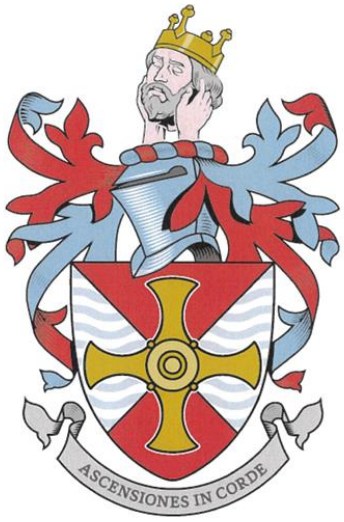


LINDISFARNE COLLEGE

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2025

School Directory

Ministry number	230
Rector	Mr Stuart Hakeney
School address	600 Pakowhai Road, Hastings
Postal address	PO Box 2341, Hastings 4153
Phone	06 873 1136
Email	reception@lindisfarne.school.nz
Reporting period	1 January to 31 December 2025

College Council membership

Name	Position	How Position Was Gained	Term Expires
Mrs Sharlene Taylor	Presiding Member	Elected	October 2028
Mr Stuart Hakeney	Principal ex Officio		
Mr Karl Goodchild	Parent Representative	Elected	March 2027
Mr Marcus Smith	Parent Representative	Elected	October 2028
Robert Cato	Parent Representative	Elected	October 2028
Pete Swinburn	Parent Representative	Appointed	March 2027
Adele Kenny	Staff Representative	Elected	October 2028
Mr Beck Allen	Student Representative	Elected	September 2026
Mrs Sharon Wards	Council Chair	Appointed	October 2028
Mr Mike Knobloch	Proprietor Chair	Appointed	October 2028
Mr Jim Syme	Proprietor	Appointed	October 2028
Mrs Gretchen Stone	Proprietor	Appointed	October 2028
Mr Stephen Lindsay	Proprietor	Appointed	March 2028

1. Annual overview

2025 was a year of strong progress across the College's learning, wellbeing, cultural, Christian character, community engagement and operational priorities. The year also marked a leadership transition, with the outgoing Rector reflecting on five years of service and passing the baton to the incoming Rector.

The College recorded significant gains in professional growth, mixed-ability teaching, junior assessment analysis, student leadership, service, community connection, health and safety systems, communications and human resources infrastructure. Several longer-term property, wellbeing and strategic projects remain in progress and have been carried forward into 2026.

2025 strengths	Priorities carried forward
• New observation and coaching framework • Leaders of Tomorrow programme • Improved attendance systems • SchoolBridge communications and H&S reporting • Strong service and community engagement • People and Culture appointment and HR systems	• Wider use of CLIPS and learner portfolios • Scholarship fund and inclusivity strategy • Staff wellbeing framework participation • Boarding refurbishment plan • Ten-year strategic property plan • Completion and implementation of the 2026–2028 Strategic Plan

2. Analysis of variance

Outcome	What	When	Who	Resources	Progress
1.1 Whole Learner Profiles exist and are used by kaiako/teachers to personalize learning experiences and ensure equity for all akonga/students	There will be HOF / Teacher observations as part of the Teaching Staff Professional Growth Cycle. HOFs to do at least one/two classroom observation of each of their staff in their subject areas. SLT to complete at least one observation of their HOF that they have responsibility for and help out HOFs to share the load. This links to the new observation tool and PLD that will be provided on coaching conversations.	Term 1-4 2025	KEA	Cognition Education	21/07 HOFs received PD from Aleise White in T1 on the new observation tool, and in T2 and T3 on the coaching conversation. HOFs have used the new observation tool once and the aim before the end of the year is for HOFs and SLT to have used the new tool on every teacher. 06/11 All staff in Maths, English, Social Sci, Intermediate, PE, Technology and Arts been observed using the new tool. Further PD organized for HOFs Term 4 Week 6. Next year's aim is that everyone will be observed twice a year.
	Introduce a model for collaboration between 9 mixed ability class teachers to encourage them to work together and share good practice.	Term 1-4 2025	KEA		21/07 Meeting took place for all year 9 mixed ability groups mid-term 1 to share the PAT results. Then at the end of Term 2 we had a second round of meetings to discuss how the classes are progressing, any concerns and sharing best practice in terms of differentiation. 06/11 Decision made at the end of Term 3 to keep mixed ability classes into 2026, for year 9 and 10. Further PLD and time the main feedback from teachers in regard to their needs. Planning PLD through Aleise White (external provider).
	Train staff on how to use the new Learner Profile software CLIPS.	Term 1-2 2025	KEA, SRD, Angi	Brian from ProcessIT	Preview presented to HOFs at HOF Meeting on 10 Feb 2024. Launch guide will be provided when Install Guide and access/data is all updated early T1, 2025. Term 1 2025- lots of technical issue to iron out before the roll out. Start of Term 2- introduced to the whole staff and shared

Outcome	What	When	Who	Resources	Progress
					log-ons, everyone to log in and start to use from Term 2 2025. The hub team will roll over the CLIPS data for next year and enter new students.
1.2 A relevant and challenging 21stC Lindisfarne curriculum enables all learners to achieve their potential on their pathways to further education and employment	Review the Year 9 Option offering	Term 1 -2 2025	SRD, KEA and CAH		Term 1: Current language offering and numbers have been collated and were presented to HOFs at HOF meeting 24/3. Term 4: We keep the two lines of languages and GAP for two hours a week, but have students take half a year of EACH language. This will allow us to create even numbers across the classes and languages teachers will get to teach nearly every Y9 boy. Boys will get roughly 38 lessons of one language and then switch to the second language. GAP remains as per this year - a full year course of two hours per week.
	Introduce a whole school approach to literacy and numeracy skills development in the Intermediate School	Term 2-4 2025	KEA	REC, MUR, KDO, MSM	Term 1: KEA coordinated with Mary Stubbings from MOE to set up a cluster of numeracy teachers from Hereworth, Iona, Woodford and Lindisfarne. This group met regularly during Term 1 and 2 to look at the new maths curriculum for years 7 and 8. Term 2: KEA applied for MOE funding for numeracy trial, approved and ran in Term 3 with MSM running with 12 below the standard students. Term 3: Milarn Smith attended Tukituki Kāhui Ako Structures Maths PLD. Term 4: KEA applied for KDO to attend Structured Literacy PLD through MOE, approved and attending during Term 3 and 4. So ready to teach in 2026.

Outcome	What	When	Who	Resources	Progress
	Build on the “New Teacher to Lindisfarne” Programme	Term 1-4 2025	KEA	BEH	Continued with the same structure as 2025, meeting termly with the new teachers group. Bev Harrison ran her history of LC talk in Term 3, which was well attended even by staff who missed it last year. Term 4: KEA created a document called 'My first year at LC', which details every whole school event throughout the year, giving new staff all the info they need for the numerous questions they would have. Also, a list of suggested readings for new teachers. Document to be used in 2026.
1.3 Academic achievement and progress at Lindisfarne College are consistently higher than for similar schools in NZ.	Establish an academic mentoring programme for NCEA and NZ Scholarship	Term 1 -4 2025	SRD and academic prefects		Term 1: Subject experts for NCEA subjects identified and publicised to students. Led by Ravla and Quayle. JFR to present on Schol PEPs before end of T1. Term 2: Academic mentoring in boarding underway with identified students. Scholarship teacher responsibility identified and courses underway. Terms 3 & 4: Schol expert engaged for English and PE.
	Investigate the creation of a NZ Scholarship fund	Term 1-2 2025	SRD and STH	The LFC Foundation	No progress on this. Look to establish it in 2026. 6/11/2025
1.4 Achievement data analysis and focused strategies occur in Yrs 7-10, resulting in value-added progress for akonga/students	Create Jnr standardised assessment results booklets to share with relevant staff and College Council.	Term 1, 2025	KEA		Created in Term 1 and shared with teaching staff during the year 9 teacher meetings. Ready to be shared with the college council.

Outcome	What	When	Who	Resources	Progress
	Create Junior school-based assessment results presentations to share with relevant staff (Eg Boarding, ESOL).	Term 1, 2025	KEA		Linked to the above, major data is ready to go. Next step is to filter for boarding and ESOL etc.
1.6 Increased akonga/student participation in the main music ensembles provides a strong base of upcoming players for the future	Integrate singing practices during Chapel time	2025 All year	FLK, STH, SDN		Term 1 SUMMARY: 2 rehearsals thus far in 2025. This is working well - the boys are learning. TERM 3 SUMMARY: The singing practices led by Stuart Hakeney have been very valuable and productive. They focus the boys' concentration on singing better. The boys listen to the suggestions and do their best to make a better sound. An improvement in the boys' singing is evident in the days after a singing practice, then it begins to decline again. Let's keep doing these! END OF YEAR SUMMARY: Thank you Stuart for leading the singing practices - you've led by example and the boys have respected this. The boys' singing has improved and gentle reminders throughout chapels and assemblies have helped.
	Establish a joint choir with HGHS	2025	Suzanne Russell, Michelle Ferguson,		Term 1 SUMMARY: Choir is rehearsing weekly, the boys are attending well, an entry is in for The Big Sing. TERM 3 SUMMARY : It was fantastic to enter and compete at the Big Sing Competition on 11th June. 11 boys and approximately 30 girls from HGHS were committed to the choir and had excellent attendance. Uniting the two schools was challenging due to: staff getting to know other; the staff team involved five staff; doing this for the

Outcome	What	When	Who	Resources	Progress
					first time; different time schedules, T.O. Days etc. The choir director (Suzanne Russell) was fully committed and did her best to motivate the group, which was successful. From here: the joint choir is working on a performance at the Performing Arts Concert and at the HGHS performing arts evening. It would be great to have more students in the choir, but 2025 was a great start. END OF YEAR SUMMARY: since the Big Sing, choir attendance dropped by the girls at HGHS and rehearsing was very challenging for Suzanne. Nonetheless, the choir successfully performed at the HGHS performing arts evening, which was fantastic - first time in many years. Looking towards 2026 - one significant challenge was the girls' attendance and focus at rehearsals. the boys seem "used to" rehearsal etiquette, but the girls struggle with this. I would like us to pursue a joint choir again next year, but the student expectations need to be clearer, and there needs to be one staff member from HGHS who is actively involved with the group.
	Continue to embed the year 7/8 Cultural Programme in 2025.	2025	Itinerant Music Teachers		Term 1 SUMMARY : Going well. All groups are well represented. TERM 3 SUMMARY The junior vocal ensemble is an enthusiastic group of 8 students that performed a song at Gracelands retirement village. Training band is catering well for our young instrumentalists. The chanter group has developed a couple of leaders (Jonathan Hutchinson and Thomas Shortall who have helped their peers with

Outcome	What	When	Who	Resources	Progress
					learning). Mrs Atkin's drama group and Mr Maunder's drum line group are going well. Boys' attendance is good, and they are keen to take part. Some (a handful) boys have not fulfilled their expectation of taking part in a cultural activity. FLK is to follow up on these boys. ND OF YEAR SUMMARY: Vocal Ensemble and Training Band have been great as the boys have had performance opportunities. Chanter learners and line drumming has someone stagnated as it wasn't possible this year to get the students to perform. Unfortunately, the drama group couldn't perform either. For 2026, there is a need for clear goals of when and what form the boys will perform to keep their motivation going. Overall, the year 7/8 programme is hugely positive as there are a healthy number of year 7/8 boys involved in a wide variety of cultural areas.
1.7 Classroom programmes that make the Christian dimension relevant for akonga/students in a modern world are embedded at all year levels.	Visit St Andrew's College to learn and develop new ideas	Jul-25	SDN	School funding	The conference was attended on the 1/8/2025. Chaplain met with other Christian leaders to gather fresh ideas.
	Work on more technological strategies for RE. This is a strength of Mr Lennox who can lead the work.	2025	SDN & RUL	SDN, RUL	SDN attended an AI conference as part of the Chaplains and RE teachers' conference at St Andrews. These learnings are being implemented. 13/11/2025
	Plan the service trip to Samoa in July 2026	2025	SDN and RHF	School, Parents and Tour company	The group has been finalised, and we are slowly finalising all the specific details and working on a service and fund-raising team to acquire the relevant material for the projects that will be undertaken on Manono Island. 13/11/2025

Outcome	What	When	Who	Resources	Progress
	Paint, decorate and make the RE classroom look and feel welcoming and relevant for the subject. Banners and puzzles have already been made, but more time and effort needs to go into creating the correct environment.	Term 4, 2024-end 2025	SDN	Nicola Parsons, Unathi Quabeka.	Puzzles and banners were organised. There are still many other decorations and learning tools that need to be created and displayed in the room during 2025. Banners and puzzles were completed by 27 June 2025 and the other projects remain ongoing to be completed by the end of term 1 2026. 13/11/2026
1.8 Kaimahi/Staff are committed to an annual cycle of professional growth that enhances their practice and improves outcomes for akonga/students	New observation framework to be rolled out, with observations of all teachers taking place throughout the year. HOFs and SLT to get training from outside provider (Cognition) around Observation tool.	2025	KEA, SLT in liaison with HOFs	Relief cover to complete staff observations. Cognition Education.	21/07 All HOFs received PD from Aleise White in T1 on the new observation tool, and in T2 and T3 on the coaching conversation. HOFs have used the new observation tool once and the aim before the end of the year is for HOFs and SLT to have used the new tool on every teacher. 06/11 All staff in Maths, English, Social Sci, Intermediate, PE, Technology and Arts have been observed using the new tool. Further PD organized for HOFs Term 4 Week 6. Next year's aim is that everyone will be observed twice a year.
1.9 All akonga/students maintain a personal portfolio of their growth journey, identifying their co-curricular and personal development achievements and linked back to the whole learner profile.	Once the whole learner profile document is completed (see above for 1.1), design a personal portfolio document, which students can use to track progress and review goals.	Term 3 2025	KRB, SRD, KEA, Angi		This has partially been fulfilled by MY MAHI and with CLIPS not being as widely shared with staff as anticipated this is not going ahead. 13/11/2025
2.1 A kaimahi/staff wellbeing framework is developed to create a healthy College community where, together, we learn, work,	Staff Social Function to bring staff from different departments throughout the college together	Term 1 2025	CAH, PAW, GAC, KAM, RES, EMA		Investigation completed Term 4 2024, nothing available for beer; now investigating wine tasting.
	Physical Activity Program	2025	CAH, PAW, GAC, KAM,	Physical Fitness Programs	Encouraging physical health through organized staff sports (e.g., netball, yoga,

Outcome	What	When	Who	Resources	Progress
play, and live in a culture of wellness			RES, EMA		walking groups) - nothing formal has been established this year. November 2025 - This was not followed up, limited staff engagement when committee members asked around.
	Physical Fitness Programs	2025	CAH, PAW, EMA,	Utilise the App that the college has access to. Online fitness and yoga programs	November 2025 - Staff were not supportive of this initiative, seen as a personal thing. It was decided not to pursue this initiative due to the lack of support and interest from staff.
	Woodwork Hobby Club creating opportunities for staff to connect and build relationships outside of work responsibilities.	2025	CAH, KBE	College workshop, Tools, Wood supply	November 2025: due to the new renovation of the tech block this has not been offered due to the area still being fitted out and senior classes taking priority. This was popular with non teaching staff, however it does require tech staff to give up their personal time.
	Health and Wellness Resource	2025	CAH, PAW, EMA, KAM, GAC	Marketing to create Flyers that can be given to staff	Offered One-page flyers on topics like nutrition, sleep, time management, and stress reduction. Also improved access to online wellness resources, apps, or mindfulness programs. November 2025 - Flyers developed through 2025 and passed on to Marketing for branding, will look to release in 2026.
	Staff Wellbeing Directory	2025	CAH	Electronic directory to help staff connect with the appropriate support	Was being researched in December 2024. November 2025 - working with College Guidance Counsellor to look at what is best to provide staff in this space. Will also involve the new People and Culture Manager

Outcome	What	When	Who	Resources	Progress
	Supporting Staff Wellbeing	Term 4 2024 and into 2025	Staff who are interested	Regulated Me Program	We arranged for Nick Stewart to come in during Term 2 to talk to staff about holistic financial planning, risk management, investments, debt, KiwiSaver and estate planning. It was well received. November 2025: Regulated Me online course had four teaching staff registered. Feedback was to use the program for individual staff, when required.
2.2 An ākonga/students wellbeing framework is developed to support all for ākonga/students in our community, creating a culture of wellness for all.	Ensuring positive connections between Junior and Senior cohorts	T2-3 2025	DCO, Deans, Tutors	Extended tutor time slots, Prefects	Limited opportunity to date with Term 1 being heavily House and event driven. Remains a work on with leadership from Deans, but some progress with Y12-9 Tuakana-Teina programme being led by FRH, and Y13-10s being ramped up by TOP and REH. FRH has led Y12-9 programme well, but only involves some Y12s as leaders and really want the whole cohort engaged. 13-10s did not spend enough time together this year. 10/11/25
	Enhancing student voice and agency	2025	DCO, Counsellor,	Student Council, annual student culture and wellbeing survey	Student Council selected and commenced week 2 term 2, supported by SCH and chaired by Niko Sawyers +1. Student Council has been meeting bi-termly since Term 2. Active voice from all year levels on issues associated with wellbeing, culture and tone in the school. DCO as admin support. SCF as secretary to support student chairs. Worked OK in first year. Decision made to keep core of Council together for 2026 to maintain momentum and understanding, but to have positions readvertised yearly after that. 10/11/25
	Maximising student attendance (80% - MoE target) (Current 60% hitting target of 90%+)	2025 onwards	DCO, Estelle, Deans,	Ministry strategy, community	Regular reports going to tutors and Deans. KAMAR set up with auto reminders for attendance completion (DCO as safety net

Outcome	What	When	Who	Resources	Progress
			Tutors	communication	to send a daily reminder to those still incomplete- very few). Families continue to take liberties with holidays and is this factor only that will stop us from hitting Ministry targets. However, Term 2 data the best in 5 years. 10/11/2025
	Develop Fergus Morunga's Leadership Programme	2025	DCO, Committee	Committee, Student Leadership Diary, Head Prefect,	88 registered, first speaker (75% attended), official launch week 1 term 2, journals delivered. Lead speaker booked for 20th May. Role created for admin support. Successful speaker sessions. Developing approach to mentoring component. Committee working well. Diary is awesome. Chris Proctor has been immense. Admin support role is now in place to continue into 2026.
	Build on Positive Recognitions Process	T1-2 2025	DCO, MUB, KDO, staff	Schoology, KAMAR, SchoolBridge	Shifting to SchoolBridge- will push harder from T2 as staff get accustomed to this new platform Some staff (eg VIH, KBE) using regularly- many are not. Will push again at staff meeting. Most progress occurred from start of T4. Will need to continue to be pushed. 10/11/25
	Develop inclusivity (policy and strategy)	2025-26	DCO, STH, College Council	AIS Guiding document	Start of Term 2 advertise for interest in a working party - did not happen. Need to revisit prior to end of 2025. A 2026 imperative as little progress in 2025. 10/11/25
	Counter Anti-nark culture.	2025	DCO, Deans	123 Form	Shifting narrative with boys and families away from talking about problems as being a problem. Promoting a telling culture. Developing an anonymous reporting process via a Microsoft form. Will take a long time. Working with wellbeing prefect on a more restorative (educational)

Outcome	What	When	Who	Resources	Progress
					approach with bullies rather than purely punitive. Have seen some positive examples of this working at multiple levels. The launch of Pulse also provides the opportunity for students to communicate in a less obvious way. Also engaging Y12 prospective leaders in a workflow to address this from the student body, linking to Brotherhood and standing up for your brothers, not covering for their poor behaviour. 10/11/2025. Pulse has been fully launched in 2026.
	Refining signing in/out processes	T1 2025	DCO, office staff	New reception staff	Not entirely happy with where we have landed with this as still some examples of boys signing out without home communication, and Y13s at lunch still messy, but better. Estelle's arrival has solved this 'overnight'. She professionally manages the communication for each and every boy. However, our various boundaries mean we still see some examples of boys leaving without passing by reception. EOY - huge improvements for general process, but still need a better system for Y13s at lunchtime in 2026. 10/11/25
2.3 An effective and sustainable pastoral care model enhances boarders' wellbeing.	Review the Boarding Discipline Policy and create a link to Orah	Term 1, 2025	RUL, DCO		April 2025 - Boarding discipline policy has been updated and is reflected in Orah in terms of categories.
	Increase collaboration between Hawke's Bay Directors of Boarding	Term 4, 2025	RUL		July 2025 - Two lunches have been held thus far this year with more planned at the end of 2025 and early 2026.

Outcome	What	When	Who	Resources	Progress
	Investigate the employment of a part time 'housekeeper'	Term 4, 2025	RUL, BAL		August 2025 - this has changed slightly into a Boarding Administrator and placed on the budgetary wish list for 2026
	Offer a residential curriculum to boarders in order to enhance our offering	Term 1, 2, 3, 4, 2025	RUL, Boarding Staff		July 2025 - A cooking course in conjunction with Hereworth School is currently being attended by ten Year 12 & 13 students. A basic mechanics course is planned for early October.
	Create more ownership of Hostels by House Managers	Term 1, 2025	RUL, Boarding Staff		Ongoing - but positive progress is being made in terms of reward systems, holding boarders accountable, sundry budgets.
	Continue to offer courses to staff through ABSA & Child Matters	Term 1, 2, 3, 4, 2025	RUL, Boarding Staff		August 2025 - Housemasters have completed various boarding and child matters courses throughout the year including; Youth Mental Health, The Academic Advantage- High-Performance Study and Prep Programs, ABSA Teenage Addictions Course, ABSA Accidental Counsellor Couse
	Continue to meet fortnightly with key boarding staff members	Term 1, 2, 3, 4 2025	RUL, Boarding Staff		August 2025 - Ongoing. Great connection point.
	Investigate Prep and how we can better develop programmes to create accountability and self-management	Term 1, 2, 3, 4 2025	RUL, Boarding Staff		June 2025 - Tony Parker held a 'how to do Prep' with the Year 11 boarders in small groups, with the emphasis on planning and organisation. August 2025 - a Year 9-10 Boarders Prep Diary is being trialled by the M13 Prep class and is proving successful.

Outcome	What	When	Who	Resources	Progress
	Continue to build on 'The Boarding Advantage' linked with 'The Lindisfarne Way'	Term 1, 2, 3, 4 2025	RUL, Boarding Staff		The Boarding Advantage is centre in our Boarding Handbook, signage, pastoral rewards and consequences, and in our communication to parents and boys.
2.4 A human resources framework exists that ensures the College attracts, retains, develops and supports high quality kaimahi/staff	Work with Sharlene to create a job description and advertisement for a 0.5 HR resource at the College. Appoint to the role in Term 3 2025	Term 1-3, 2025	STH, Sharlene Taylor		August 2025: Completed successfully with the help of a recruitment agency. Unfortunately, the successful applicant resigned shortly after being appointed. Sharlene is working with the recruitment agency to find a replacement. Nov 10 2025: Sue Caswell appointed to the role for four days per week. Settling in well.
	Create HR folders for all Lindisfarne staff in Rector's drive. Provide access to BAL and Kay so that they can populate the folders with HR-related documents for all non-teaching staff.	2025	STH, SAA, BAL, Kay		Completed by Savannah August 2025.
	Tidy up the HR electronic folder in Rector's drive, to ensure the HR processes for dealing with appointments and personnel matters are more efficient.	Term 2 2025	STH, SAA		July 2025. This has been completed successfully. All HR related folders have been tidied up by the Rector and the entire electronic folder has been migrated to Sharepoint and shared with relevant staff. This is in excellent order ready for the new Rector and new People and Culture Manager to manage.
2.5 Mana Orite mo to Matauranga Māori is valued and celebrated in a variety of settings across the College.	Celebrate Te Ao Māori Across College Life in 2025	Throughout 2025	SLT		November 2025 - Incorporate Māori design elements with the installation of the Tukutuku panel in the Chapel. Continue to build and develop the pōwhiri for new staff and students
	Embed Mātauranga Māori into Curriculum and Pedagogy in 2025	Throughout 2025	HOF's and HOD's		Term 1 2025 - Review current subjects to identify where Mātauranga Māori is already present and where it can be meaningfully integrated.

Outcome	What	When	Who	Resources	Progress
					November 2025 - Continue to run Wananga Wednesdays where culturally responsive pedagogy and Māori worldviews can be demonstrated.
2.6 Annual College events celebrate the rich diversity of cultures at Lindisfarne College.	Embed Cultural Inclusion into All Major College Events in 2025	2025	SLT		November 2025: We begin major events (e.g., prize-givings, sports days, chapel services) with karakia or mihi. We encourage students to present cultural performances or displays as part of regular assemblies and College-wide events.
	Normalise Cultural Dress as Part of College Identity in 2025	2025	SLT		November 2025: We now allow students to wear lavalava, which acknowledges and affirms Pasifika identity, promotes inclusivity, and signals that cultural expression is valued in everyday school life.
2.7 A high-quality communications model is established on multi-level platforms	Conduct a comprehensive review of the annual communications cycle to ensure consistency across all platforms and prioritise proactive, strategic communications over reactive responses.	Term 2, 2025	NPA/SLT		We have successfully implemented SchoolBridge across the Lindisfarne community, bringing together all our key communications onto one central platform. This has streamlined the way we connect with staff, students, and caregivers. It has enhanced accessibility and consistency in our communications. November 2025
	Conduct audience surveys to evaluate the effectiveness of current communication methods and ensure the appropriate platforms are used to deliver the right messages efficiently.	Term 2 & 3, 2025	NPA	Survey Monkey	Audience surveys have been put on hold this year to avoid survey fatigue. Instead, we are focusing on the stakeholder survey, last run three years ago, to benchmark how our brand and reputation are viewed. This survey is underway and will be completed by 31 August. November 2025
	Collaborate with key areas of the school that engage directly with our main audience to provide training on	Term 1, 2025	NPA	Chat GPT/Copilot	Nicola has attended several professional development seminars and webinars on AI in the last 6 months. Connections have

Outcome	What	When	Who	Resources	Progress
	delivering consistent messaging. This includes utilising tools like AI to draft communications while maintaining the authentic "Lindisfarne Way" language and tone.				been made with potential speakers and tutors in this area that we can look to include in future teacher only days. November 2025
2.8 An annual cycle of client surveys is established and delivered in order to receive regular feedback from the College community	Analyse the 2024 Survey Data and present to Board and other key stakeholders	Term 1 2025	NPA	Survey Monkey	2024 Surveys have been completed. Analysis to be done and reported back to College Council at the relevant time. November 2025
2.9 A community engagement strategy is implemented to maximise connections with old boys and friends of the school	20-Year Reunion for Class of 2005	2025	JPE & Old Boys		In progress - The College has contacted 2005 Head Boy, Willy Reynolds, to help organise the Class of 2005 20-Year reunion in 2025. November 2025: This has now been rescheduled until 2026.
	Father & Sons, All Black Rugby Test Evening – LCOBA	2025	JPE & Old Boys		In Progress - This is scheduled for 6th September. Hosted by the Old Boys' Association, this will be a wonderful opportunity for Old Boys, parents, and staff to come together to watch the All Blacks Vs Springboks match in the College auditorium. The aim of the event is to strengthen friendships and connections across generations. COMPLETED - very successful with just over 120 attendees
	Young Old Boy Engagement – YOB speakers for current Year 13s	2025	JPE & Yr13 Dean		Completed - Held on the 23rd June. We had 6 recent leavers (about 3 years out) addressing Year 13 students about navigating university, employment, and life after college, adding value to our graduating students' future readiness.

Outcome	What	When	Who	Resources	Progress
	"Older" Old Boy Engagement (50+ years out) – Puketapu Lunch & HB Club Dinner	2025	JPE & Old Boys		Completed - Approximately 30 attendees, with a number of new members participating.
	Recognition & Celebration of Old Boys – Hall of Fame implementation, Honours Tie ceremonies	2025	JPE & SLT		We have added three new 'Notables' to the wall. Dr John Wakeman, Dr Phil Lyver and Pere Maitai. There was also an honours tie ceremony carried out for John and Michelle O'Sullivan on Friday 10 October in Term 4 during Assembly. November 2025.
	New CRM System Implementation – Improved Old Boy communication & connection	2025	New CRM Co-ordinator	ToucanTech software	The implementation of ToucanTech is well underway and progressing to plan: Term 1: - Project Coordinator appointed. - Kick-off, training, and data familiarisation Term 2: - Data cleansing, file format agreement, and migration - Website design, testing, and launch campaign planning. Term 3: - URL switched and community launch (week 1 of term 3) - Initial campaigns commence. - Continuous data cleansing - Events module set-up Ongoing: - Continuous training and handover to wider team - Active campaigns and data maintenance
	Lost Old Boys Project	Continuous	Advancement Coordinator (JPE)	CRM, LinkedIn, Social Media, Networks	This project was launched alongside the migration to the new CRM and will be continuous through several different avenues. November 2025.

Outcome	What	When	Who	Resources	Progress
2.10 The College Council, Old Boys, PFA and Foundation are linked, and relationships fostered to achieve a collaborative approach to supporting the school in areas of advancement.	Present Advancement Strategy to College Council, foundation and SLT.	2025 - When arranged with College Council	NPA		Nicola to organise a presentation of this strategy to Board, SLT and a foundation member. This has been put on hold until after the stakeholder survey analysis has been completed. November 2025.
	Define further the Foundation what/why/how to better meet the needs of the College. Linked to the Advancement Strategy	2025	NPA		Key questions asked during the Foundation AGM to get a gauge on the vision of the Foundation. This is linked to the new strategic plan so will be further investigated once this has been confirmed. November 2025.
2.11 An inbound marketing structure is developed to attract (connect, engage, delight) the prospective akonga/student market.	Develop and launch a legacy campaign centred on environmental graphics that showcase the College's rich history and heritage throughout the campus.	Term 1 & 2, 2025	NPA	Marketing Consultant/External Designer	In progress - creatives for the boarding house and library are currently being developed. Once these visuals are confirmed and budget set, a decision on what can be achieved with the remaining 2025 budget will be made and what will need to be implemented in 2026. Creative COMPLETED - Waiting on budget to be approved for implementation. November 2025
	Develop and execute a testimonial-driven campaign, both internally and externally, to amplify the voices of our current parents. By sharing their experiences across all communication platforms, this campaign will strengthen our reputation while resonating deeply with the parents of potential students.	Term 2 & 3, 2025	NPA	Marketing Consultant/External Designer	Completed - Open day campaign was designed around this strategy. Current parents were used in radio and digital campaign with an excellent ROI. Open day numbers and lead generations from this campaign exceeded expectations. It was another year of record numbers through the campus. This campaign will be refreshed and used again in 2026. November 2025
3.1 Boarding facilities reflect a modern living environment that enhances boarders'	Continue to purchase and upgrade games to enhance the internal offerings within the hostels	Term 1,2,3, 4 2025	RUL, Boarding Staff		Games continue to be purchased including Cornholes, PS machines, foosball tables. Still more to be added - awaiting outcome on the P&F's

Outcome	What	When	Who	Resources	Progress
safety, privacy, wellbeing and comfort.					application.
	Improvement to outdoor furniture offering, by purchasing new equipment.	Term 1,2,3, 4 2025	RUL		Ongoing - still work to be done.
	Installation of Pergolas to provide areas outside each boarding hostel	Term 1,2,3, 4 2025	RUL, BAL		Shade sail quote received and will be submitted as part of the 2026 budgetary wish list - will need to be phased in over a period of time.
	Complete the refurbishment of Upper Storkey	Term 1, 2025	BAL		Not complete – Moved to 2026.
	Refurbishment of Junior House	Term 4, 2025	RUL, BAL		First draft of plans received. After a meeting with the architect, plans have been sent back for revision. Revised plans due back end of August.
	Refurbishment of Campbell House	Term 4, 2025	RUL, BAL		First draft of plans received. After a meeting with the architect, plans have been sent back for revision. Revised plans due back end of August.
	Install air conditioning in Mitchell House	Term 4, 2025	RUL, BAL		Quote received and will be submitted as part of the 2026 budgetary wish list.
	Continue to maintain and upgrade staff accommodation offering to ensure it is fit for residential purposes and complies with code.	Term 1,2,3, 4 2025	RUL, BAL		Ongoing - RUL created an inspection document for residents to complete. Thereafter, houses will be inspected by RUL. Minor issues sent to maintenance for repair, major issues added to a list and given to Barry Law for review, comment and timeline.

Outcome	What	When	Who	Resources	Progress
	Updating of interior signage in hostels.	Term 2, 2025	RUL		Ongoing - working with the Lindisfarne Marketing department currently.
	Refurbishment of Mitchell House (same approach used with Year 9 dorms)	Term 4, 2025	RUL, BAL		July 2025 - a 70% refurbishment was complete. Awaiting a timeline for the 30%
	Develop a hostel refurbishment Plan.	2024-2025	RUL, BAL		Not completed.
3.2 A College Strategic Property Plan is established to prioritise building projects over the next 10 years	Complete the 10 Year College Strategic Property Plan and sign off with College Council.	Term 2, 2025	Exec, College Council		This has not been completed. Once the Sept 2025 election has taken place, this needs to be a focus.
3.3 Existing facilities are modernized, where appropriate, in order to enhance the College environment and experiences for ākonga/students and kaimahi/staff.	Investigate the design and build of a new covered multi-sports facility to be placed on the Pakowhai Field next to Tennis courts	Term 2, 2025	STH, BAL, DCO, PAW, SHG		August 2025. We are making good progress in this area. The preferred site has shifted to the tennis court area next to the gym. We meet fortnightly to keep the momentum going with respect to this project. We have met twice with one provider and we now have a proposal in place for initial groundwork to be completed, prior to bringing proposals to the Finance Committee and College Council. Director of Sport Shane Gaffney is seeking quotes from other suppliers before we start this ground work. 6/11/2025
3.4 A College Strategic Health and Safety is established to outlines the procedures and measures in place to ensure the well-being of	Health and Safety Policy created, outlining Roles and Responsibilities	Term 1 2025	CAH and H & S Committee		March 2025 - This was outlined at the first meeting of the H & S committee Health and Safety Committee Roles Chair – Campbell; Student (Matthew); Business manager, Property, Catering, Housekeeping (Barry); 3 Staff - Tech

Outcome	What	When	Who	Resources	Progress
all individuals and activity carried out at the College or undertaken by the college.					(Darren), Science (Jared) PE (Patrick); Nurse (Nichola); Council Reps (Carl, Jacky); Boarding Jared to cover this
	Hazard Identification and Risk Assessment. Investigate a method to record and log hazards and risks, Monitoring and mitigating	Throughout 2025	CAH, BAL,	Online and mobile	March 2025 - SchoolBridge App and desktop platform launched in Term 1 of 2025. This App gives all staff the ability to identify and notify a hazard. The Notification is sent directly to CAH who keeps a log and responds to the notification. November 2025
	Emergency Procedures. Run regular Fire, Earthquake and lockdown drills, according to pre-determined schedule.	Throughout 2025	CAH	Develop handouts for staff with procedures	February 2025 - Evacuation handout distributed to staff at the start of 2025. Regular evacuation drills have been run once a term with FENZ being notified. November 2025
	Incident reporting and investigation. Develop online procedures for reporting and recording accidents, incidents, and near-misses	Throughout 2025	CAH	Online and mobile	March 2025 - This is also a function of the SchoolBridge App launched at the start of 2025. Staff are able to complete a form outline what has happened. This is then sent directly to CAH who logs the incident taking appropriate actions. November 2025
	Health and Safety Training. Identify Staff training requirements (first aid, emergency response, hazard management)	Throughout 2025	CAH, NHA	Financial support	April 2026 - The whole staff first aid training has been booked for 20th April 2026 during the Teacher Only Day. November 2025
	Complete Induction training for new staff	Start of 2025 and throughout the year	CAH		November 2025 - This has been carried out for both teaching and non-teaching staff throughout 2025

Outcome	What	When	Who	Resources	Progress
	Health and Hygiene: Introduce Infection control measures	Throughout 2025	NHA		November 2025 - Medical staff are aware of the procedures around infection control methods.
	Health and Hygiene: Ensure cleanliness and maintenance of toilets, classrooms, and other common areas	Throughout 2025	CAH, BAL, SUC		July 2025 - New cleaner employed who is also on call for out of cleaners hours duties to come and clean up spills and messes that cannot wait until the next day. November 2025
	Risk Management for Off-site Activities. Ensure specific procedures are in place for school trips, camps, and sports events.	Throughout 2025	CAH		March 2025 - CAH has met with those staff who are organising offsite trips to ensure that their EOTC documents are detailed and their responses are appropriate. ESW prints the documents off prior to departure for staff to take with them. November 2025
	Ensure Risk assessments for travel, accommodation, and activities are carried out.	Throughout 2025	CAH		November 2025 - As soon as an EOTC form is entered a message is sent to CAH who then reviews the documentation communicating with the staff member to ensure accuracy and detail.
	Ensure Supervision and communication plans for staff and parents are in place.	Throughout 2025	CAH		June 2025 - ESW prints all documentation off prior to the trip for staff to take with them ensuring that they are able to follow the plans that they have put in place. November 2025
	Monitoring and Reviewing: Carry out regular audits and reviews of health and safety practices	Throughout 2025	CAH		November 2025 - These are carried out in response to incidents and notifications.

Outcome	What	When	Who	Resources	Progress
	Monitoring and Reviewing: Establish feedback mechanisms for continuous improvement (e.g., surveys, suggestion boxes)	Throughout 2025	CAH		This has not been completed in 2025. November 2025
	Monitoring and Reviewing: Complete scheduled reporting to the Board of Trustees or WorkSafe NZ	Throughout 2025	CAH		November 2025 - Minutes of the H & S committee meetings are presented to the College Council by the council rep on the H & S committee.
	Public Health Measures: Establish procedures for managing infectious diseases, including isolation protocols	Throughout 2025	CAH, NHA		November 2025 - Policies and procedures are in place
	Public Health Measures: Establish Vaccination policies and hygiene practices (sanitizing stations, mask usage)	Throughout 2025	CAH, NHA		November 2025 - Policies and procedures are in place
4.1 The College Chapel is a dynamic and inclusive Christian setting where ākonga/students are encouraged to explore and develop their spiritual growth.	Explore the employment of an assistant to help with Chapel/RE/Service projects and service trips (both local and international). This person will organise taking our boys on Christian Holiday camps such as the Easter Camp at Hamilton's Mystery Creek. Transport boarders and day boys to Friday night youth groups.	Mid 2025-2026	SDN	Funding from school Council	This process has progressed well. We are currently working with P&C Manager to make up JD. This person we will be employed for 10 hours a week. Her Job title will be School Service Co-ordinator and this position will start in January 2026. 5/11/2025
	Extend the "Burgers and Bibles" concept to the other year level groups. To be run by senior Christian students and outside Youth Pastors.	Term 1, 2025	SDN		This concept has grown and now been split into three groups (7-8, 9-10 and 11-13). The groups are being led by Christian teachers, boys who have stepped up as leaders and members of local churches who have volunteered their time and

Outcome	What	When	Who	Resources	Progress
					talents. 13/11/2025
	Explore the feasibility of running Christianity courses like the Alpha Course.	Term 2-3, 2025	SDN		This has been answered in the section above
	Focus on improving singing in the chapel by running singing practices twice per term.	Throughout 2025	Rector, FLK and Chaplain		Rector has been working with the boys to practice their hymns twice a term and Mr Harrison and Mr Stuart continue to teach and encourage the boys to embrace a more modern style of worship. To continue. This is an ongoing process; 13/11/2025
	Create a partnership with one of the local churches so that we can start involving the boys in Friday night youth events and camps.	Term 4, 2024-2025	Local Churches + SDN		This initiative has gained large support during term 3 in 2025. There are now 5 churches involved and their support through mainly leadership and people resources has been invaluable in growing the Christian clubs in the school. 13/11/2025
	Develop a programme to take the increasing number of Christian and non-Christian boys to a Christian camp during school holidays	2024-25	SDN + Youth Pastor		This Goal was achieved by hosting the first Hawke's Bay combined churches camp over the Labour weekend in October 2024. There were 200 students from 11 churches and 13 school. This didn't occur in 2025, but is in place for 2026. 13/11/2026
4.2 Ākonga/students display the qualities of a “man of character” by demonstrating our College values in a range	Christian: Encourage teachers and students to use the College Grace.	2025	SDN + all staff		Teachers have been given copies of the Grace and some are using it in lessons. All students in Yrs 7-10 now know the College grace by heart. Staff and students are making use of the College Grace at meal times in the boarding house and after

Outcome	What	When	Who	Resources	Progress
of environments					sports fixtures. 13/11/25
	Create a version of College Grace to be put on the outside wall of the dining hall.	2025	SDN/STH		This has been completed and looks great.
4.3 High engagement in service is an integral component of a character education at Lindisfarne College.	Plant fruit trees and start a vegetable garden at the Hastings Refuge house and set up a team to maintain this project.	2025	SDN		This has been completed successfully and we will continue to upkeep these trees so they flourish and produce fruit for the residents. 11/11/25
	Start a service badge initiative in conjunction with the head boys' leadership programme to encourage and acknowledge those who are doing a great job in the service cornerstone.	2025	SDN		This has been introduced by the service prefect William Telford in 2025. It will now be up to the 2026 Service Prefect and Service Co-ordinator to implement this initiative. 11/11/25
	Take a team to the World Vision conference in Wellington to learn about national and international service opportunities and to explore the 40 days of famine initiative.	2025	SDN		This was a very successful initiative lead by the Service Prefect and the Head Boy. Over 300 students, parents and Teachers were involved in Running 600km and raising nearly $8000 for the Solomon Islands in Term 4. 13/11/2025
	Host our 2nd Women's Refuge Fundraiser.	Term 3, 2025	SDN		Completed. Over 20 boys helped to waiter, play music, sell raffles and do presentations at this public event, that raised $60k for the Refuge. Term 4 2025

5.2 Responsible financial stewardship and asset management ensure the College continues to meet the aspirations of its community and achieve the strategic vision.	Ensure continuity of financial stewardship following Dr Wakeman's resignation early in Term 1.	2025	BAL, Sharon, STH, Kay, Mike		Financial operations have continued to run smoothly and efficiently. November 11 2025
5.3 An annual planning cycle involving all key stakeholders is embedded in order to achieve the five year strategic plan.	Create a plan of action for writing a new 2026-8 Strategic Plan. Once this has been presented to the College Council for ratification, begin the process of creating the new strategic plan with key staff and College Council members	Term 2-4 2025	STH, Exec , College Council		A timeline was created with key tasks and personnel involved. A huge amount of consultation was done with stakeholder groups. STH worked with Aleise White from Cognition Education as an external consultant. The Strategic Plan is in draft mode at the moment and will be shared with College Council at the November meeting. 6/11/2025
5.4 Kaimahi/staff in positions of responsibility have a clear focus on leadership and growth in order to achieve the College's strategic aims.	Continue to focus organisational leaders on the important strategic aspects their roles and encourage them to seek out opportunities to grow their departments and portfolio areas.	2025 All year	SLT		This has been embedded for several years now. I believe there is a greater understanding of the importance of leading over managing. We now have Directors writing their own strategic plans for their areas of the College and I feel that SLT members are really driving forward their own initiatives. 6/11/2025

3. Rector's Senior Prizegiving Speech 2025

Kei aku whaka-tamarahi ki te rangi

Kei aku whaka-teitei ki te whenua

Nau mai ki tēnei kaupapa whaka hirahira

Tēnā koutou, tēnā tātau katoa.

Distinguished guests Mrs Sharon Wards - Chair of the College Council, Mrs Sharlene Taylor - Chair of the Board of Trustees and other members of the College Council, Hastings Heretaunga Mayor Wendy Schollom, Mr Roger Alexander, Patron of the Old Boys' Association. Dr Drexel and Dr Proctor, parents of our Head Prefect Chris Proctor. Students and staff of the College, along with parents, caregivers, and extended whānau members - I welcome you all to our 2025 Senior Prizegiving. A special welcome to those joining us via our livestream.

And I too wish to remember the late Dr Wakeman at this time. As Mrs Wards has alluded to, it's our first prizegiving without our former Chair of Proprietors – he didn't miss a single prizegiving, and after 40 years of incredible service to Lindisfarne, his absence his heartfelt by us all today.

Senior Prizegiving is always our most special occasion. It is a day to celebrate the year, to recognise outstanding achievement, and to farewell our graduating Year 13s - the Class of 2025.

This year, I want to begin by reflecting on our boys, our community, and the Lindisfarne Way. Over the past five years as Rector, I've had the privilege of watching this College grow, adapt, and flourish, and it has been a joy to see how the Lindisfarne Way has become a living, breathing part of daily life for our students and staff.

When we talk to prospective parents and boys about an education at Lindisfarne we describe it as a character education. We talk about our character flags such as integrity and courage, and our College values such as honesty and respect, striving and achieving. A character education at this great school is about so much more than curriculum and co-curricular pursuits. It is about finding ways to lead, whether in a formal position or simply by being a positive example. It is about being comfortable being uncomfortable, taking the risks necessary to grow, and embracing every opportunity to learn and contribute. Over these five years, I've seen this ethos guide the boys through challenges, triumphs, and the everyday moments that shape character.

And so today, we celebrate senior student achievement across all cornerstones and in the important areas of service and leadership. And that's where I'd like to start.

I want to acknowledge our strong student leadership in service and Christian character throughout 2025. Initiatives led by our Service Prefect Will Telford and Chapel Prefect Daniel Hoffmeister have reminded us all that success is not only measured in trophies or accolades, but in the positive impact we have on others. The 40-hour Challenge completed just ten days ago is testament to the fact that our student leaders have given everything right to the final bell.

Congratulations to Head Boy Chris Proctor, former Head Prefect Fergus Morunga and all the boys who have invested in the inaugural Leaders of Tomorrow Programme. What a legacy Chris and Fergus have left the school – a genuine and lasting example to others and a sustainable model. Something that many of you have benefited from this year and will continue to do so in the future.

I've been impressed with the way in which our students have strived in their Academics this year. We've given out record numbers of academic ties, academic colours, centurion awards and Rector's citations. Lindisfarne students are proud to strive in the classroom no matter where they might be on their academic journey. We will hear about first in subject, first in year and the Dux and Proxime Accessit later on, but there are also incredible things going on in our learning enhancement department, where boys who may not be receiving awards today are making outstanding progress and giving of their very best. That's just as important and I'm immensely proud of you boys.

2025 has been another stellar year for Sport at Lindisfarne and there were many highlights. Team of the year 1st XI Football dominated the HB competition all season, as did our 2nd XI who didn't drop a single point. Our Golf team, Swim Team and Clay Target teams were also Hawke's Bay champions. Our 1st XI Hockey boys again qualified for next year's Rankin Cup and the 1st XV rugby boys went up another level in performance, to claim 3rd place in CNI for the second year running. Our U15 Rugby team had a fantastic season too and were crowned HB champs in their division.

A number of individuals enjoyed incredible sporting success at the national level and we celebrated their achievements along with all other sporting accolades at last week's Sports Dinner, including Matt McKendry and Austin McDougall who won medals in Canoe Sprint and Boxing respectively. We were also proud to learn that Noah Rogers was selected for the New Zealand Secondary Schools Rugby Team.

In the Cultural Cornerstone the Production Mamma Mia, in conjunction with Woodford House, was a huge success. I went to watch it three times – I couldn't get tickets for the other two nights. It was amazing! Congratulations to Oscar Zhao for winning the Hawke's Bay Chamber Music competition with his group and well done to our Rock Band Miscellania, who had their songs streaming on Spotify and other platforms.

A special mention to Year 13 students Josef Oosthuizen and Danie Lie (Lee) for producing some outstanding compositions this year that have been performed by our various ensembles. Along with the incredible achievements of our artists, public speakers and debaters (to name a few) you can see that the Cultural Cornerstone is thriving. Thank you to everyone involved – it's been a privilege to see you perform. (PAUSE)

Yesterday all our boys either competed in or supported the Park House Relay – a uniquely Lindisfarne House Competition event that combines a whole series of different challenges. Boys from all age groups in each house run a leg of the race, taking part in a series of physical challenges. Each participant contributes in his own way, and the team succeeds because everyone plays his part, at the right time, with focus and effort.

The Park House Relay is a wonderful metaphor for life at Lindisfarne. Each of you, whether you are in Year 7 or Year 13, is running your own leg of an important race every day at school. Just like in the Park House Relay, you start the race with different strengths and weaknesses, you face different challenges along the way – some challenges you work through quickly and others take longer - you learn at different speeds.

You each run your own race. You gain skills, build character, support your mates, and prepare for the challenges that lie ahead. And when your leg of the race comes to an end, you pass on the baton - your knowledge, your example, your encouragement - to the younger boys who follow, so they can continue the journey with confidence and purpose.

And so in turning to our Year 13 leavers, this is your moment to pass on the baton. Today, you step across the stage not only to receive certificates and mementos but to mark the end of 13 years of learning and

growth. You have left your mark on Lindisfarne, you've run your race; it's time to pass the baton on. I hope you carry the Lindisfarne Way with you into the next chapter of your lives. Stand tall, be courageous, and move forward knowing you have all the potential to live a life of significance and success.

A special acknowledgment to our Head Prefect Chris Proctor, who has led with dedication, humility, and care. The way you have guided your peers, supported the College, and embodied our values is a model for every young man here today. To your Prefect Team, and the entire Year 13 cohort, thank you for the way you have worked together to lead the school and leave it in a better place.

As each of you receives your special gifts - the Lindisfarne bible, the Old Boys' tie, and your graduation certificate - remember what they represent: the values instilled here, your connection to our proud history and the time and effort invested in your education. You leave with knowledge, skills, friendships, and memories that will shape the rest of your lives. Congratulations boys – I couldn't be prouder of you and I'm genuinely excited for you as you graduate today.

I also want to take a moment to thank those who have provided me with the support I've needed to carry out this wonderful role. College Council Chair Sharon Wards– thank you for having faith in me to carry out the role of Rector for the past five years and thank you for always supporting me. For picking up the phone every time, for leading and guiding with grace, humility and genuine love and warmth. You've made a fantastic appointment in Craig Hardman and he will be blessed to have your support. I also thank all other members of the College Council for your support of me and the College. Your sacrifice and service makes a genuine difference to our world.

To my Executive team - Deputy Rector Mr Howlett (aka Superman), Assistant Rectors Mrs Duncan, Mr Cournane and Mr Atkinson, and Business Manager Mr Law - your leadership and service has been exceptional, thank you. To our teachers, coaches, tutors, and wider staff - thank you for your unwavering dedication. To parents, caregivers, and whānau - your partnership in the education and wellbeing of our boys is invaluable – my sincere thanks. Finally, to my wife Lydia, for your unwavering support, patience, and care - thank you. I know you're looking forward to spending more time with me next year, and I also know that feeling won't last long.

Reflecting on these past five years, I feel immense pride in what this College has achieved and in the extraordinary young men who have passed through our gates. It has been an honour to serve as Rector, and I leave with gratitude for the friendships, experiences, and shared journey we have had together.

The experience of Principalship has been one of the most rewarding and challenging things I've done in my life. I now pass the baton on to Mr Hardman, who is going to be an outstanding Rector for you all. I wish him and his family all the very best as they set up a new life in the Bay and at this outstanding college.

To the students returning next year, I wish you well as you continue to grow in your journey. And to the Class of 2025, I wish you every success in the years ahead. Go courageously, as men of character. Live with purpose and continue to serve – the greatest form of leadership.

Congratulations to all prize-winners, our Year 13 graduates, and to everyone who has contributed to another outstanding year. Enjoy a wonderful summer and festive season with your families and whānau.

No reira, tēnā koutou, tēnā koutou, tēnā tatou katoa.

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4. NCEA and NZ Scholarship Results 2025

NCEA Pass rates for 2025 are provided along with the historical results in the table below. Of particular note is the increase in Level 3 Results and University Entrance.

% Success in NCEA 2020 - 2025							
	2019	**2020**	**2021**	**2022**	**2023**	**2024**	**2025**
Level 1	93.5	94.1	96.4	98.8	94	95	91.8
Level 2	100	95.2	97.5	96.4	100	97	94.4
Level 3	91	92.4	97	97	94	92	96.3
UE	84.6	89.4	89.4	86.4	84	83	90.1

- Lindisfarne College students achieved 19 NZ Scholarship passes in 2025, including two outstanding Scholarship. The results were:
    - 19 scholarships across 9 subjects.
    - 2 Outstanding Scholarship: Jasper Jamieson – English and Chris Proctor in English.
    - Chris Proctor: Four Scholarships
    - Yancheng Han (Year 10) - Calculus Scholarship
    - Three Year 12 students earned scholarships.
    - On 12 February we celebrated all of the students and staff success at morning tea. This included those who graduated in 2025 attending

5. Statement of compliance with employment policy

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	• Staff are provided with appropriate first aid training. • The College supports flexible leave and working arrangements where appropriate. • Everyone is responsible for health and safety • **All staff are expected to:** • Take reasonable care of their own health and safety. • Take reasonable care to ensure their actions or behaviour do not adversely affect the health and safety of others. • Follow any reasonable health and safety instruction given by the Rector, or an appropriately delegated person, to assist the College in meeting its obligations under the Health and Safety at Work Act. • Report hazards, risks, incidents or health and safety concerns promptly through the appropriate College processes. • Contribute to a positive culture where health, safety and wellbeing are a shared responsibility.
What is in your equal employment opportunities programme? How have you been fulfilling this programme?	• The person best suited to the position, based on their skills, experience, qualifications and aptitude, will be offered employment. The College recognises the value of diversity within its workforce and considers the

	contribution that different backgrounds, perspectives and experiences can bring when determining suitability for a role. • The College is committed to ensuring that all employment and personnel practices are fair, consistent and free from unlawful discrimination or bias. The Rector, or an appropriately delegated member of the Senior Leadership Team, is responsible for ensuring these principles are applied throughout the employment process, including recruitment, appointment, professional learning and development, promotion, conditions of employment and career development.
How do you practise impartial selection of suitably qualified persons for appointment?	In making an appointment, the following will be considered: • The candidate who is best suited to the position against the established selection criteria. • The College's Equal Employment Opportunities (EEO) principles. • The candidate's eligibility and suitability for appointment. • The Appointment Committee, or appropriately delegated person, will complete the required referee, background and pre-employment checks. • The Appointment Committee will select the preferred candidate and, where required, seek Board approval before an appointment is confirmed. • No candidate will be appointed without first participating in an appropriate interview process.
How are you recognising • The aims and aspirations of Māori; • The employment requirements of Māori; and • Greater involvement of Māori in the Education service?	• The College is committed to employment practices that recognise and respond to the aspirations and needs of Māori.
In what ways have you enhanced the abilities of individual employees?	• The College enhances the abilities of individual employees through professional learning and development, mentoring and coaching, professional growth processes, leadership opportunities, induction and ongoing training. Staff are encouraged to develop their professional and cultural capability, extend their

	areas of expertise, and pursue opportunities for career development. Where appropriate, the College provides time, funding and resources to support this development.
In what ways are you recognising the employment requirements of women?	• The College recognises the employment requirements of women through fair and equitable employment practices. This includes reasonable consideration of parental and caregiving responsibilities, flexible working and leave arrangements where appropriate, and equitable access to professional learning, leadership and career development opportunities.
In what ways are you recognising the employment requirements of persons with disabilities?	• The College recognises the employment requirements of persons with disabilities through fair and equitable employment practices and reasonable workplace accommodations. This may include adjustments to working arrangements, facilities, technology or room allocation to support accessibility, participation and success.

Good employer policies should include provisions for an Equal Employment Opportunities (EEO) programme/policy:

Reporting on Equal Employment Opportunities (EEO) Programme/Policy		
	Yes	
Do you operate an EEO programme/policy?	YES	
Has this policy or programme been made available to staff?	YES	
Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?	YES	
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	YES	
Does your EEO programme/policy provide for regular	YES	

reporting on compliance with the policy and/or achievements under the policy?		
Does your EEO programme/policy set priorities and objectives?	YES	

Annual financial statements and notes

These will be inserted once they have been audited. The audit for these account has been delayed.