GLENFIELD COLLEGE

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2025

School Directory

Ministry Number:	0030
Principal:	Rakesh Govind
School Address:	PO Box 40176, Glenfield, Auckland. 0747
School Postal Address:	60 Kaipatiki Road, Glenfield, Auckland. 0629.
School Phone:	(09) 441 9776
School Email:	admin@gc.ac.nz

Members of the Board:

Name	Position	How Position Gained	Term Expired/ Expires
Rakesh Govind	Principal	Appointed 12 September 2024	N/a
Stephen "Skip" Parker	Presiding Member	Re-elected 17 September 2025	2028
Bala Nair	Parent	Elected 17 September 2025	2028
Murphy Carter	Parent	Elected 17 September 2025	2028
John Burtenshaw	Parent	Elected 17 September 2025	2028
Karen Kingon	Staff	Re-elected 17 September 2025	2028
Marvin Phillips	Student	Elected September 2025	2026
Michelle Webb-Aktinson	Parent	Re-elected 17 September 2025	2028
Neil Crooks	Parent	Re-elected 17 September 2025	2028

GLENFIELD COLLEGE

Annual Financial Statements - For the year ended 31 December 2025

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Glenfield College

Statement of Responsibility

For the year ended 31 December 2025

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

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

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

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

Stephen "Skip" Parker	Rakesh Govind
Full Name of Presiding Member	Full Name of Principal
Signature of Presiding Member	Signature of Principal
10 August 2026	10 August 2026
Date	Date

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

	Notes	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Revenue				
Government Grants	2	10,185,100	9,820,938	9,446,409
Locally Raised Funds	3	801,221	837,848	733,387
Interest		64,759	70,000	91,595
Gain on Sale of Property, Plant and Equipment		4,575	-	-
Total Revenue		11,055,655	10,728,786	10,271,391
Expense				
Locally Raised Funds	3	761,588	624,452	620,734
Learning Resources	4	6,636,532	6,300,228	6,069,150
Administration	5	1,017,155	1,015,450	1,076,309
Property	6	2,640,058	2,708,196	2,348,160
Loss on Disposal of Property, Plant and Equipment		-	-	12,418
Total Expense		11,055,333	10,648,326	10,126,771
Net Surplus for the year		322	80,460	144,620
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		322	80,460	144,620

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

Glenfield College
Statement of Changes in Net Assets/Equity
For the year ended 31 December 2025

	Notes	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Equity at 1 January		2,871,541	2,688,435	2,688,388
Total comprehensive revenue and expense for the year		322	80,460	144,620
Contribution - Furniture and Equipment Grant		-	-	38,533
Distributions to the Ministry of Education		(114,972)	-	-
Equity at 31 December		2,756,891	2,768,895	2,871,541
Accumulated comprehensive revenue and expense		2,756,891	2,768,895	2,871,541
Equity at 31 December		2,756,891	2,768,895	2,871,541

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.

Glenfield College
Statement of Financial Position
As at 31 December 2025

	Notes	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Current Assets				
Cash and Cash Equivalents	7	829,646	743,360	857,167
Accounts Receivable	8	553,402	505,000	528,217
GST Receivable		31,698	10,001	-
Prepayments		12,371	5,000	4,927
Inventories	9	14,612	15,000	15,380
Investments	10	1,006,227	1,200,000	1,206,230
Funds Receivable for Capital Works Projects	17	316,568	1,005,431	155,528
		2,764,524	3,483,792	2,767,449
Current Liabilities				
GST Payable		-	-	24,824
Accounts Payable	12	719,113	588,001	594,487
Revenue Received in Advance	13	313,270	189,000	190,598
Provision for Cyclical Maintenance	14	310,833	383,599	383,599
Finance Lease Liability	15	21,209	28,000	28,192
Funds held in Trust	16	119,739	120,000	117,097
Funds held for Capital Works Projects	17	74,557	1,051,601	201,690
		1,558,721	2,360,201	1,540,487
Working Capital Surplus		1,205,803	1,123,591	1,226,962
Non-current Assets				
Property, Plant and Equipment	11	1,855,428	1,889,332	1,889,332
		1,855,428	1,889,332	1,889,332
Non-current Liabilities				
Provision for Cyclical Maintenance	14	249,046	216,028	216,028
Finance Lease Liability	15	55,294	28,000	28,725
		304,340	244,028	244,753
Net Assets		2,756,891	2,768,895	2,871,541
Equity		2,756,891	2,768,895	2,871,541

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

Glenfield College
Statement of Cash Flows
For the year ended 31 December 2025

	Note	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Cash flows from Operating Activities				
Government Grants		2,874,377	2,791,396	2,713,850
Locally Raised Funds		399,138	419,300	348,249
International Students		482,674	449,174	387,748
Goods and Services Tax (net)		(56,911)	(34,815)	50,445
Payments to Employees		(1,767,063)	(1,730,633)	(1,637,496)
Payments to Suppliers		(1,634,164)	(1,691,155)	(1,755,517)
Interest Received		76,945	79,330	84,918
Net cash from Operating Activities		374,996	282,597	192,197
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment		4,575	-	(5,161)
Purchase of Property Plant & Equipment		(169,185)	(260,000)	(100,949)
Sale/(Purchase) of Investments		200,003	6,230	(221,488)
Net cash from/(to) Investing Activities		35,393	(253,770)	(327,598)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	38,533
Distributions to the Ministry of Education		(114,972)	(114,972)	-
Finance Lease Payments		(37,418)	(917)	(41,852)
Funds Held for Capital Works Projects		-	-	(435,930)
Funds Administered on Behalf of Other Parties		(285,520)	(26,745)	71,510
Net cash from/(to) Financing Activities		(437,910)	(142,634)	(367,739)
Net increase/(decrease) in cash and cash equivalents		(27,521)	(113,807)	(503,140)
Cash and cash equivalents at the beginning of the year	7	857,167	857,167	1,360,307
Cash and cash equivalents at the end of the year	7	829,646	743,360	857,167

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.

CROWE NEW ZEALAND

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

1. Statement of Accounting Policies

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 15. Future operating lease commitments are disclosed in note 22.

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

c) Revenue Recognition

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The estimated useful lives of the assets are:

Building Improvements	10–75 years
Board-owned Buildings	10–75 years
Furniture and Equipment	10–15 years
Information and Communication Technology	3–5 years
Motor Vehicles	5 years
Leased Assets held under a Finance Lease	Term of Lease
Library Resources	12.5% Diminishing value

k) Impairment of property, plant, and equipment
The School does not hold any cash generating assets. Assets are considered cash generating where their primary objective is to generate a commercial return.

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

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

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

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

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

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

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

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

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

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

o) 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.

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

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

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

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

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

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

Investments that are shares are categorised as 'financial assets at fair value through other comprehensive revenue and expense' for accounting purposes in accordance with financial reporting standards. On initial recognition of an equity investment that is not held for trading, the School may irrevocably elect to present subsequent changes in the investment's fair value in other comprehensive revenue and expense. This election has been made for investments that are shares. Subsequent to initial recognition, these assets are measured at fair value. Dividends are recognised as income in surplus or deficit unless the dividend clearly represents a recovery of part of the cost of the investment. Other net gains and losses are recognised in other comprehensive revenue and expense and are never reclassified to surplus or deficit.

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

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

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

Commitments and contingencies are disclosed exclusive of GST.

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

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

2. Government Grants

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	$	$	$
Government Grants - Ministry of Education	2,723,986	2,754,654	2,650,112
Teachers' Salaries Grants	5,442,787	5,000,004	4,798,494
Use of Land and Buildings Grants	1,937,265	1,985,004	1,927,539
Other Government Grants	81,062	81,276	70,264
	10,185,100	9,820,938	9,446,409

3. Locally Raised Funds

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

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
Revenue	$	$	$
Fees for Extra Curricular Activities	154,549	180,000	153,338
Trading	120,731	121,000	115,520
Fundraising and Community Grants	44,163	65,000	42,344
Other Revenue	64,078	45,500	48,046
International Student Fees	417,700	426,348	374,139
	801,221	837,848	733,387
Expense			
Extra Curricular Activities Costs	266,104	231,140	238,605
Trading	29,927	13,000	8,763
Fundraising and Community Grant Costs	22,259	17,000	14,008
International Student - Employee Benefits - Salaries	300,281	205,000	224,178
International Student - Other Expenses	143,017	158,312	135,180
	761,588	624,452	620,734
Surplus for the year - Locally Raised Funds	39,633	213,396	112,653

4. Learning Resources

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	$	$	$
Curricular	300,048	367,332	344,991
Information and Communication Technology	51,629	73,000	70,656
Employee Benefits - Salaries	5,934,392	5,531,504	5,324,151
Staff Development	90,038	68,392	58,639
Depreciation	260,425	260,000	270,713
	6,636,532	6,300,228	6,069,150

5. Administration

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	$	$	$
Audit Fees	15,000	15,000	13,800
Board Fees and Expenses	22,976	22,750	20,048
Operating Leases	6,273	8,000	(2,108)
Legal Fees	-	3,000	114,933
Other Administration Expenses	104,997	103,700	93,766
Employee Benefits - Salaries	845,605	842,000	815,213
Insurance	22,304	21,000	20,657
	1,017,155	1,015,450	1,076,309

6. Property

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	$	$	$
Consultancy and Contract Services	24,364	31,500	27,826
Cyclical Maintenance	69,838	100,000	(151,650)
Heat, Light and Water	177,769	166,996	175,144
Rates	110	120	25
Repairs and Maintenance	97,077	68,000	58,916
Use of Land and Buildings	1,937,265	1,985,004	1,927,539
Employee Benefits - Salaries	137,450	153,000	136,696
Other Property Expenses	196,185	203,576	173,664
	2,640,058	2,708,196	2,348,160

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

7. Cash and Cash Equivalents

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	$	$	$
Bank Accounts	529,646	743,360	857,167
Short-term Bank Deposits	300,000	-	-
Cash and cash equivalents for Statement of Cash Flows	829,646	743,360	857,167

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

Of the $829,646 Cash and Cash Equivalents $372,014 is subject to restrictions for the following reasons:

• $75,329 of unspent grant funding is subject to conditions which specify how the grant is required to be spent. If these conditions are not met, the funds will need to be returned. This is included in Revenue in Advance in note 13.
• $222,128 of international student fees relating to the 2026 school year have been collected by the school. This is included in Revenue in Advance in note 13.
• $74,557 is held by the school on behalf of the Ministry of Education. The funds have been provided as part of the school's 5 Year Agreement Funding and is required to be spent on the school's buildings. See note 17.

8. Accounts Receivable

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	$	$	$
Receivables	8,976	10,000	33,281
Receivables from the Ministry of Education	-	-	1,845
Interest Receivable	12,144	15,000	24,330
Teacher Salaries Grant Receivable	532,282	480,000	468,761
	553,402	505,000	528,217
Receivables from Exchange Transactions	21,120	25,000	57,611
Receivables from Non-Exchange Transactions	532,282	480,000	470,606
	553,402	505,000	528,217

9. Inventories

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	$	$	$
School Uniforms	14,612	15,000	15,380
	14,612	15,000	15,380

10. Investments

The School's investment activities are classified as follows:

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
Current Asset	$	$	$
Short-term Bank Deposits	1,006,227	1,200,000	1,206,230
Total Investments	1,006,227	1,200,000	1,206,230

11. Property, Plant and Equipment

2025	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	$	$	$	$	$	$
Buildings	1,147,696	-	-	-	(79,653)	**1,068,043**
Building Improvements	167,436	4,183	-	-	(11,682)	**159,937**
Furniture and Equipment	264,475	132,288	-	-	(49,904)	**346,859**
Information and Communication Technology	154,359	24,215	-	-	(70,344)	**108,230**
Motor Vehicles	73,476	-	-	-	(16,522)	**56,954**
Leased Assets	49,773	57,336	-	-	(28,980)	**78,129**
Library Resources	32,117	8,499	-	-	(3,340)	**37,276**
	1,889,332	226,521	-	-	(260,425)	**1,855,428**

The net carrying value of furniture and equipment held under a finance lease is $78,129 (2024: $49,773).

Restrictions

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

	2025 Cost or Valuation	**2025 Accumulated Depreciation**	**2025 Net Book Value**	**2024 Cost or Valuation**	**2024 Accumulated Depreciation**	**2024 Net Book Value**
	$	**$**	**$**	**$**	**$**	**$**
Buildings	2,709,592	(1,641,549)	**1,068,043**	2,709,592	(1,561,896)	**1,147,696**
Building Improvements	237,636	(77,699)	**159,937**	233,453	(66,017)	**167,436**
Furniture and Equipment	1,701,143	(1,354,284)	**346,859**	1,585,731	(1,321,256)	**264,475**
Information and Communication Technology	901,336	(793,106)	**108,230**	921,501	(767,142)	**154,359**
Motor Vehicles	206,077	(149,123)	**56,954**	221,927	(148,451)	**73,476**
Leased Assets	103,225	(25,097)	**78,128**	100,471	(50,698)	**49,773**
Library Resources	165,860	(128,583)	**37,277**	171,254	(139,137)	**32,117**
	6,024,869	(4,169,441)	**1,855,428**	5,943,929	(4,054,597)	**1,889,332**

12. Accounts Payable

	2025 Actual	**2025 Budget (Unaudited)**	**2024 Actual**
	$	**$**	**$**
Creditors	106,821	50,000	46,059
Accruals	24,499	9,501	32,034
Employee Entitlements - Salaries	532,282	480,000	468,761
Employee Entitlements - Leave Accrual	55,511	48,500	47,633
	719,113	588,001	594,487
Payables for Exchange Transactions	719,113	588,001	594,487
	719,113	588,001	594,487

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	$	$	$
Grants in Advance - Ministry of Education	75,329	-	6,000
International Student Fees in Advance	222,148	180,000	157,174
Other revenue in Advance	15,793	9,000	27,424
	313,270	189,000	190,598

14. Provision for Cyclical Maintenance

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	$	$	$
Provision at the Start of the Year	599,627	599,627	765,477
Increase/(decrease) to the Provision During the Year	69,838	100,000	(151,650)
Use of the Provision During the Year	(109,586)	(100,000)	(14,200)
Provision at the End of the Year	559,879	599,627	599,627
Cyclical Maintenance - Current	310,833	383,599	383,599
Cyclical Maintenance - Non current	249,046	216,028	216,028
	559,879	599,627	599,627

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

The School's cyclical maintenance schedule details annual painting to be undertaken. The costs associated with this annual work will vary depending on the requirements during the year. This plan is based on the schools 10 Year Property Plan.

15. Finance Lease Liability

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

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	$	$	$
No Later than One Year	21,209	28,000	28,192
Later than One Year	55,294	28,000	28,725
	76,503	56,000	56,918
Represented by			
Finance lease liability - Current	21,209	28,000	28,192
Finance lease liability - Non current	55,294	28,000	28,725
	76,503	56,000	56,917

16. Funds held in Trust

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	$	$	$
Funds Held in Trust on Behalf of Third Parties - Current	119,739	120,000	117,097
	119,739	120,000	117,097

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

17. Funds Held for Capital Works Projects

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

	2025	Opening Balances	Receipts from MOE	Payments	Board Contributions / Transfers	Closing Balances
		$	$	$	$	$
Library Reclad	*Completed*	(153,923)	182,929	(29,006)	-	-
Gymnasium Refurbishment	*In Progress*	71,146	-	(69,092)	-	2,054
B-Block Upgrade	*In Progress*	114,795	1,100,000	(1,643,141)	114,971	(313,375)
D-Block Rationalisation	*Completed*	(1,605)	-	(2,579)	4,184	-
Fire Alarm Replacement	*In Progress*	-	37,608	(39,312)	1,704	-
Downpipe Replacement	*In Progress*	-	-	(3,193)	-	(3,193)
Sick Bay Refurbishment	*In Progress*	15,749	75,765	(19,011)	-	72,503
Totals		46,162	1,396,302	(1,805,334)	120,859	(242,011)

Represented by:

Funds Held on Behalf of the Ministry of Education	74,557
Funds Receivable from the Ministry of Education	(316,568)

Board Contributions are where the Board contributes its own funds to a Ministry funded Capital Works project.
This contribution was treated as a ‘donation’ to the Ministry of Education (because it is the owner of the buildings) and has been recognised in the Statement of Changes in Net Assets/Equity.

	2024	Opening Balances	Receipts from MOE	Payments	Board Contributions / Transfers	Closing Balances
		$	$	$	$	$
2021/22 Roofing project	*Completed*	62,959	-	(62,959)	-	-
Library Reclad	*Completed*	560,067	-	(713,990)	-	(153,923)
Gymnasium Refurbishment	*In Progress*	(24,710)	150,000	(54,144)	-	71,146
B-Block Upgrade	*In Progress*	(38,684)	250,000	(96,521)	-	114,795
C-Block Carpet and wall coverings	*Completed*	14,420	1,873	(16,293)	-	-
D-Block Rationalisation	*Completed*	(2,119)	20,069	(19,555)	-	(1,605)
P2 Rationalisation	*Completed*	(534)	42,503	(41,969)	-	-
Sick Bay Refurbishment	*In Progress*	-	15,749	-	-	15,749
Flooding claim	*Completed*	(21,372)	21,372	-	-	-
Totals		550,027	501,566	(1,005,431)	-	46,162

Represented by:

Funds Held on Behalf of the Ministry of Education	201,690
Funds Receivable from the Ministry of Education	(155,528)

18. Related Party Transactions

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

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

There have been no related party transactions in the year ended 31 December 2025 (2024: Following the untimely passing of the Principal in February 2024, the Board gave a contribution to his family of $11,035. The Board felt it was important to provide financial support to the family during this difficult time, recognising that no family is every fully prepared for such a tragic event. The specific amount to be contributed was carefully discussed and approved by the Board).

19. Remuneration

Key management personnel compensation

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

	2025 Actual $	2024 Actual $
Board Members		
Remuneration	4,934	4,045
Leadership Team		
Remuneration	725,490	661,555
Full-time equivalent members	5	5
Total key management personnel remuneration	730,424	665,600

There are 8 members of the Board excluding the Principal. The Board has held 9 full meetings of the Board in the year. The Board also has Finance and Property sub-committees that meetregularly. As well as these regular meetings, including preparation time, the Presiding member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal 1

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

	2025 Actual $000	2024 Actual $000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	180 - 190	50 - 60
Benefits and Other Emoluments	0 - 10	10 - 20

Principal 2

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

	2025 Actual $000	2024 Actual $000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	-	60 - 70
Benefits and Other Emoluments	-	0 - 10

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

Remuneration $000	2025 FTE Number	2024 FTE Number
100 - 110	17	12
110 - 120	9	4
120 - 130	5	4
130 - 140	3	2
140-150	-	-
150-160	-	1
	34	23

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

20. Compensation and Other Benefits Upon Leaving

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

	2025 Actual	2024 Actual
Total	-	$87,000
Number of People	-	1

21. Contingencies

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

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

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

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

22. Commitments

(a) Capital Commitments

At 31 December 2025, the Board had capital commitments of $1,511,699 (2024:$2,933,388) as a result of entering the following contracts:

Contract Name	Remaining Capital Commitment $
Gymnasium Refurbishment	1,354,304
B-Block Upgrade	34,959
Sick Bay Refurbishment	122,436
Total	**1,511,699**

The Board receives funding from the Ministry of Education for Capital Works which is disclosed in note 17.

23. Financial Instruments

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

Financial assets measured at amortised cost

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	$	$	$
Cash and Cash Equivalents	829,646	743,360	857,167
Receivables	553,402	505,000	528,217
Investments - Term Deposits	1,006,227	1,200,000	1,206,230
Total financial assets measured at amortised cost	2,389,275	2,448,360	2,591,614

Financial liabilities measured at amortised cost

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
Payables	719,113	588,001	594,487
Finance Leases	76,503	56,000	56,917
Total financial liabilities measured at amortised cost	795,616	644,001	651,404

24. Events After Balance Date

There were no significant events after the balance date that impact these financial statements (2024: none).

The Audit Office
Te Mana Arotake

Independent Auditor's Report
To the readers of Glenfield College's financial statements
for the year ended 31 December 2025

Opinion

The Auditor-General is the auditor of Glenfield College (the School). The Auditor-General has appointed me, Annie Uy, using the staff and resources of Crowe New Zealand Audit Partnership, to carry out the audit of the financial statements of the School on pages 2 to 18, that comprise the statement of financial position as at 31 December 2025, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

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 12 August 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 Analysis of Variance for 2025, Evaluation of Strategic Goals 2025 (within the Analysis of Variance for 2025), Giving Effect to Te Tiriti o Waitangi, Statement of Compliance with Employment Policy, and Statement of KiwiSport funding.

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

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

Independence

We are independent of the School in accordance with the 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.

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

Statement of Compliance with Employment Policy

For the Year Ended 31 December 2025, the Glenfield College Board:
a) Developed and implemented personenel policies, within policy and procedural frameworks to ensure the fair and proper treatment of
b) Has reviewed its compliance against both its personnel policy and procedures and can report that is meets all requirements and
c) Is a good employer and complies with the conditions in the employment contracts of all staff employed by the Board.
d) Ensures all employees and applicants for employment are treated in accordance to their skills, qualifications and abilities, without bias
e) Meets all Equal Employment Opportunities requirements.

ANALYSIS OF VARIANCE
FOR 2025

GLENFIELD COLLEGE

WITH PRIDE AND RESPECT

MĀ MARUWEHI, KA RĀHIRI

Our Promise

To inspire and empower students through excellent teaching and an inclusive environment embodied by the Glenfield Way Values.

Our Mission

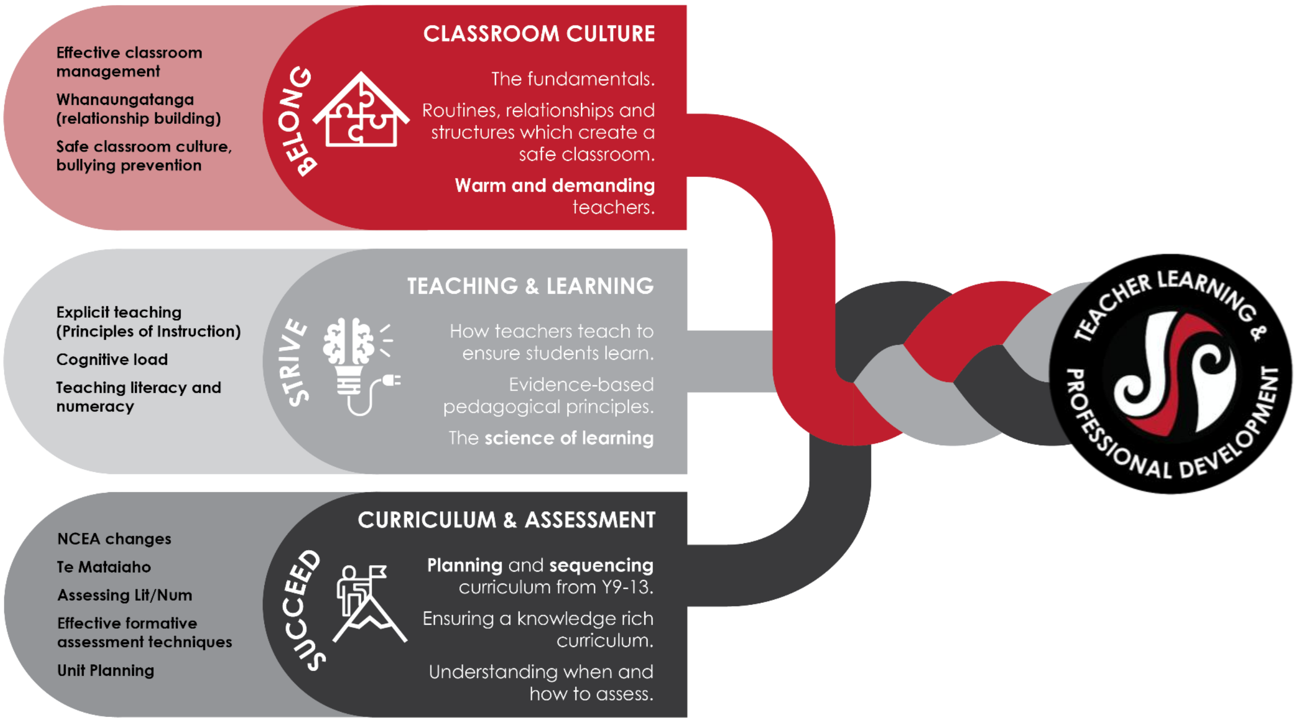
Our students will feel safe, valued and connected within a positive and inclusive environment.

Learning environments will support our students to reach their full potential and to be the very best they can be.

We will foster a passion for learning and self-belief, guiding students to develop into lifelong learners and global citizens.

OUR MISSION UNPACKED

Our Mission	Our Priorities
Our students will feel safe, valued and connected within a positive and inclusive environment.	Our teaching practice is both warm and demanding, excellent in practice and fostering of kaiako - akonga relationships. Wellbeing is explicitly woven into all that we do, developing connected, resilient and engaged students, staff and whanau.
Learning environments will support our students to reach their full potential and to be the very best they can be.	Our teaching programmes reflect evidence based best practice, acknowledging also what is valued in our curriculum from a bi-cultural perspective. Develop a growth mindset for learning through adaptive and responsive pedagogy that best meets the needs of our akonga.
We will foster a passion for learning and self-belief, guiding students to develop into lifelong learners and global citizens.	Our teachers will also be active participants in learning, having shared responsibility of supporting wellbeing, literacy and numeracy across the curriculum. We will ensure a knowledge rich curriculum is delivered through effective planning and implementation.



Belonging

In order to feel belonging, students need to feel safe, valued and connected. The importance of establishing and maintaining positive learning relationships is underscored by a wealth of educational research. School culture and classroom environments significantly influence students' learning outcomes.

Warm and demanding:

- *Setting the highest expectations for student behaviour and learning.*
- *Balancing the demand for high standards with supportive and motivating approaches.*
- *Cultivate positive and supportive learning relationships (whanaungatanga).*
-

Routines and consistency:

- *Explicitly teaching clearly defined routines that maximise learning time.*
- *Creating a safe, distraction-free learning environment that is mindful of cognitive load.*
- *Consistently adhering to school rules, expectations, and non-negotiables.*

Striving

Educational research that is grounded in cognitive science, highlights that certain pedagogical approaches successfully support student learning, memory, and thinking. These approaches are touchstones for teachers, to help them develop their best practice and create a learning environment where students can strive for their full potential.

Evidence-based pedagogy:

- *Explicit teaching of new knowledge, materials and skills.*
- *Review, modelling and checking for understanding.*
- *Effective questioning techniques.*

Teaching for memory (understanding cognitive load):

- *Understanding the 'bottleneck' between short- and long-term memory.*
- *Reducing cognitive overload through scaffolding of difficult tasks.*
- *Building long-term memory through retrieval practice.*

Succeeding

Students come to school to learn and should never be denied access to powerful knowledge. The idea that *'the more you know, the more you can learn'* highlights the imperative for teachers to help close numeracy, literacy or knowledge gaps for their learners. Knowledge is developed over time and should be sequenced, paced and presented in ways that students remember, understand and can successfully apply to assessments and the wider world.

Closing the knowledge gaps:

- *Building schemes that honour rich subject knowledge and vocabulary.*
- *Applying proven approaches to build literacy and numeracy.*
- *Choosing to teach powerful knowledge and skills that all students should access.*

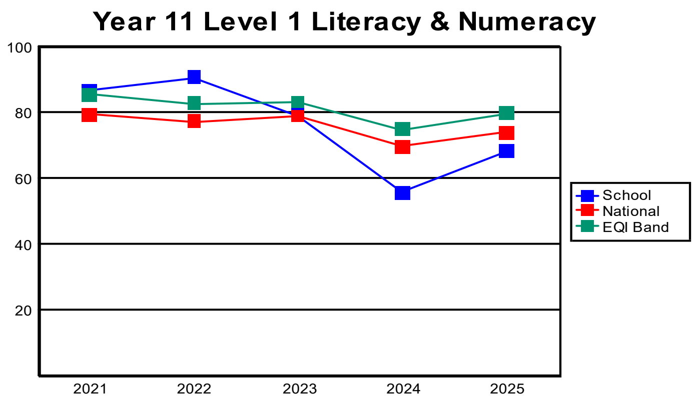
Sequence coherent curriculum:

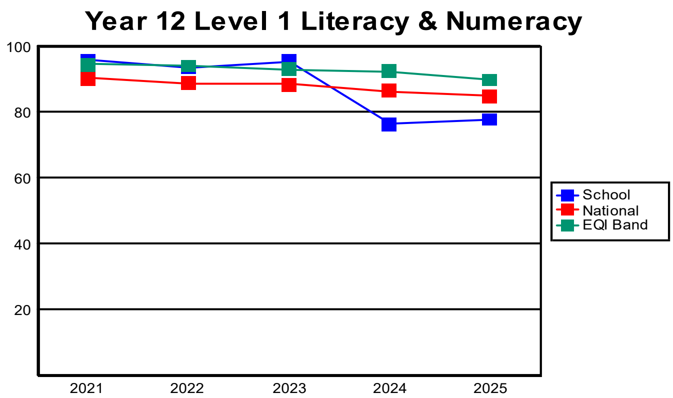
- *Creating knowledge-rich and clearly sequenced schemes of work (understand, know, do).*
- *Planning learning intentions and success criteria.*
- *Utilising effective feedback and formative assessment.*

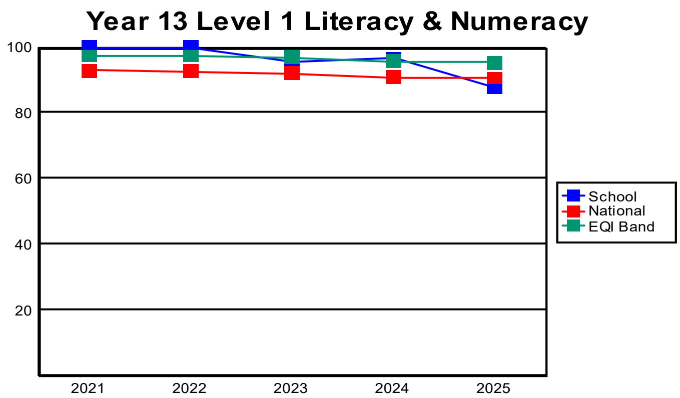
2025 Achievement and Analysis of Variance

Level 1 Literacy and Numeracy (Co-requisite)

The 2025 results show that achievement improves progressively across the senior school, indicating that while many students eventually meet the Literacy and Numeracy co-requisite, a significant proportion are not doing so by Year 11.







Source: *Principals Reports NZQA (2025)*

Overall Literacy and Numeracy (Co-requisite)

Year Level	Glenfield College	National	Equity Index Schools
Year 11	68.1%	73.8%	79.6%
Year 12	77.7%	84.6%	89.8%
Year 13	87.6%	90.6%	95.2%

Key observations

- Year 11 remains the greatest area of concern, with just over two-thirds of students having achieved the Literacy and Numeracy co-requisite. Achievement is 5.7 percentage points below the national average and 11.5 percentage points below similar Equity Index schools.
- Achievement increases steadily through Years 12 and 13, suggesting that many students who do not achieve the co-requisite in Year 11 do so in subsequent years.
- Despite this improvement, Glenfield College remains below both national and similar Equity Index schools' performance.

Literacy

Year Level	Glenfield College	National	Equity Index Schools
Year 11	69.5%	79.0%	84.6%
Year 12	81.0%	87.7%	92.7%
Year 13	87.6%	92.0%	96.2%

Summary

- Literacy achievement is consistently below national and similar Equity Index schools across all year levels.
- The largest gap is at Year 11, indicating that literacy development remains a priority in the junior school.
- Results improve through Years 12 and 13 but continue to trail similar Equity Index groups.

Numeracy

Year Level	Glenfield College	National	Equity Index Schools
Year 11	85.8%	78.4%	83.7%
Year 12	91.7%	87.7%	92.2%
Year 13	95.0%	92.5%	96.2%

Summary

Numeracy is a significant strength for Glenfield College.

- Year 11 numeracy achievement exceeds both the national average and similar Equity Index schools.
- Year 12 achievement is also above the national average and closely aligned with similar Equity Index schools.
- By Year 13, numeracy achievement is very strong, with over 95% of students meeting the co-requisite.

Overall Analysis

The 2025 results identify a clear pattern:

- Numeracy is not the primary challenge for Glenfield College. Students are achieving numeracy outcomes that compare favourably with national performance.
- Literacy is the key area limiting overall co-requisite achievement, particularly in Year 11.
- Because students must achieve both literacy and numeracy, lower literacy attainment is reducing the overall co-requisite achievement rate.
- The improvement across Years 12 and 13 demonstrates that many students eventually achieve the co-requisite, but the school's challenge is to enable more students to achieve it earlier, ideally during Year 11.

The 2025 Literacy and Numeracy co-requisite data indicates that numeracy outcomes are a strength for Glenfield College, with achievement exceeding national performance at all year levels. In contrast, literacy achievement remains below national and similar Equity Index schools, particularly in Year 11. This disparity suggests that literacy is the principal factor limiting overall co-requisite success. While increasing numbers of students meet the co-requisite requirements as they progress through Years 12 and 13, the school's priority is to strengthen literacy development and targeted intervention in Years 9–11 so that a greater proportion of students achieve the co-requisite by the end of Year 11.

Strategic Goal

To improve equitable student achievement outcomes by strengthening literacy and numeracy capability and increasing the proportion of students achieving foundational literacy and numeracy requirements.

Annual Objective

Increase the percentage of students achieving Level 1 Literacy and Numeracy requirements, with a particular focus on ensuring students achieve earlier in their secondary schooling and reducing disparity between Glenfield College and national and similar Equity Index school outcomes.

Evidence of Progress

Analysis of cumulative Literacy and Numeracy achievement data (2021–2025) shows a period of sustained strong performance through to 2023 followed by a decline across all year levels beginning in 2024. Results in 2025 indicate early signs of improvement in Year 11, although achievement remains below historical performance and similar Equity Index benchmarks.

Year 11 achievement increased from **55.6% in 2024 to 68.1% in 2025**, demonstrating recovery from the previous year. However, this remains below both national performance and schools with similar socioeconomic profiles. Year 12 achievement remained relatively stable compared with 2024 (**77.7% compared with 76.2%**). Year 13 students continue to achieve comparatively well (**87.6% in 2025**), although this also reflects a decline from earlier years.

These results suggest that while many students ultimately achieve literacy and numeracy requirements by the end of senior schooling, there is an increasing number of students not securing these requirements early enough in their school journey.

Analysis and Evaluation

The data indicates that interventions currently in place are supporting eventual achievement for many learners but are not yet consistently accelerating progress in Years 9–11. The decline evident from 2024 highlights the importance of earlier identification of learning needs and more deliberate, school-wide approaches to literacy and numeracy development.

Contributing factors may include:

- variation in readiness levels of incoming cohorts;
- increased demands associated with assessment requirements;
- attendance and engagement patterns impacting continuity of learning;
- inconsistency in embedding literacy and numeracy practices across curriculum areas.

The Year 11 improvement in 2025 provides evidence that targeted supports are beginning to have an impact; however, sustained improvement is required to return to previous achievement levels.

Response and Next Steps (2026)

To accelerate improvement, Glenfield College will:

- strengthen early identification processes using Year 9 diagnostic and achievement data;
- implement targeted literacy and numeracy interventions for students below expected levels;
- build greater consistency in disciplinary literacy and numeracy practices across learning areas;

- monitor progress more frequently through data checkpoints and intervention reviews;
- strengthen attendance and engagement strategies for priority learners;
- improve tracking of student progress from Years 9–11 to ensure earlier achievement of literacy and numeracy requirements.

Success Indicators

Success will be demonstrated through:

- increased Year 11 literacy and numeracy achievement rates;
- reduced disparity against national and similar Equity Index school outcomes;
- a greater proportion of students achieving requirements before Year 13;
- evidence of accelerated progress for identified priority learners.

NCEA Certificate Endorsement (2025)

Strategic Goal

To increase student excellence and raise the proportion of students achieving NCEA certificates with Merit and Excellence endorsements through high-quality teaching, strong learner engagement, and targeted academic support.

Annual Objective

Increase the proportion of students achieving NCEA Certificate Endorsements across Years 11–13 and strengthen pathways for students to attain Merit and Excellence outcomes.

Evidence of Progress

Analysis of cumulative NCEA Certificate Endorsement results (2021–2025) shows a mixed pattern of achievement across endorsement levels and year groups.

Excellence endorsement achievement has declined across the period, particularly at Years 11 and 13. Year 11 Excellence endorsement rates moved from a high of

18.6% in 2022 to 10.3% in 2025. Year 12 results remained comparatively stable, moving from 10.3% in 2021 to 8.9% in 2025, while Year 13 Excellence endorsement outcomes declined from 17.2% in 2021 to 8.2% in 2025.

Merit endorsement achievement presents a more varied picture. Year 11 Merit endorsement rates remain the strongest area of endorsement performance but reduced from 36.0% in 2021 to 19.2% in 2025. Year 12 outcomes improved over time and reached 22.8% in 2025, representing a return to stronger endorsement performance for this cohort. Year 13 Merit endorsements have fluctuated and concluded at 16.3% in 2025.

When benchmarked against national and similar Equity Index schools, endorsement outcomes generally remain below national performance and schools with similar socioeconomic profiles, particularly for Excellence endorsement.

Analysis and Evaluation

The endorsement data indicates that while many students continue to achieve NCEA qualifications, fewer students are attaining higher-level endorsement outcomes than in previous years. This suggests that maintaining qualification attainment and extending students into Merit and Excellence performance are becoming increasingly separate improvement priorities.

Several themes emerge from the data:

- endorsement achievement declines are most evident at Year 11 and Year 13;
- Year 12 demonstrates greater stability and suggests that targeted support can improve endorsement outcomes;
- Excellence endorsement appears to be the greatest area requiring focused improvement;
- the gap between achieving qualifications and achieving endorsed qualifications remains significant.

These results indicate a need to strengthen extension opportunities and deliberate teaching practices that support higher-order achievement while maintaining equitable access to endorsement pathways.

Actions Implemented During 2025

Actions undertaken to support improvement included:

- targeted tracking and monitoring of students capable of Merit and Excellence achievement;
- increased use of achievement data to identify students requiring extension;
- strengthening assessment design and moderation practices;
- academic mentoring and goal-setting processes with senior students;
- continued focus on attendance, engagement, and assessment completion.

Next Steps (2026)

To strengthen endorsement outcomes, Glenfield College will:

- establish explicit endorsement targets at student, faculty, and school level;
- identify endorsement-capable learners earlier and provide differentiated extension opportunities;
- strengthen teaching strategies that promote Excellence-level thinking and assessment responses;
- increase monitoring of progress toward endorsements throughout the academic year;
- continue mentoring and academic conferencing with priority learners;
- improve consistency of expectations and endorsement practices across curriculum areas.

Success Indicators

Success will be demonstrated through:

- increased proportions of students achieving Merit and Excellence endorsements across all year levels;
- reduced disparity between Glenfield College and national/similar Equity Index outcomes;

- greater retention of endorsement-capable students through Years 12 and 13;
- evidence of increased student aspiration and engagement in higher-level achievement.

Overall NCEA Achievement – 2025

Annual Objective

To maximise NCEA achievement by increasing the proportion of students gaining NCEA qualifications and ensuring equitable outcomes across all learner groups through targeted support, effective teaching, and improved student engagement.

Analysis of 2025 Results

The 2025 NCEA achievement results demonstrate that a greater proportion of students successfully achieved their qualifications than in 2024, indicating positive progress and evidence that targeted interventions are beginning to have an impact. The improvement reflects the school's commitment to strengthened tracking, mentoring, and academic support for students identified as being at risk of not achieving.

Despite this positive movement, overall achievement remains below the level expected by the school and below the standards established in previous years. Achievement also remains below national and similar Equity Index school performance, indicating that further improvement is required to ensure students experience equitable success.

While qualification attainment has improved, the data suggests that too many students continue to face barriers to achieving success within the expected timeframe. Attendance, literacy and numeracy readiness, assessment completion, and sustained engagement remain significant factors influencing outcomes.

What Went Well

Several aspects of the school's improvement strategy contributed positively to the 2025 results:

- strengthened monitoring of student progress throughout the year;
- targeted intervention for students identified as being at risk of not achieving;
- increased academic mentoring and goal-setting conversations;
- closer collaboration between pastoral and curriculum teams to support learner engagement;
- improved use of achievement data to inform timely interventions.

These strategies contributed to an upward trend in qualification attainment and provide confidence that current systems are moving in the right direction.

Areas of Variance

Although improvement was achieved, the school did not meet its aspiration of returning to historically high levels of NCEA success.

Key areas of variance include:

- overall qualification achievement remains below expected levels;
- disparities continue to exist between learner groups, particularly for students who experience lower attendance and engagement;
- a significant proportion of students required intensive intervention late in the year, indicating the need for earlier identification and support;
- many students achieved qualifications but did not maximise their achievement through Merit and Excellence endorsement pathways.

The data reinforces the importance of shifting intervention earlier so that students are well positioned before entering their senior years.

Evaluation

The variance between the desired outcome and the 2025 result reflects the ongoing impact of changing cohort needs and the increasing complexity of qualification requirements. However, the improvement evident during 2025 demonstrates that targeted strategies can positively influence student achievement when implemented consistently.

The school's systems for monitoring progress have strengthened, but further work is still required, ensuring students are identified and supported as needed.

Future Actions

In response to the 2025 findings, the school will prioritise:

- strengthening literacy and numeracy capability across Years 9 and 10 to improve readiness for senior qualifications;
- earlier identification and monitoring of students at risk of not achieving;
- increasing attendance and engagement through coordinated pastoral and whānau support;
- strengthening faculty accountability for achievement and intervention planning;
- expanding academic mentoring programmes focused on both qualification attainment and endorsement success;
- using regular achievement checkpoints to monitor progress and adjust interventions throughout the year.

Overall Conclusion

The 2025 results demonstrate **positive progress and recovery**, with more students successfully achieving NCEA qualifications than in the previous year. While the annual objective was **partially achieved**, the results indicate that current strategies are beginning to have a positive impact.

The priority moving forward is to sustain this improvement trajectory by strengthening early intervention, reducing disparities between learner groups, and ensuring that all students are supported to achieve their highest possible level of success. Continued focus on high expectations, targeted support, and evidence-informed practice will be critical in achieving this goal.

Based on the **2025 NCEA Level 1 participation-based achievement data**, there are several clear patterns relating to **gender and ethnicity** that are worth highlighting in the Analysis of Variance.

Gender patterns

The data below shows a **significant gender gap**, with female students outperforming male students.

Gender	Glenfield College	National	Equity Index Schools
Female	**67.3%**	77.0%	79.7%
Male	**56.3%**	70.3%	73.5%

Analysis

- Female achievement was **11 percentage points higher** than male achievement.
- Both groups achieved below national and similar Equity Index school averages, but the **largest variance exists for male students**.
- Female students appear to have recovered more strongly from the decline experienced in 2024, while male achievement remains comparatively low.

Implications

This suggests that strategies aimed at improving **engagement, attendance, assessment completion, and academic mentoring for boys** should remain a priority. There is also value in reviewing whether curriculum delivery and intervention programmes are equally effective for male learners.

Ethnicity patterns

Achievement varies considerably between ethnic groups.

Ethnicity	2025 Achievement
MELAA	87.5%
European	68.3%
Māori	63.2%
Pacific	61.9%
Asian	50.9%

Key observations

European students

- Recorded the highest achievement among the larger cohorts at **68.3%**.
- However, this remains well below national performance (79.3%) and similar Equity Index schools (79.5%).

Māori students

- Achieved **63.2%**, representing a substantial improvement from 2024.
- Glenfield College Māori achievement is **almost identical to the national Māori average (63.3%)** but remains below similar Equity Index schools average (66.4%).

This suggests that initiatives supporting Māori learners are having a positive effect, although continued acceleration is needed.

Pacific students

- Achieved **61.9%**, also showing a strong recovery from 2024.
- Importantly, Pacific achievement at Glenfield College is **higher than both the national (56.8%) and similar Equity Index schools (60.7%) averages**.

This is a notable strength and indicates that support for Pacific learners is producing positive outcomes.

Asian students

- At **50.9%**, Asian learners recorded the lowest achievement of all major ethnic groups.
- This is approximately **27 percentage points below the national Asian achievement rate (78.0%)** and **30 percentage points below similar Equity Index schools (81.4%)**.

This is the **most significant equity concern** evident in the dataset.

Possible factors to investigate include:

- participation patterns and attendance;
- literacy and numeracy attainment;
- course selection and qualification pathways;
- English language learning needs;
- student wellbeing and engagement.

Overall patterns

The 2025 data highlights three important themes:

1. **A persistent gender gap**, with boys significantly less likely than girls to achieve NCEA Level 1.
2. **Positive outcomes for Māori and Pacific learners**, with Māori achievement aligning closely with national performance and Pacific learners exceeding both national and similar Equity Index averages.
3. **A substantial underachievement of Asian learners** relative to national and similar Equity Index school benchmarks, representing the greatest ethnic disparity and a priority area for further investigation.

Summary

Analysis of the 2025 results identifies continuing disparities in achievement by both gender and ethnicity. Female students achieved at significantly higher rates than male students, indicating that improving outcomes for boys should remain a strategic priority. Ethnic analysis shows encouraging improvement for Māori learners and particularly strong outcomes for Pacific learners relative to national and similar Equity Index schools. In contrast, Asian students achieved at substantially lower rates than both national and similar Equity Index schools, highlighting a significant area for further inquiry. The school is looking closely at the data regarding our ESOL and new migrant students at Glenfield College. These patterns reinforce the need for targeted, data-informed interventions that respond to the specific needs of different learner groups while maintaining a strong focus on equity and excellence.

EVALUATION OF STRATEGIC GOALS 2025

BELONG GOALS

GOAL 1: *Our teaching practice is both warm and demanding, excellent in practice and fostering of kaiako - ākonga relationships.*

GOAL 2: *Wellbeing is explicitly woven into all that we do, developing connected, resilient and engaged students, staff and whānau.*

STRIVE GOALS

GOAL 1: *Our teaching programmes reflect evidence based best practice, acknowledging also what is valued in our curriculum from a bi-cultural perspective.*

GOAL 2: *Develop a growth mindset for learning through adaptive and responsive pedagogy that best meets the needs of our ākonga.*

SUCCEED GOALS

GOAL 1: *Our people will be active participants in learning, having shared responsibility of supporting wellbeing, literacy and numeracy across the curriculum.*

GOAL 2: *We will ensure a Knowledge Rich Curriculum is delivered through effective planning and implementation.*

Evaluation

The work undertaken has strengthened the school's strategic direction by moving beyond implementation toward embedding sustainable practice. Evidence gathered through HOD feedback, student voice, classroom observations, pastoral data and achievement information indicates positive progress, although consistency across all learning areas remains variable. The greatest impact has been observed where leaders have deliberately monitored implementation, provided professional learning and created regular opportunities for staff reflection. Areas still requiring development include ensuring consistent practice across departments, strengthening the use of evidence to evaluate impact on learner outcomes, and embedding these approaches into normal school practice.

Next Steps:

During 2026 the focus should shift from implementation to consistency and evaluation. Success measures should increasingly include student outcomes, attendance, engagement, achievement, wellbeing and teacher practice. Departments should continue using student voice, assessment information and collaborative inquiry to evaluate effectiveness and refine programmes, ensuring alignment with Glenfield College's strategic priorities of Belong, Strive and Succeed.

Glenfield College Analysis of Variance 2025 Narrative

School Context

During 2025 Glenfield College continued to experience significant growth, increasing from approximately 557 students in 2023 to 652 in 2024 and 719 in 2025, with enrolments continuing to rise into 2026. This rapid growth increased the complexity of curriculum delivery, pastoral care and leadership while also providing opportunities to strengthen school culture. The increasing cultural diversity of the school reinforced the importance of culturally responsive practice, strong relationships and equitable access to high-quality learning.

The strategic focus on Belong, Strive and Succeed provided a coherent framework for decision-making. School improvement work centered on strengthening evidence-based pedagogy, developing a Knowledge Rich Curriculum, improving literacy and numeracy outcomes, growing leadership capability and embedding consistent systems across departments.

Belong – Evaluation

Evidence from HOD reports, student voice and pastoral information indicates that the Glenfield Way has become increasingly visible across classrooms and the wider school. Positive behaviour is increasingly recognised through values-based language, assemblies and classroom practice. While implementation is strongest in departments with deliberate leadership focus, consistency remains a priority.

Wellbeing initiatives, restorative practices and mentoring continue to contribute to a positive learning culture. Student survey information suggests improving levels of connectedness, although further gains are required for priority learners. The school's rapid growth has increased the importance of maintaining consistent pastoral systems and ensuring every student experiences a strong sense of belonging.

Strive – Evaluation

Curriculum development was influenced by national curriculum changes and the review of Te Mātaiaho. Rather than delaying improvement, leaders continued developing Glenfield College's Knowledge Rich Curriculum framework. Curriculum planning templates, the Knowledge Rich Curriculum rubric and departmental reviews have established a stronger foundation for coherent curriculum design.

Professional Learning Groups (PLGs), Across School Leadership (ALF), instructional leadership and evidence-based professional learning have strengthened teacher capability. HOD feedback indicates increasing use of cognitive science, explicit teaching and knowledge sequencing, although implementation remains variable across departments. The focus for 2026 is to move from pockets of excellence towards consistent whole-school practice.

Succeed – Evaluation

Reading Plus data continues to demonstrate encouraging improvements in reading age for many Year 9 and Year 10 students. Writers Toolbox data highlights that writing remains an area requiring continued improvement, reinforcing the decision to maintain a school-wide disciplinary literacy focus.

Literacy and Numeracy specialists, instructional leaders and targeted interventions have supported departments to improve classroom practice. Achievement data, literacy progress and curriculum audits increasingly inform departmental decision-making. Greater emphasis is now being placed on evaluating the impact of interventions rather than simply reporting participation.

Leadership and Continuous Improvement

The ALF programme has strengthened leadership capability across the school. Participants have successfully progressed into senior and middle leadership roles, presented nationally and developed confidence leading professional inquiry. PLGs have become an important mechanism for collaborative professional learning and evidence-informed improvement.

HOD reports demonstrate increasing ownership of curriculum quality, moderation, student achievement analysis and self-review. Future work should continue strengthening evaluative capability so leaders routinely analyse the impact of initiatives on student outcomes.

Overall Evaluation

Overall, Glenfield College has made sound progress towards its strategic goals during 2025. The evidence demonstrates stronger organisational coherence, improving curriculum leadership, enhanced literacy and numeracy capability and a continued commitment to equitable outcomes for learners. The most significant challenge now is consistency of implementation across all learning areas.

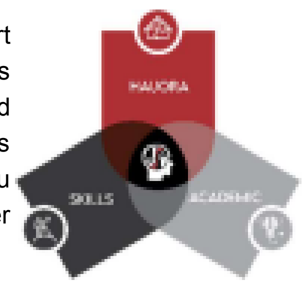
In line with ERO's expectations for effective internal evaluation, the next phase of improvement should emphasise measuring impact on learner outcomes, embedding consistent practice across departments, and using multiple sources of evidence—including achievement data, attendance, student voice, classroom observations and HOD evaluations—to inform ongoing improvement. The school is well positioned to build on the significant foundations established during 2025.

Glenfield College
Giving Effect to Te Tiriti o Waitangi

Glenfield College Māori ākonga make up 14% of our students attending as of May 2026. Our overarching strategic directions give effect to Te Tiriti through the support of all ākonga to 'Belong, Strive and Succeed'. We regularly review our plans, policies and curriculum to ensure we are giving intentional effect to Te Tiriti across the school.

Whānau Form Class and Whānau Engagement

The Whānau class is a vertical form class of 28 students which aims to support students, predominantly, who identify as Māori. Last year a process was developed to ensure enrollment in, or placement in, the whānau class included clear communication and involvement of all parties - home, child, form teacher/s and Deans and kaiako Māori. New new kaiako are now supporting this whanau class, and we look forward to relationships and purpose develop further under their guidance.



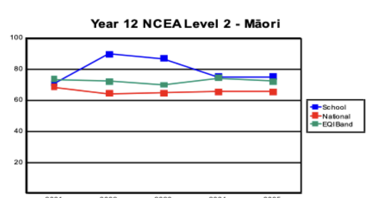
There are a growing number of opportunities for whānau engagement, of which, the first of each year has the specific focus of whakawhanaungatanga and building the connections between home and school. Whānau evening/hui are held each term. This year the new kaiako Māori took the opportunity in this first hui to gather voice from whanau of the aspirations they have for their young people.

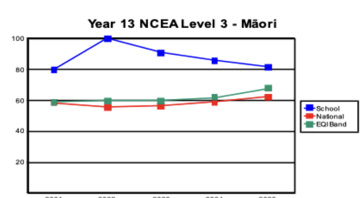
Māori Akonga Achievement, Attendance and Engagement

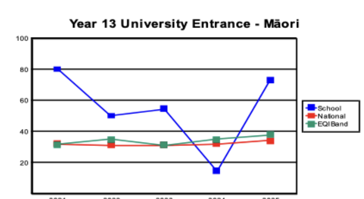
The school reports regularly to the Board on Māori achievement and attendance data.

Ākonga regularly engage with their own achievement tracking through the senior mentoring programme. The programme for Year 11-13 ākonga focuses on wellbeing, life skills, school-tertiary pathways and academic tracking support.

Heads of Department (and teachers) analyse achievement data of Māori students and use data to inform next steps. The school achievement data from last year shows that our Maori students are performing above both National and equity in Level 2, Level 3 and UE.







Professional Learning

PLD programme is directly aligned to the school mission – belong, strive, succeed. We have a clear focus on research-backed, high quality teaching practices that are proven to raise achievement for Māori learners, and practices that reject deficit theorising. Ideas within "Teaching to the Northeast" – Russell Bishop (2019), align with much of our work whereby teachers are culturally responsive through:

- Explicit focus on warm/demanding relationships that create safe boundaries for learning.
- Building rapport, personal regards and relationships of trust where learning can occur.
- Holding high expectations for Māori ākonga academic achievement and behaviour. Ensuring the scaffolds are in place for all learners to experience success.

Our Aspiring Leaders programme engages in leadership theory and framework with a cultural lens. Alongside the Leadership capability framework, Tu Rangitira has also guided the professional learning in this space as well as Russell Bishops work 'Leading to the North East'.

Visibility of Local Tikanaga Māori, Te Ao Māori and Te Reo Māori

School karakia, waiata and tikanga such as new staff and student powhiri, and powhiri for International student groups are are well established within the school with both staff and students. Our Te Reo and Kapa Haka students apply their learning in a real world context by often leading in these spaces.

Our *Ruma Māori* - are both spaces for learning and whanaungatanga. Master carver Natanahira Pono was commissioned for a piece of work through our Creative in schools connection. The unveiling at the end of last year revealed a carving that represents the iwi of our kura and sits above the entrance to the puawanga.

Curriculum

We have redeveloped Unit plans to include space for purposeful inclusion of Matauranga Māori knowledge and kupu. This allows us to protect the cultural heritage, language and knowledge of our Māori students, ensuring culturally relevant contexts are accessible.
The arrival of a new kaiako Māori this year will bring a new set of skills and enthusiasm. With strength in wananga and puoro Maori, we look forward to our curriculum offerings expanding.

Māori Studies Department

Initiatives in this curriculum area set out to sustain cultural identity through belonging. The curriculum highlights the strengths and identities of learners at each level giving them ownership over aspects of the course, as is evident with the junior students leadership of powhiri, leading of school wide activities for Matariki, and the Senior students leadership of Te Wiki o te Maori events. . These initiatives serve to empower Māori ākonga, but also celebrate and promote Māori culture and language throughout the school community.

All Year 9 students engage in either Te Reo or the Year 9 Māori tikanga course. The Tikanaga course helps to support the understanding of local tikanga, as well as Aotearoa New Zealand's bi-cultural history and identity. This course is unique to our kura and shows our acknowledgement and belief in knowledge that needs to be valued in our curriculum. This course has also been modified to include some Te Reo so that all students are learning some language. The growth in participation rates in some of our Māori studies curriculum areas is promising, the challenge is now how to retain the numbers in the upper senior school.

Year 9 Te Reo 42 students in 2025, and now 49 students in 2026

152 students studied Tikanga Maori in 2025, and 127 students in 2026.

Year 10 Te Reo 36 students in 2025, and now 24

Level 1 Te Reo 9 students in 2025 has grown to 17 students in 2026

Level 2 and 3 Te Reo 3 students in 2025 and 5 in 2026 at Level 2, , and 4 in 2025 and 3 in 2026 at Level 3

Engagement with Kaumatua / Local Iwi

We have reconnected with our local Kaumatua, John Marsden, and we also worked with Kaumatua, Jerry Norman. Both are very supportive of local schools and are willing to offer their time for support. Ex-Board member and parent, Leah Davis, is also supportive in this space and connecting with Ngati Whatua.

Mission Statement

Through Sport at Glenfield College we give students the chance to grow in all areas through fun, opportunity driven and supportive environments. Through participation in a sport, we hope that students will develop a healthy and active lifestyle, enjoy themselves and be able to reach their potential in their chosen sport as well as discover & develop many life skills that will benefit them further down the road.

Our vision: To build confident, resilient young people through sport, while fostering pride, teamwork and excellence in everything we do.

Our purpose: Glenfield College Sport exists to develop character, confidence and pride through sport. We provide inclusive opportunities that challenge students to strive for excellence, represent Glenfield with integrity, and grow as people both on and off the field.

Our priorities:

- Student development through sport
- Increase competitive success
- Increase participation

Glenfield College Sport is committed to increasing and maintaining participation across all codes with enjoyment and a positive experience for every student being our main focus.

Participation (2020-2025) Top 5 Sports:

	2020		2021		2022		2023		2024		2025	
1	Volleyball	52	Football	49	Volleyball	80	Volleyball	69	Volleyball	74	Badminton	88
2	Football	42	Badminton	49	Badminton	52	Badminton	59	Basketball	68	Basketball	74
3	Basketball	40	Volleyball	47	Netball	45	Football	39	Badminton	57	Volleyball	68
4	Badminton	38	Netball	39	Basketball	39	Netball	35	Netball	49	Football	58
5	Netball	37	Basketball	30	Hockey	34	Basketball	34	Football	50	Hockey	51
											Netball	50

	2020	2021	2022	2023	2024	2025
Teachers	28%	17%	41%	22%	26%	35%
Support Staff	19%	16%	18%	44%	6%	13%

The 2025 data shows a clear shift in participation, with some sports emerging strongly ahead of others. Badminton leads by a significant margin (88), indicating substantial growth and becoming the most popular sport. Basketball (74) and volleyball (68) also show strong participation, confirming their position as key sports within the school.

Football (58) sits slightly behind the top group, suggesting moderate recovery but not matching earlier prominence. Hockey (51) doubled the number of teams in 2025 and netball (50) are closely aligned. Netball has a steady participation level.

Compared to previous years, 2025 reflects a broader spread of participation across sports, with less dominance from a single activity like volleyball in earlier years. Instead, there is a more competitive top group, particularly with badminton, basketball and hockey rising strongly. As a school we competed in 21 different sports including the growth of students competing in fencing as well as competitive sport climbing.

In addition, student leadership within sport continues to grow, with 8 student coaches involved in 2025, 3 in hockey, 1 in futsal, 1 in netball, and 3 in volleyball, highlighting increased opportunities for students to take on coaching and leadership roles.

In terms of staffing, teacher involvement has increased to 35%, showing a positive upward trend and stronger backing for sport overall. However, support staff involvement remains relatively low at 13%, indicating that while participation is growing, additional non-teaching support may still be needed to sustain and expand these programmes.

Yet again, 2025 was a success with new options for sport added and another step in the right direction, this was made possible by receiving $20,078 from Kiwisport.