

2025 Paeroa College Annual Report



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Presiding member/principal's report (optional)

We are very proud of what we do at Paeroa College and the environment that we provide our students to learn in. Our buildings and classrooms continue to be upgraded with the pavilion project now complete and new projects now in our work flow. This means the vast majority of our blocks have now been upgraded to fantastic learning environments. Our results continue to compare well to national levels thanks to the ongoing commitment of our staff to ensure our students get what they need. We have a student centred focus in all that we do.

Regular attendance continues to be an area of focus nationally and at Paeroa College. The creation of our STAR (Stepped Attendance Response) and trial of this in Term 4 2025 means we are well prepared for the schoolwide implementation in 2026. We know that regular attendance relates directly to achievement and our schoolwide processes and systems continue to be designed to increase student attendance.

School lunches have continued to be provided for our students over the year through the internal school model which is a great asset to our kura. As well as breakfast and snacks for students that want or need these. This provision is greatly appreciated by our students and community to ensure our students are given the best opportunity to learn and be successful.

Strategically, we used 2025 to scope for and plan our new strategic plan for 2026-2028. This has been a great process involving our staff, students, BoT and our wider community. We look forward to implementing our focus where – ‘Paeroa College is a place where effective teaching supports student progress and success. We value respectful, purposeful relationships that foster a strong sense of belonging. Our processes ensure that students feel safe, supported, and cared for. Te Ao Māori is embedded throughout the college, empowering all staff and students to be culturally confident and inclusive.’

List of all school board members (optional)

Board member names	Date that the board member's term finishes
Jo Tilsley (Presiding Member)	September 2025
Conall Buchanan	September 2025
Chrissy Te Teira	September 2025
Aimee Dunn	September 2025
Grant Van De Wetering (Staff Rep)	September 2025
John Dustow	September 2025
Seth Seerup (Student Rep)	September 2025
Andrew Cameron (Principal)	

Evaluation and analysis of the school's students' progress and achievement (required)

2025 Strategic Goals	Outcome																							
<p>Target 1: Our localised school curriculum actively reflects Te Mātaiaho and the NCEA change programme as well as our community and local iwi priorities</p>	<p>This target was met. Goal 1: Provide ākonga with an aspirational, integrated and localised curriculum Measure: ETP will be a key part of: PGC Process and PLD</p> <ul style="list-style-type: none"> - ETP (Effective Teacher Profile) is now embedded in our PGC process including observations/walk throughs). Specific teacher focus on Pedagogy, Connection, Consistency and Te Ao Māori to improve practice and positively impact students. PLD aligned to all of the above. 																							
<p>Target 2: Increased levels of attendance across all year groups</p>	<p>This target was met 3 out of 4 terms Goal 2: Empower all ākonga to engage meaningfully in education through regular attendance Measure: % of students with regular attendance will increase relative to 2024 figures</p> <ul style="list-style-type: none"> - As seen in the most recent Attendance Report, numbers increased in comparison to the 2024 data. With 3 out of 4 terms having an increase in regular attendance schoolwide. Newly developed STAR attendance process implemented in Term 4 after seniors left have had a positive impact, particularly on our Māori students. We look forward to schoolwide implementation in 2026. <p style="text-align: center;">% students with >90% attendance in 2025 (2024)</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tbody> <tr> <td>Term 1</td> <td>54% (49%)</td> </tr> <tr> <td>Term 2</td> <td>39% (43%)</td> </tr> <tr> <td>Term 3</td> <td>42% (41%)</td> </tr> <tr> <td>Term 4</td> <td>41% (35%)</td> </tr> </tbody> </table> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>Māori</th> <th>Non-Māori</th> </tr> </thead> <tbody> <tr> <td>Term 1</td> <td>34% (40%)</td> <td>50% (56%)</td> </tr> <tr> <td>Term 2</td> <td>36% (32%)</td> <td>49% (51%)</td> </tr> <tr> <td>Term 3</td> <td>30% (28%)</td> <td>48% (46%)</td> </tr> <tr> <td>Term 4</td> <td>39% (28%)</td> <td>42% (43%)</td> </tr> </tbody> </table>	Term 1	54% (49%)	Term 2	39% (43%)	Term 3	42% (41%)	Term 4	41% (35%)		Māori	Non-Māori	Term 1	34% (40%)	50% (56%)	Term 2	36% (32%)	49% (51%)	Term 3	30% (28%)	48% (46%)	Term 4	39% (28%)	42% (43%)
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<p>Target 3: A school-wide Te ao Māori strategy developed in partnership with whānau, hapū and iwi</p>	<p>This target was met Goal 3: Prioritise identity, belonging and wellbeing for all ākonga Measure: There will be a Te ao Māori strategy plan in place</p> <ul style="list-style-type: none"> - After this mahi rolling over from last year we now have a Te Ao Māori Strategic Plan that is one key focus of our overall Strategic plan. This will be implemented in 2026. 																							

Paeroa College 2025

NCEA Achievement Summary Report

This report provides a summary of NCEA achievement for Year 11, 12, and 13 students at Paeroa College. It compares the 2025 NCEA achievement to the previous four years of data (2021–2024), as well as to National and Equity Index (EQI) Band achievements.

1. NCEA Level Achievement and Trends

Five-Year Achievement Trends

Year	Year 11 (Level 1)	Year 12 (Level 2)	Year 13 (Level 3)
2021	97.6%	82.4%	81.8%
2022	100.0%	94.6%	82.1%
2023	97.4%	73.3%	87.5%
2024	65.7%	88.2%	87.5%
2025	77.6%	79.7%	93.2%

- **Year 11 (Level 1):** Achievement was **77.6%** in 2025. This is an increase from 65.7% in 2024. Since the introduction of CAA testing and the reduction in the number of alternative standards that students can use to gain Numeracy and Literacy, Level 1 achievement has decreased significantly. The 12% increase from 2024 shows the adjustments made to our timetable and processes are having the desired effects, and the needle is pointing in the right direction.
- **Year 12 (Level 2):** Achievement was **79.7%** in 2025. This is a decrease from 88.2% in 2024. Significant factors that contributed to this decrease in achievement were,
 - 4 students leaving to attend VETEL
 - 5 students signing out of school before completing NCEA Level Two
 - 3 students enrolled with NHS due to significant health issues
 - 2 students with chronic non-attendance
- **Year 13 (Level 3):** Achievement reached **93.2%** in 2025. This represents a steady upward trend from 81.8% in 2021. Achievement Deans have been working hard to ensure students are on the right pathway, and that has led to more students transitioning out after achieving Level Two.

2025 Comparison: National & Equity Index (EQI) Band

Level	Paeroa College	National Average	EQI Band Average
Level 1	77.6%	72.6%	63.3%
Level 2	79.7%	73.2%	67.9%
Level 3	93.2%	71.2%	68.2%

- At all levels, we outperformed both the National achievement and the EQI Band.

2. Certificate Endorsements

Endorsement	Level	Paeroa College	National Average	EQI Band Average
Excellence	Level 1		10.1%	6.2%
	Level 2	6.8%	15.1%	8.1%
	Level 3	12.2%	14.6%	9.5%
Merit	Level 1	10.2%	27.5%	17.8%
	Level 2	13.6%	25.6%	14.7%
	Level 3	12.2%	26.8%	15.0%

- **Excellence Endorsements (2025):**

- **Level 1: None**
- **Level 2: 6.8%**, which is below both the National (15.1%) and EQI Band (8.1%) averages.
- **Level 3: 12.2%**, which is lower than the National average (14.6%) but higher than the EQI Band (9.5%).

- **Merit Endorsements (2025):**

- **Level 1: 10.2%**, significantly lower than the National average of (27.5%).
- **Level 2: 13.6%**, significantly lower than the National average of (25.6%) but in line with EQI Band average.
- **Level 3: 12.2%**, lower than the National (26.8%) and EQI Band (15%) averages.

3. University Entrance (UE)

UE achievement has shown a major increase in 2025 compared to the previous four years.

- **Five-Year Trend:** UE achievement rose to **45.5%** in 2025, a significant improvement over 2021 (21.2%), 2023 (25.0%), and 2024 (25.0%).
- **Comparison (2025):** Paeroa College (45.5%) significantly outperformed the EQI Band (33.4%) but remained below the National average of 51.0%.

4. Literacy and Numeracy

From 2024, these figures represent the NCEA Co-Requisite requirements.

Level	Paeroa College	National Average	EQI Band Average
Level 1	69.7%	73.5%	65.8%
Level 2	82.4%	84.6%	80.3%
Level 3	97.7%	90.7%	90.5%

- **Achievement Trends (Combined):**

- **Level 1:** 69.7% in 2025, up from 63.2% in 2024.
- **Level 2:** 82.4% in 2025, a decrease from 98.5% in 2024.

- **Level 3:** 97.7% in 2025, consistent with nearly 100% achievement over the last four years.

5. Achievement by Gender (2025)

Level	Male	Female
Level 1	66.7%	89.2%
Level 2	74.4%	85.7%
Level 3	85.7%	96.7%
University Entrance	35.7%	50.0%

- **Level 1:** Significant increase in female achievement from 2024
- **Level 2:** Male achievement has decreased significantly since 2024 (14% decrease). Female achievement is consistent with the past two years.
- **Level 3:** Male achievement is up 7% on last year. Female achievement has incrementally improved over the past two years.
- **University Entrance:** Female UE increased by 7%, and Male UE increased by 30% in 2024, which is also a 5-year high.

6. Achievement by Ethnicity (2025 Snapshot)

- **Level 1:** Māori 66.7% vs European 86%
- **Level 2:** Māori 80% vs European 80%
- **Level 3:** Māori 95% vs European 86.4%
- **University Entrance:** Māori 25% vs European 63.6%

Overall Evaluation

Strengths:

- **Outperforming Benchmarks:** In 2025, Paeroa College outperformed both the National average and the Equity Index (EQI) Band averages across all three NCEA levels.
- **Level 3 Achievement:** There is a steady upward trend in Level 3 achievement, rising from 81.8% in 2021 to a high of 93.2% in 2025.
- **University Entrance (UE) Growth:** UE achievement reached a five-year high of 45.5% in 2025, a significant increase from the 25.0% recorded in both 2023 and 2024.
- **Level 1 Recovery:** Following a sharp decline in 2024, Level 1 achievement rose by 12% to 77.6% in 2025, suggesting that internal adjustments to timetables and processes are effective.
- **Equity in Level 2 and 3:** Māori student achievement is equal to European achievement at Level 2 (80%) and actually exceeds European achievement at Level 3 (95% vs 86.4%).

Areas for Development:

- **Certificate Endorsements:** We are falling behind national averages for Merit and Excellence endorsements. These can be attributed somewhat to specific cohorts.
- **Level 2 Achievement:** Level 2 achievement saw a decrease from 88.2% in 2024 to 79.7% in 2025, impacted by factors such as students signing out early, transferring to VETEL, or dealing with chronic non-attendance.
- **Gender Achievement Gap:** There is a notable performance gap between genders; for example, at Level 1, female achievement is 89.2% compared to 66.7% for males.

- **UE Ethnicity Gap:** While Māori students perform exceptionally well in gaining Level 3 certificates, there is a significant disparity in University Entrance attainment, with only 25% of Māori students achieving UE compared to 63.6% of European students.

How we have given effect to Te Tiriti o Waitangi (required)

- Our Paeroa College board remain committed to giving effect to Te Tiriti o Waitangi.
- We have developed a Te ao Māori strategic plan in consultation with our community that will ensure this is embedded and reflected across the school.
- Paeroa College currently provide students with the opportunity to learn Te Reo and Tikanga Māori throughout the junior and senior school. This also includes the opportunity to engage in Kapa Haka.
- Our HoD Māori provides advice and guidance to the College around Tikanga and ensuring that a Te Ao Māori worldview is part of school life.
- We have a focus on continuing to build Mātauranga Maori into our curriculum.
- The whole staff has engages in purpose build Te ao Māori me Te reo Māori PD once a week in a scheduled meeting slot.
- Paeroa College continues to ensure that every year new staff and students are welcomed into the College community with a pōwhiri. This pōwhiri is part of our school tikanga and is largely planned and delivered by our school staff.

Statement of compliance with employment policy (required)

Your board is required to operate an employment policy that complies with the principle of being a good employer. Your board must ensure compliance with this policy (including your equal employment opportunities programme) and report in your annual report on the extent of compliance (section 597(1) of the Education and Training Act 2020).

Your board may wish to complete and include the following tables in your annual report to meet requirements under s597 of the Education and Training Act 2020. The use of the tables is optional.

Under s597 of the Act a good employer is one who operates a personnel policy containing provisions generally accepted as necessary for the fair and proper treatment of employees in all aspects of their employment.

The board should look to confirm what actions or policies are already in place and what actions are being undertaken to meet the provisions.

The following questions address key aspects of compliance with a good employer policy:

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	We have a high functioning health and safety committee with broad staff representation who meet regularly to discuss hazards and incidents. Any hazards are identified on a regular basis and appropriate steps taken to reduce or eliminate these.
What is in your equal employment opportunities programme? How have you been fulfilling this programme?	We have an Equal Employment Opportunity policy that was reviewed on 03/11/2025. This outlines the schools commitment to providing equal employment opportunities. This is reviewed triennially by the BOT.
How do you practise impartial selection of suitably qualified persons for appointment?	We have an Appointments Policy that is reviewed annually. This outlines the process and expectations involved in an appointment. Candidates are only asked questions relevant to the particular position and personal details that are not necessary are never asked. The shortlisting and selection process is always conducted by a panel.
How are you recognising, <ul style="list-style-type: none"> – The aims and aspirations of Māori, – The employment requirements of Māori, and – Greater involvement of Māori in the Education service? 	We have developed a Te ao Māori strategic plan for the college that ensures this is embedded schoolwide. Our board is committed to equipping our school with the right expertise to ensure we have sustainable practice in te reo Māori and Te ao Māori. Feedback is sought from current Māori staff and BoT members around systems and improvements. We continue to strengthen our Māori teaching staff.
How have you enhanced the abilities of individual employees?	Our Strategic, PGC and PLD plan is deliberately focussed on the continued improvement of our teachers in specific areas of Pedagogy, Connection, Consistency and Te ao Māori. We have a range of leadership opportunities that sees almost half of our staff in middle leadership positions.
How are you recognising the employment requirements of women?	Equal opportunities are provided to all staff.

How are you recognising the employment requirements of persons with disabilities?	We provide what support we can to staff with disabilities.
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Good employer policies should include provisions for an Equal Employment Opportunities (EEO) programme/policy. The Ministry of Education monitors these policies:

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

Financials Pending: As of the 29th May we are awaiting our financial statements from the auditor. Once these are available, they will then be added to our annual report.

Financial statements (required)

The following is a summary of the financial statements that must be included in your annual report.

For further information, including examples (Kiwi Park model), see our [Schools Annual Financial Statement Resources webpage](#).

Statement of responsibility signed and dated

This statement is signed by the principal and the presiding member. It acknowledges that the school board is responsible for the preparation and accuracy of the financial statements and states that the school board has established and maintained a system of internal control to safeguard the assets of the school or kura.

Statement of comprehensive revenue and expense

This statement summarises the revenue and expense of the school or kura over the financial year. It shows whether the school or kura has managed to operate within the funding they have received.

Statement of changes in net assets/equity

This statement shows the value and movements of the Government's investment over the course of financial year in the school or kura, (this is known as 'equity') in the financial statement.

Statement of financial position

This statement shows everything the school or kura owns (assets) and everything it owes (liabilities) as at 31 December of that year.

Statement of cash flows

This statement shows all cash received and all cash paid by the school or kura over the financial year.

Notes to the financial statements

The notes to the financial statements provide an extra level of detail that supports the information shown in the front of the accounts.

Independent auditor's report signed and dated.

This report is prepared by the auditor of the school or kura and must be included in the annual report. It provides an opinion to the readers of the annual report whether the financial statements comply with generally accepted accounting practice, and fairly represent the financial position, financial performance and cash flows of the school or kura.

Report on other special and contestable funding (required)

During the year your school or kura may have been the recipient of additional government funding for specific purposes. You may need to report on how these funds are used to support student development.

Kiwisport funding (required)

You will need to include a short statement on how you have used your Kiwisport funding to increase students' participation in organised sport. The use of the Kiwisport funding is monitored as part of Education Review Office (ERO) reviews.

The Kiwisport funding does not form part of the financial statements. It should be shown as a separate statement within the annual report.