



# 2025 Annual Report

## 1. Introduction

The 2025 academic year served as the foundational establishment period for Christchurch North College (CNC), a specialised institution designed for learners whose previous educational experiences were characterised by chronic disengagement and systemic challenges. Prior to enrolment, 100% of our student cohort was completely disengaged from the education system. Despite high-needs profiles, we successfully grew our student roll from an initial 9 students to 33 by the end of the year. Our college priorities centre on holistic development and trauma-informed pedagogical practices.

## 2. Student Attendance Performance Measures

Re-engaging students with regular schooling is a core focus for CNC. We track our attendance rigorously to ensure we are supporting our students to be present and ready to learn.

- **Data Source:** Please note that all attendance metrics below are based on verified data from the Ministry of Education's *Every Day Matters* reports.

**Target:** Progress towards the standardised target of 80% Regular Attendance. **Our Performance:** Across 2025, we successfully showed progression over time across all attendance categories.

- **Term 1 (Weeks 1-9):** Regular (28.0%), Irregular (28.0%), Moderate (11.0%), Chronic (33.0%).
- **Term 2 (Weeks 10-18):** Regular (50.0%), Irregular (17.0%), Moderate (8.0%), Chronic (25.0%).
- **Term 3 (Weeks 19-28):** Regular (36.0%), Irregular (27.0%), Moderate (12.0%), Chronic (24.0%).
- **Term 4 (Weeks 29-38):** Regular (42.0%), Irregular (12.0%), Moderate (15.0%), Chronic (30.0%).

### Equity Variations:

- **Gender:** In Term 4, male students achieved 59.0% regular attendance, while female students recorded 25.0%.
- **Ethnicity:** Regular attendance was 50.0% for Māori students and 43.0% for European students.
- **Year Level:** Year 11 students achieved 100.0% regular attendance, demonstrating higher self-management closer to NCEA, while Year 10 students recorded 33.0%.

**Key Drivers and Responses:** A significant driver impacting our aggregate data was rapid roll expansion; mathematically, adding high-needs, previously disengaged students diluted our school-wide attendance averages throughout the year. To counter the socio-psychological barriers

to attendance, we have implemented a robust plan anchored in the Stepped Attendance Response (STAR) framework. This includes our 90-Day Attendance Habit Model, to educate whānau on the 18 to 30 weeks required to build lasting habits.

### 3. Student Achievement Performance Measures

(Note: CNC serves students in Years 7-11; therefore, Years 1-2 reporting requirements are not applicable.)

**Years 3-10 Target:** Progress towards achieving the standardised target of 80% of all students at or above the expected curriculum level for Reading, Writing, and Mathematics. **Our Performance (Years 7-10):**

- **Reading:** 71% of assessed students are at or above their curriculum level (43% Above, 28% At).
- **Writing:** 50% of assessed students are at or above their curriculum level (30% Above, 20% At). Writing remains our primary academic barrier, with 50% working below level.
- **Mathematics:** 38% of assessed students are at or above their curriculum level (14% Above, 24% At). To mitigate assessment anxiety for the 62% working below level, we successfully utilised Personal Financial Goal Setting (US 28089) as a bridge.

**Years 11-13 Target:** Progress towards achieving the standardised target of 95% of school leavers attaining NCEA Level 2 (or equivalent). **Our Performance:** While CNC did not have school leavers in 2025, our Year 11 cohort (N=2) is actively progressing towards this goal. 50% of the Senior School have secured their NCEA Literacy and Numeracy co-requisites. The remaining focus has shifted significantly toward vocational re-engagement, with a major success including a student achieving Level 3 Forklift Operation (US 10851).

#### Equity Variations:

- **Ethnicity:** Achievement levels at CNC are consistent across Māori and European ethnic groups, suggesting our trauma-informed model is effective and equitable across diverse backgrounds.
- **Gender:** An analysis of achievement by gender indicates equitable access to the curriculum, with both male and female students showing proportional progression in foundational literacy and numeracy.

**Next Steps:** Moving into 2026, the strategic focus will be the integration of structured literacy into vocational projects to leverage the cohort's practical strengths while remediating writing deficits.

### 4. Regulatory Compliance (Standard Minimum Compliance)

The Board of Christchurch North College attests that standard minimum compliance has been met for the following areas:

- **Employment of Certificated Teachers/LATs:** A minimum of 75% of employed teachers are certificated, and all other teaching positions are held by individuals with a Limited Authority to Teach.
- **Reporting Requirements:** The College has met all mandatory reporting requirements.
- **Student Enrolments:** The College has complied with all requirements for all domestic enrolments and did not exceed physical capacity.
- **Insurance:** Appropriate insurance cover was held at the minimum level agreed in our contract.

- **School Hours:** CNC complied with the school day, hours, and term dates.
- **Transport and Property:** CNC complied with all relevant laws and regulations relating to transport services, property ownership, and safe use of facilities.

## 5. Financial Performance

(Note: This section is currently undergoing preparation and audit by the designated external auditor as per the Financial Reporting Act 2013.)

Once audited financial statements are provided, we will report against the following standardised financial targets:

- **Operating Surplus:** Target 2-5%
- **Working Capital Ratio:** Target 2:1
- **Debt/Equity Ratio:** Target 0.5:1
- **Operating Cash:** Actual Positive (+)
- **Enrolment Variance:** Growing.
- **Audited Financial Statements:** A full copy of the audited financial statements, prepared in line with generally accepted accounting practices, will be attached.