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# OVERALL DATA WRITING 2025

	Year 3 2025		Year 4 2025		Year 5 2025		Year 6 2025		Year 7 2025		Year 8 2025		Year 9 2025		Year 10 2025		Overall	
	2024	2025	2024	2025	2024	2025	2024	2025	2024	2025	2024	2025	2024	2025	2024	2025	2024	2025
<b>Well Below</b>	0	2	8	5	6	5	14	11	2	3	2	2	3	3	10	5	5	4
<b>Below</b>	2	10	13	18	14	13	7	15	15	5	9	12	5	13	19	17	11	12
<b>At</b>	69	63	56	66	53	65	71	52	68	47	70	56	73	58	45	51	63	61
<b>Above</b>	29	25	23	11	28	18	7	22	15	45	19	30	19	26	26	27	21	23

Percentage shift from last year to this year by cohort

Arrows indicate movement of 10% or more from one year to the next. Red arrows are a negative shift, green arrows a positive shift



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# CONSIDERING THE TRENDS WRITING 2025

**Our general trend is a gradual improvement in writing competency over time**

Percentage of students working '**Well Below**' standard = steady

**2025 = 4%** 2024 = 5% 2023 = 4% 2022 = 4% 2021 = 4% 2020 = 3% 2019 = 5%

Long term average = 4% Well Below expected standard

Percentage of students working '**Below**' standard = steady

**2025 = 12%** 2024 = 11% 2023 = 14% 2022 = 8% 2021 = 16% 2020 = 16% 2019 = 20%,

Long term average = 14% Below expected standard

The percentage of students working '**At**' standard = steady

**2025 = 61%** 2024 = 63% 2023 = 59% 2022 = 62% 2021 = 59% 2020 = 65% 2019 = 64%

Long term average = 62% At expected standard

The number of students working at '**Above**' standard = oscillating

**2025 = 23%** 2024 = 21% 2023 = 23% 2022 = 26% 2021 = 21% 2020 = % 16 2019 = 12%

Long term average = 20% Above expected standard



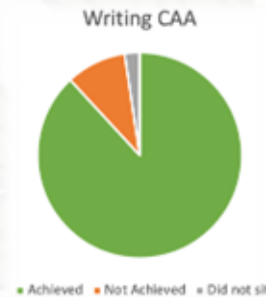
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# YEAR 10 COMMON ASSESSMENT ACHIEVEMENT 2025

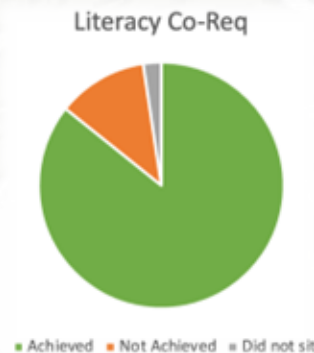
## Year 10 Co-requisite Achievement Data: Common Assessment Activities (CAAs)

The Year 10 students sit NZQA Common Assessment Activities in Reading, Writing, and Numeracy to meet the Literacy and Numeracy NCEA Co-Requisite expectations. Students who achieve the expected level in both the Reading and Writing CAAs achieve the Literacy Co-requisite.

Writing CAA - % passed			
	2023	2024	2025
<b>Achieved</b>	81	65	88
<b>Not Achieved</b>	19	32	10
<b>Did not sit</b>	0	3	2



Literacy Co-requisite - % passed			
	2023	2024	2025
<b>Achieved</b>	81	65	86
<b>Not Achieved</b>	19	32	12
<b>Did not sit</b>	0	3	2



Comparison ACS to National Pass Rate		
	National CAA % Passed	ACS CAA % Passed
<b>Year</b>	2025	2025
<b>Reading</b>	71.8%	93%
<b>Writing</b>	68.0%	88%



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# MALE / FEMALE YEARS 1-10 WRITING 2025

**Female pupils 2025 = 88% female pupils At or Above curriculum level**

2024 female pupils 89% At or Above  
2023 female pupils 88% At or Above  
2022 female pupils 90% At or Above  
2021 female pupils 88% At or Above  
2020 female pupils 88% At or Above

**Male pupils 2025 = 76% male pupils At or Above curriculum level**

2024 male pupils 78% At or Above  
2023 male pupils 77% At or Above  
2022 male pupils 85% At or Above  
2021 male pupils 85% At or Above  
2020 male pupils 74% At or Above

**Well below 2025 = 18/188 (10%) males and 4/192 (2%) females**

2024 13/172 (7%) males and 6/186 (3%) females  
2023 11/164 (6%) males and 2/169 (1%) females  
2022 6/159 (3%) males and 7/156 (4%) females  
2021 9/173 (5%) males and 4/154 (3%) females  
2020 8/161 (4%) males and 2/141 (1%) females



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# ETHNICITY FOR YEARS 1 - 10 WRITING 2025

**Māori pupils 2025 = 21/27 (78%) At or Above curriculum level**

2024 = 16/21 (76%) pupils At or Above

2023 = 14/17 (82%) pupils At or Above

2022 = 13/16 (82%) pupils At or Above

2021 = 12/15 (80%) pupils At or Above

2020 = 10/12 (83%) pupils At or Above

**Pasifika pupils 2025 = 15/17 (88%) At or Above curriculum level**

2024 = 15/17 (88%) pupils At or Above

2023 = 15/16 (93%) pupils At or Above

2022 = 8 / 10 (80%) pupils At or Above

2021 = 11/13 (85%) pupils At or Above

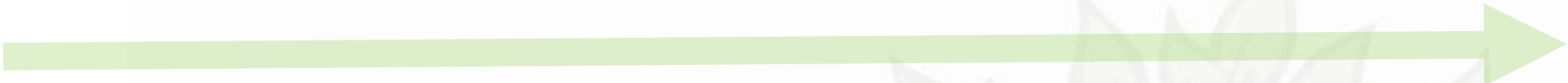
2020 = 9 / 14 (64%) pupils At or Above

**MELAA pupils = 17/21 pupils achieving At or Above expectation (81%),**



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# ETHNICITY FOR YEARS 1 - 10 WRITING 2025



**Asian pupils 2025 = 143/159 (90%) At or Above curriculum level**

2024 = 135/156 (86%) pupils At or Above  
2023 = 119/142 (83%) pupils At or Above  
2022 = 114/126 (90%) pupils At or Above  
2021 = 112/137 (81%),pupils At or Above  
2020 = 93/114 (81%) pupils At or Above



**NZ European pupils 2025 = 157/196 (80%) At or Above curriculum level**

2024 = 115/138 (83%) pupils At or Above  
2023 = 109/135 (80%) pupils At or Above  
2022 = 132/150 (88%) pupils At or Above  
2021 = 110/135 (81%),pupils At or Above  
2020 = 112/136 (82%) pupils At or Above



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# MONITORING ENGLISH LANGUAGE LEARNERS - WRITING

## ACS Aim:

All English Language Learners will show shift within the ELLPs over a 2 year period. The research suggests that it can take 5-7 years to learn academic language (Ministry of Education, 2008), so this is significant progress in only two years.

Of the 48 identified ELL students (Year 2 and above) in 2023

**92% (44/48) are At or Above in Writing at EOY 2025**



**Amazing!**



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# 2025 TARGET ONE WRITING

Develop our knowledge of the new curriculum and use it to gather assessment information that forms a baseline for new curriculum target setting and analysis moving forwards

<p><b>What has been done across the school (Year 1 to 10) to develop teacher understanding of the new Writing curriculum?</b></p>	<p>Professional development on teacher only days which focused on the first rendition (2024) of the curriculum. Since this, the curriculum document has significantly changed (released end of 2025) and will require further professional development to implement. While some assessments are going to be continued with the revised curriculum, others have yet to be confirmed and distributed to schools.</p>
<p><b>What has been done within teams to develop year level (within Learning Communities) appropriate understanding of the new Writing curriculum?</b></p>	<p>Learning Communities have worked together to plan and implement Writing units based on the 2024 curriculum. Given the changing curriculum through 2025 it is questionable whether the OTJ data gathered at the end of 2025 (as outlined in this report) forms a new baseline assessment against that curriculum.</p> <p>While our results continue to reflect the first iteration of the curriculum that our PD focused on, we have not implemented further assessments as these are not yet available. Our current AsTTLe testing data does not measure against the new curriculum.</p> <p>The implementation of BSLA in the Junior Primary has strongly supported our early learners in their elementary Literacy skills.</p> <p>Moderation meetings were held within and across Learning Curriculum Areas to ensure consistency in marking both easTTLe and OTJ's</p>



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# 2025 TARGET TWO WRITING

Identify all the students who are Below or Well Below on the 2024 OTJs and monitor them as we adopt the new curriculum. The goal is that, at the end of 2025, the numbers of students Below/Well Below are less at all year levels

**Target Not Achieved – but achievements to celebrate. Less students are Below or Well Below at end of 2025 than at end of 2024.**

- 18 /45 students (40% of those in the **Below/Well Below** category in 2024) made upward progress in 2025 shifting category.
- 13 (29 %) who were **Below** have jumped up to **At** expectation
- 16/30 (53%) in the **Below** category were unable to make accelerated progress but have kept pace with a year's learning – not dropping to **Well Below**.
- 5 (11%) Students in the **Well Below** (2024) progressed upwards - 2 jumping up to **At** expectations!
- 10 students (22%) in the **Well Below** remain in that category.
- 1 students (2%) has made negative progress – moving from **Below** to **Well Below**.



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# ANNUAL GOAL WRITING 2025

Quality education means all pupils in years 1 to 10 will have every opportunity to achieve to their expected level (as a minimum) against the National Curriculum by the end of the year in Writing and its associated competencies

## Worth celebrating:

- By the end of their journey - in Both Literacy and writing CAA there has been a positive increase of students achieving in NCEA corequisites. Successful results at Year 10 level in this assessment is due to the consistent and ongoing efforts of all teachers from New Entrant classes through to Year 10.
- The following year groups have a high percentage of students working At or Above based on their AsTTle results; Year 1 (100%), year 5 (95%), year 7 (92%).
- Girls OTJ from Years 1-10: There are 88% working At or Above.
- In 2025, there are no Pasifika students in the 'Well Below' category and haven't been since 2019!
- Our Asian students achieve almost as highly as their European counterparts. This is a success story, considering for many, English is their second language.
- 2025 the Year 10 cohort has gone from 71% At/Above in 2024, to 78% At/Above. This has halted the downward trend that has been noted for this cohort over the last few years.
- 2025 Year 7 cohort moved from having 89% At/Above in 2024, to 92% At/Above in 2025.
- 2025 Year 5 cohort moved from having 79% At/Above in 2024, to 83% At/Above in 2025.
- Year 6 cohort now has 22% Above, up from 7% the previous year when they were in Y5.
- The Year 7 cohort has 45% above (up from 15% the previous year).



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# MATHEMATICS

## **Annual Goal:**

Quality education means all pupils in years 1 to 10 will have every opportunity to achieve to their expected level (as a minimum) against the National Curriculum by the end of the year in Mathematics and its associated competencies

## **Annual Target:** to achieve the goal our annual targets for 2025 were

1. Develop our knowledge of the new curriculum and use it to gather assessment information that forms a baseline for new curriculum target setting and analysis moving forwards.
2. Identify all the students who are Below or Well Below on the 2024 OTJs and monitor them as we adopt the new curriculum. The goal is that, at the end of 2025, the numbers of students Below/Well Below are less at all year levels



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# SCHOOL WIDE ACHIEVEMENT MATHEMATICS 2025

In 2025 strong achievement in Mathematics continues

Year 1-10 = 89% of all students were “At or Above”  
expectations for OTJ Mathematics.

Year 1 to 8 = 88% Year 9 and 10 = 92%

Long term average = 89%

2024	89% of all students were “At or Above” : Year 1 to 8 = 89%	Year 9 and 10 = 93%
2023	89% of all students were “At or Above” : Year 1 to 8 = 91%	Year 9 and 10 = 85%
2022	91% of all students were “At or Above”; Year 1 to 8 = 90%	Year 9 – 10 = 98%
2021	89% of all students were “At or Above”; Year 1 to 8 = 88%	Year 9 – 10 = 92%
2020	88% of all students were “At or Above”; Year 1 to 8 = 88%	Year 9 – 10 = 89%

NB, Year 1 pupil data not included. 2018 decision to allow a year to adjust to school before making overall judgement. This will have an impact on the overall results. Year 1 levels are similar to previous years.

Excellent



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# OVERALL DATA MATHEMATICS 2025

Overall school achievement  
Based on Overall Teacher  
Judgement (OTJ) against  
Curriculum levels

		Yr 1 2025	Yr 2 2025	Yr 3 2025	Yr 4 2025	Yr 5 2025	Yr 6 2025	Yr 7 2025	Yr 8 2025	Yr 9 2025	Yr10 2025	Over all 2025
<b>Well Below</b>	#	n/a	0	0	1	2	1	0	0	2	0	6
	%		0	0	2	5	2	0	0	5	0	2
<b>Below</b>	#	n/a	2	2	7	3	9	3	5	2	2	35
	%		5	4	16	8	20	8	12	5	5	9
<b>At</b>	#	n/a	30	22	27	19	25	14	18	24	24	203
	%		77	46	61	49	56	37	42	65	60	54
<b>Above</b>	#	n/a	7	24	9	15	10	21	20	9	14	129
	%		18	50	20	38	22	55	47	24	35	35
<b>Totals</b>	#	n/a	39	48	44	39	45	38	43	37	40	373
	%		100	100	100	100	100	100	100	100	100	100

Percentage shift from last year to this year by cohort

	Year 3 2025		Year 4 2025		Year 5 2025		Year 6 2025		Year 7 2025		Year 8 2025		Year 9 2025		Year 10 2025		Overall	
	2024	2025	2024	2025	2024	2025	2024	2025	2024	2025	2024	2025	2024	2025	2024	2025	2024	2025
<b>Well Below</b>	0	0	0	2	2	5	2	2	2	0	5	0	3	5	3	0	2	2
<b>Below</b>	5	4	11	16	17	8	15	20	9	8	8	12	3	5	6	5	9	9
<b>At</b>	62	46	53	61	52	49	39	56	35	37	24	42	80	65	61	60	53	54
<b>Above</b>	33	50	36	20	29	38	44	22	53	55	62	47	15	24	29	35	36	35



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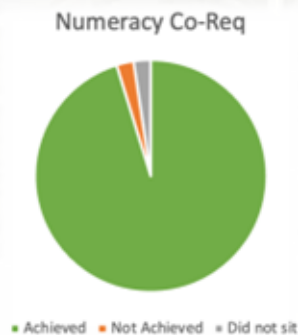
# YEAR 10 COMMON ASSESSMENT ACHIEVEMENT 2025

## Year 10 Co-requisite Achievement Data: Common Assessment Activities (CAAs)

The Year 10 students sit NZQA Common Assessment Activities in Reading, Writing, and Numeracy to meet the Literacy and Numeracy NCEA Co-Requisite expectations. Students who achieve the expected level in both the Reading and Writing CAAs achieve the Literacy Co-requisite.

ACS 2025 Numeracy CAA - % passed	
	2025
Achieved	95
Not Achieved	2
Did not sit	2

ACS Numeracy Co-requisite - % passed			
	2023	2024	2025
Achieved	89	82	95
Not Achieved	11	15	2
Did not sit	0	3	2



Comparison ACS to National Pass Rate		
	National CAA % Passed	ACS CAA % Passed
Year	2025	2025
Numeracy	63%	95%



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# MALE / FEMALE YEARS 1 – 10 MATHEMATICS 2025

**Female pupils 2025 = 166 / 192 (86%) At or Above**

2024 = 164/186 (88%) At or Above

2023 = 150/169 (88%) At or Above

2022 = 143/156 (91%) At or Above

2021 = 140/154 (91%) At or Above

2020 = 121/141 (85%) At or Above

**Male pupils 2025 = 166 / 171 (97%) At or Above**

2024 = 156/172 (90%) At or Above

2023 = 148/164 (90%) At or Above

2022 = 147/160 (91%) At or Above

2021 = 151/173 (87%) At or Above

2020 = 146/161 (90%) At or Above

**Well below category 2025 = 6/363 (males = 2/171 females = 4/192)**

2024 = 3/172 (2%) males and 4/186 (2%) females

2023 = 5/164 (3%) males and 3/169 (1%) females

2022 = 1/160 (0%) males and 1/156 (0%) females

2021 = 7/173 (4%) males and 1/154 (0%) females.

2020 = 6/161 (3%) males and 1/141 (1%) females.



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# ETHNICITY FOR YEARS 1 – 10 MATHEMATICS 2024

**Maori pupils 2024 = 24/27 (89%) pupils achieving At or Above**

2023 = 18/21 (85%) pupils At or Above

2023 = 13/17 (76%) pupils At or Above

2022 = 14/16 (87%) pupils At or Above

2021 = 12/15 (80%) pupils At or Above

2020 = 8/12 (66%) pupils At or Above

**Pasifika pupils 2023 = 15/17 (88%) pupils achieving At or Above**

2023 = 14/17 (82%) pupils At or Above

2023 = 12/14 (85%) pupils At or Above

2022 = 8 / 10 (80%) pupils At or Above

2021 = 11/13 (84%) pupils At or Above

2020 = 10/14 (71%) pupils At or Above

**MELAA pupils = 18/21 pupils achieving At or Above expectation (86%),**



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# ETHNICITY FOR YEARS 1 – 10 MATHEMATICS 2024

**Asian pupils 2025 = 146/159 (92%) pupils achieving At or Above**

2024 = 146/156 (93%) pupils At or Above

2023 = 134/142 (94%) pupils At or Above

2022 = 120/126 (95%) pupils At or Above

2021 = 131/137 (96%) pupils At or Above

2020 = 106/114 (92%) pupils At or Above

**NZ European pupils 2025 = 170 / 196 (87%) pupils achieving At or Above**

2024 = 121 / 138 (87%) pupils At or Above

2023 = 120/135 (88%) pupils At or Above

2022 = 137/150 (91%) pupils At or Above

2021 = 115/135 (85%) pupils At or Above

2020 = 120/136 (88%) pupils At or Above



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# 2025 TARGET ONE MATHEMATICS

- Develop our knowledge of the new curriculum and use it to gather assessment information that forms a baseline for new curriculum target setting and analysis moving forwards.

3 dedicated Staff PD sessions on the new Mathematics Curriculum ably led by Judith Anthony (COL AST), Hannah Medland (WST) and Lyndon McIntosh (WST).

These sessions built on the work we did on the English Curriculum in the first half of the year, particularly around the front end and layout of the new curriculum documents.

Learning Communities have spent time working through planning formats and creating Long Term Plans to ensure coverage of the new curriculum.

Unfortunately, in late October 2025 the MOE (and NZ Government) issued a “Refreshed Refreshed NZ Curriculum.” The front end of the document has been significantly altered. The “Understand, Know, Do” concepts have been significantly changed and are now integrated differently. The flow on from this, is that teachers will now need to shift gears and understand the new format. The hard work from earlier in the year feels like wasted effort.



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# 2025 TARGET TWO MATHEMATICS

Identify all the students who are Below or Well Below on the 2024 OTJs and monitor them as we adopt the new curriculum. The goal is that, at the end of 2025, the numbers of students Below/Well Below are less at all year levels

Total number of pupils from the Year 1 to Year 10 in 2024 who were below or well below	Number 38 (total 358)
Total number and of pupils in Year 1 to Year 10, 2025, who are below or Well Below expectation in the end of year OTJ's	Number 41 (total 373)
Is the total number of students Below or Well Below in 2025 less than the total number of students Below or Well Below in 2024	NO

Although several students made positive shifts, the improvement was offset by new students entering the Below/Well Below category in 2025.

- 12 /30 students (40% of those in the **Below/Well Below** category in 2024) made upward progress in 2025 shifting category.
- 8 (27 %) who were **Below** have jumped up to **At** expectation
- 17/30 (57%) in the **Below** category were unable to make accelerated progress but have kept pace with a year's learning – not dropping to **Well Below**.
- 4 (13%) Students in the **Well Below** (2024) progressed upwards to **Below** expectations!
- 1 students (3%) in the **Well Below** remain in that category.
- 1 students (3%) has made negative progress – moving from **Below** to **Well Below**.



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# ANNUAL GOAL

## MATHEMATICS 2025

Quality education means all pupils in years 1 to 10 will have every opportunity to achieve to their expected level (as a minimum) against the National Curriculum by the end of the year in Mathematics and its associated competencies

We have not achieved the target of 100% of students working at their expected level in Mathematics, however, there is evidence of progress towards this lofty goal.

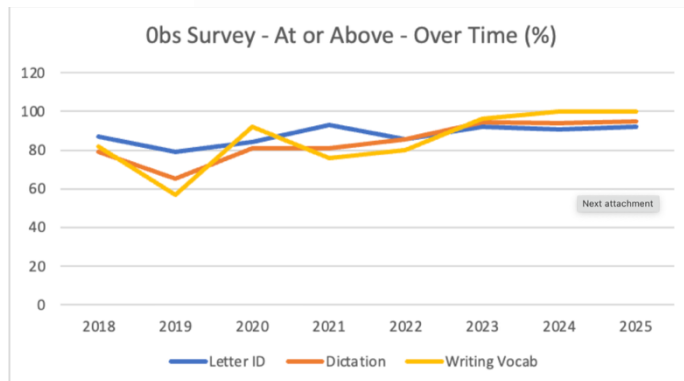
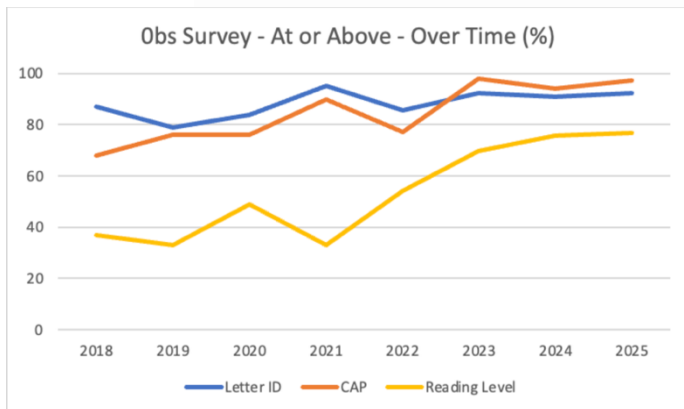
Our results are encouraging and show positive shift for many students. Our mathematics programmes are effective.

- Several students previously identified as Below improved to At, demonstrating the positive impact of targeted support.
- The consistency of the Below/Well Below group, despite significant curriculum changes, signals that most students continued to meet expectations.
- Strong teaching and targeted supports helped maintain stability in achievement even with a growing roll and a significant number of new enrolments.



# LOOKING DEEPER – BSLA

## Six Year Net - 6 year old survey 2025 (generally after one year at school)



### Reading

- *Letter ID* – 8% children are below expectations.
- *CAP* – 3% children are working below expectation.
- *Reading levels* – 23% children are working below expectation. This is similar to 2024 but reflects the positive end of a significant shift from 67% below in 2021. The improvement of three years appears to have plateaued.
- BSLA was introduced in 2022.

### Writing

- *Letter ID* - 91% of children are At
- *Dictation* and *Writing Vocab* have seen a positive shift into the Above category
- *Writing Vocabulary* - 73% of children are Above the expected level



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# LOOKING DEEPER – TE REO

2025 is the 6th year with a BOT-funded specialist te Reo teaching position in the school.

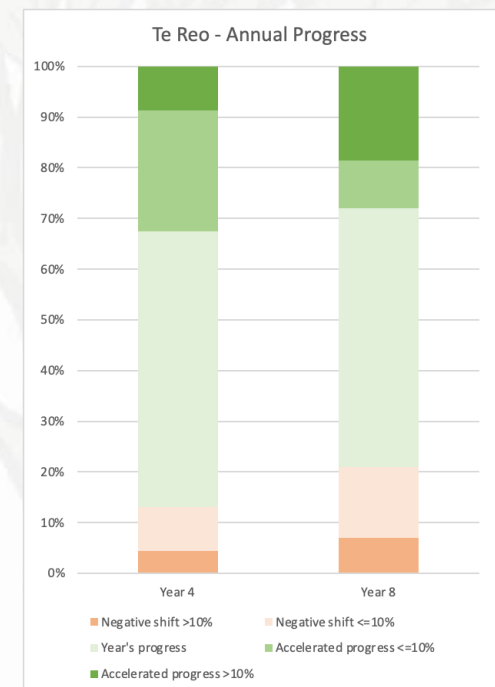
In 2025 we once again administered the NCER Te Reo Māori assessment at Year 4 and Year 8 level.

As in previous years, the growth and progress in students' te Reo Māori ability has been encouraging across the school. Anecdotally, Primary students are confidently engaging in a wide range of te Reo Māori activities and are able to apply many of the language features to a range of contexts.

Our students and whānau understand that learning te Reo Māori and participating in a range of Māori protocols such as mihi whakatau and Matariki celebrations are a normal part of our school life.



2025 NZCER testing  
Year 4 and 8





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# LOOKING DEEPER – TE REO

	2021 Median Scores		2022 Median Scores		2023 Median Scores		2024 Median Scores		2025 Median Scores	
	Start of Year	End of Year	Start of Year	End of Year	Start of Year	End of Year	Start of Year	End of Year	Start of Year	End of Year
Year 4	40.9	41.3	35.9	40.5	33.7	39.0	39.9	40.7	39.3	41.5
Year 8	46.4	51.1	47.2	50.9	45.9	52.3	50	48.9	50.7	51.6

The data shows that students in year 8 consistently achieve higher than in Year 4 in both start of year and end of year assessment. In 2025, the median score for both Year 4 and Year 8 makes a positive shift, from 39.3 to 41.5 in Year 4, and 50.7 to 51.6 in Year 8.

Using NZCER data, this year is the first year where the 2025 Year 8 cohort can be compared with the same cohort as year 4 students in 2021.

According to this data, the Year 4, 2021/ Year 8, 2025 cohort have made a positive shift of over 10 points over this time, both in the beginning and end of year data.





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# MORE THAN NUMBERS

Data - numbers - tell a story about learning and achievement. Often there is a story within the story. Our staff have reflected on the year and the story of 2024 – things that brought them joy.

“Recently, one of our young English language learners was upset, and an older domestic student who speaks the same language and was once an ESOL student himself was asked by a teacher to translate so they could understand why the child was distressed. The older student had to stop the game they were playing with their friends to help, yet without hesitation, the older student knelt to make eye contact with the younger student and translated with empathy and patience. The older student’s compassion was evident in both his voice and his actions. It was a beautiful example of students living out our Christian values and supporting one another with genuine care.”

"Coming to teach at Aidanfield Christian School has been such a breath of fresh air. After teaching at another school, I was expecting my experience here to be similar. I could not have been more wrong. On the first day of Term One, I was amazed by how well-behaved and respectful the students were. It has been such a delight being able to focus on the teaching in the classroom and seeing how the students have flourished and progressed as a result of this."



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# LOOKING DEEPER – FOSTERING STRENGTHS

**Fostering Strengths at ACS-** The vision of Fostering Strengths at Aidanfield Christian School, is to identify, extend and enrich the learning of students within their areas of special ability.

**Primary two year goal** - every child being given the opportunity to be in a Fostering Strengths group by the end of their Primary schooling.

As at December 2025, most of our Year 6 pupils who have been at our school for a full year or more have had the opportunity to be part of a Fostering Strengths group.

2025 = **171 primary** pupils throughout the year in  
Fostering Strengths groups  
(2021 = 116 2022 = 126 2023 = 173 2024 = 143)

## **Programmes Offered in 2025**

- Year 1-2** – Maths, Writing, Science, Reading, Cricket, Art
- Year 3-4** – Maths, Play Script Writing, Science, Baking, Bible Exploration, Art, Dance
- Year 5-6** – Maths, Science – rocket challenge, Athletics, Drama, Drumming, Art/Design – Mosaic tile project, Clubs – Writing, Reading, Design, Event planning – Wearable art show



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# LOOKING DEEPER - FOSTERING STRENGTHS



**E2S (Enabled To Serve)** – the Middle School programme for our gifted Year 7-10 students identified as very high achievers (16% of yr 7-10: Yr 7/8 group (12 students) and a Yr 9/10 group (16 students).

Middle School students identified through data scores as very high achievers

**2025 = 28** Middle School pupils throughout the year in E2S  
(2023 = 11 2024 = 16)

## Programmes (Middle School) offered in 2025

- Term 1: Yr 7/8: Science Living World mini research studies
- Term 2: Yr 7/8: Robotics Yr 9/10: Robotics
- Term 3: Yr 7/8: Design and Innovation Yr 9/10: Hydroponic Systems research and design
- Term 4: Yr 7/8: Introduction to Hydroponics  
Yr 9/10: Hydroponic Systems – setting up and maintaining



*Yr 9/10 “My group, had a few challenges as we were going through our building and growing process. But I believe we really came together as a team and worked well together. It took a lot of trial and error but eventually we got there! I am so grateful for this opportunity to work in this group and on hydroponics.”*

*Yr 5/6 “It teaches me stuff I don’t know outside of class. It has built up my mindset and increased my work efficiency. Fostering strength has stretched my capabilities to a great extension, the teachers give us harder work, with some fun, extending our future opportunities and excelling our brains.”*



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# LOOKING DEEPER - ELL

## English Language Learners 2025

Number of Ministry of Education (MOE) funded learners = **62**

- 19 migrant, 43 NZ born
- 2 Middle School, 60 Primary school
- 27 fee paying international pupils

### Languages spoken at home

Mandarin	Korean	Yoruba
Shona,	Sinhalese	Bislama
Portuguese	Hindi	Konkani
Tagalog,	Tongan,	Russian
Khmer	Cantonese	Ukrainian
Japanese	Afrikaans	Konkani
Fijian	German	





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# LOOKING DEEPER - ELL

## Assessment data: progress shown within a two year period (2023 to 2025)

The research suggests it can take 5-7 years to learn academic language (Ministry of Education, 2008)

Of the 48 identified ELL students (Year 2 and above) in 2022,



**94%** (45/48) are **at or above** in reading at EOY 2024

**92%** (44/48) are **at or above** in writing at EOY 2024

**88%** (42/48) are **at or above** in mathematics at EOY 2024

ELLs are making positive gains in both reading, writing, and mathematics which are in line with those of their native English speaking peers.

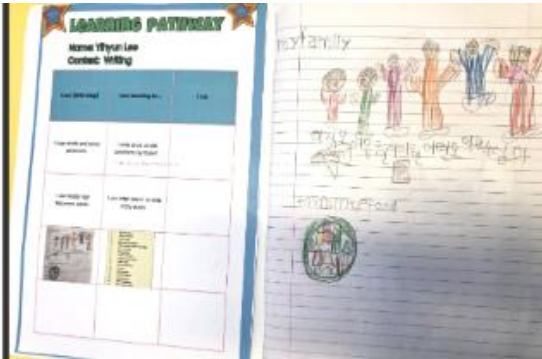
Compared to the research pathway - this is **significant** progress in only two years. We believe this is due to a combination of strong classroom teaching, specialist language support and partnering with families.



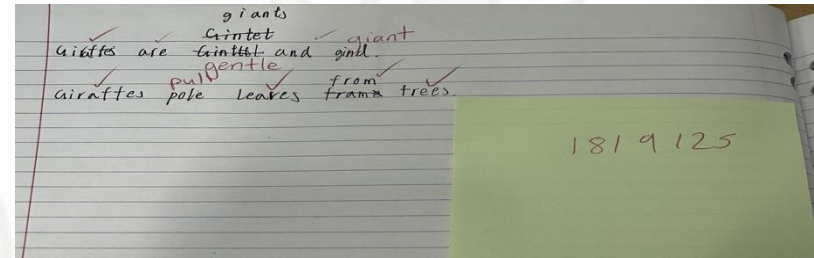
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## SEEING THE STORIES - ELL

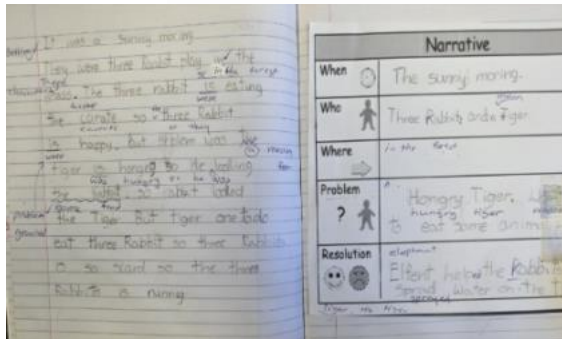
From this...



From this...

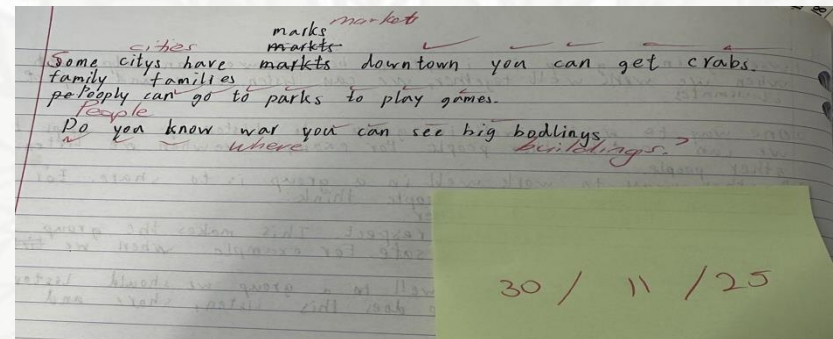


To this in two terms...



This sample illustrates the student's significant improvement in writing-forming simple sentences. At the beginning of Term 1, the student mainly copied English letters and used the first language in writing. By the end of Term 3, the student independently formed simple sentences to communicate the story with support provided for narrative structure and key vocabulary

To this ...



This sample with a Middle School learner demonstrates growth in ability to write increasingly more accurate dictated sentences during the Quick60 lessons. They progressed from using single words with many basic errors with words during the sentence dictations. It is clear by 20/11/25 how consistent lessons covering reading decoding skills, comprehension and writing has supported this learner to make an improvement in composing heard sentences onto paper with much fewer mistakes.



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# LOOKING DEEPER – LEARNING SUPPORT

Core tasks in Learning Support include:

- Working alongside teachers to support pupils who most struggle with learning - academic, social, physical, spiritual.
- Feeding into programmes of work around a child's abilities and / or struggles
- Contributing to IEP information – progress and goal setting for IEPs as appropriate
- Assisting with transition plans for children with significant need
- Monitoring and updating information around children with significant health issues

*When a flower doesn't bloom we fix the environment in which it grows, not the flower.*

*Ki te kore e tipu te puawai ka whakatika tatou i te taiao e tupu ana, ehara i te puawai.*

	2021	2022	2023	2024	2025	
<b>Teacher Aide hours</b>	62 SOY 5 TAs 75 EOY 7TAs + 2 FT	80 SOY 7TAs + 1 FT 92 EOY 7TAs + 2 FT	93 SOY 7TAs + 1 FT 87 EOY 7TAs + 3 FT	98 SOY 35.05 ORS/HH 40.15 SEG 7.50 ELL 9.55 Int 5.5 ACC	35.40 EOY ORS/HH 62.35 SEG 8.35 8 Teacher Aides working in classes across the school	<b>These hours include:</b> <ul style="list-style-type: none"> <li>• In class support, particularly where classes have several children with high needs</li> <li>• ORS funding</li> <li>• New Entrant Talk To Learn programme, aimed at increasing confidence and clarity when speaking</li> <li>• Speech Language support</li> <li>• RTLB funded interventions</li> <li>• Health needs e.g toileting</li> <li>• New children transitions</li> <li>• TA Professional Development</li> <li>• Emotional regulation programmes either 1:1 or in small groups for short periods</li> <li>• The funding from increased International roll enabled us to provide support for some other children in class</li> </ul>



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# LOOKING DEEPER - LEARNING SUPPORT

	2021	2022	2023	2024	2025	
<b>ORS funded students,</b>	4	4	3	2	2	ORS : Ongoing Resourcing Scheme) funding covering children with significant needs
<b>MoE funded – health/speech etc</b>	3	3	2	6	3	Speech therapy, High Health including toileting, mental health
<b>School funded specialist teacher</b>			5	8	3	Working intensively with individual students
<b>IEP In place</b>	7	7	8	6	3	IEP: Individual Education Plan, reviewed twice yearly in conjunction with parent, varying health professionals if appropriate, MoE, teachers.
<b>RTLb funded (part year)</b>	1	1	2	0	4	RTLb: Resource Teacher of Learning and Behaviour: Specialist teachers who support SENCO
<b>RTLit</b>			2	2	2 tchs	RTLit: Resource Teacher of Literacy. Supports the classroom teacher with target intervention for children who are significantly below TA support in classrooms. 0.1 specialist teacher
<b>School funded Individuals</b>	5	5	14	21		
		9	9	8		
<b>Learning Support Profiles and Health Plan</b>	30	22	21	22	27	Learning Support Profile: largely to support teachers with information that may best work for a child who is struggling within the classroom.
<b>ACC</b>	13	19	1	5	1	
<b>Teir 3</b>					8	New Literacy support from 2025
<b>Teir 2</b>					13	BSLA (Tier 2) Phonological support – small groups, targeted support, led by a teacher
<b>Maths Support</b>	13	26	23	N/A	NA	Small groups Year 3-6, very targeted support, led by a teacher
<b>STEPs Literacy Support Year 3-8</b>		14	N/A	N/A	NA	Small group programme run by a TA. Not run in 2023, 2024, 2025
<b>Talk to Learn</b>	21	16	14	12	0	
<b>NELI Oral Language Programme</b>				6	6	Research trial through UC
<b>Specialist referrals e.g. Seabrook MacKenzie, Anstice Optometrist</b>		1	6	14	12	
<b>SAC Applications</b>		4	3	4	5	4



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# MORE THAN NUMBERS

Data – numbers - tell a story about learning and achievement. Often there is a story within the story. Our staff have reflected on the year and the story of 2025 – things that brought them joy.

“It is a joy to reflect on a student who was pretty much a selective mute with very low resilience who has grown so much in confidence. Now after a year, they volunteered to perform a speech first in class, they put up their hand to answer questions - and can manage their feelings really well.”

“A child had test anxiety and was very worried about her basic facts test - she learnt that if she works hard, she can achieve. She would look so excited and pleased with herself every time she passes a level. She is more relaxed and confident this year.”

“One student with severe learning challenges had me running to Janice for help! Now this child is a different child. They know the routine and hardly ever chooses to not engage. They work with any teacher and they have developed a lovely sense of humour. The first interview at the start of the year was very awkward as the parents tried to communicate their sons difficulties and what he is like in school. A recent meeting with them was all smiles and celebrations about how settled they are and how it has impacted the home life. Although this child is still significantly below, the growth that has taken place in so many other areas of their life is evident.”



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# 2025 ANALYSIS OF VARIANCE

Quality education means all pupils in years 1 to 10 will have every opportunity to achieve to their expected level (as a minimum) against the National Curriculum by the end of the year.

2025 has seen excellent progress in students across the school age levels. We oscillate around 85% to 90% At or Above across years. Our multi cultural community is welcoming to all and everyone has every chance of doing well. There have been many opportunities to learn and grow.

God's faithfulness and blessing is evident.  
To Him be the glory and honour.



Excellence

Faithfulness

Integrity

Stewardship

## **Good Employer Statement**

The Aidanfield Christian School Board has a suite of policies and procedures related to being a good employer as per the Education and Training Act 2020. The Board regularly audits the implementation and effectiveness of the good employer policies. The Board confirms it is compliant with Good Employer Policy requirements

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2025, the school received total Kiwisport funding of \$7967.97 excluding GST. The funding was supplemented by further Aidanfield Christian School funds to employ a sports coordinator for 15 hours per week to support regular sport from years 5 to 10. The number of students that participated in organised sport throughout the year was approximately 260 pupils with additional support for aspects of physical activity for years 1 to 4 (an additional 219 students).