

# 2025 ANNUAL REPORT



ÉCOLE FRANÇAISE INTERNATIONALE  
AUCKLAND



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# 1. VISION IN ACTION

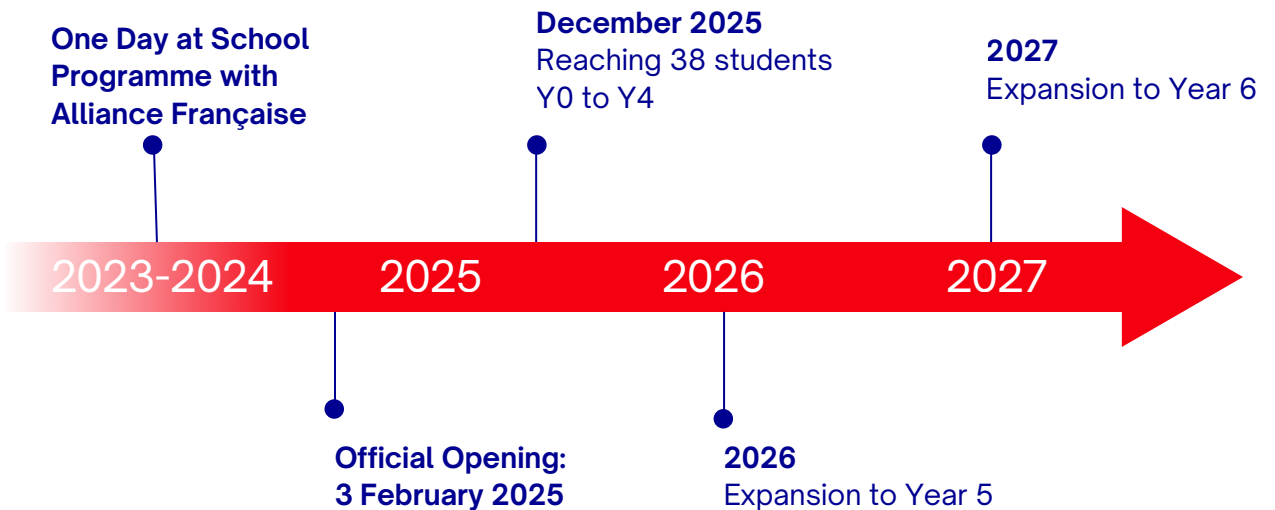
## MESSAGE FROM THE BOARD OF DIRECTORS

2025 was a year of decisive action and significant growth for the École Française Internationale Auckland (EFIA). Grounded in the 130-year heritage of the Alliance Française Auckland, we have successfully translated a strategic vision into a thriving reality.

Since opening our doors in February 2025, our community has grown steadily, reaching an enrolment of 38 students by the end of our inaugural year.

We are incredibly fortunate to have such a dedicated teaching team led by our Principal and Deputy Principal. Together with our families, they are driving the school's development at an extraordinary, accelerated pace.

Having successfully launched Years 0 to 4 in 2025, we have already expanded to Year 5 in 2026 and will reach Year 6 in 2027, completing our full primary cycle in record time.



This first annual report bears witness to the solidity of our pedagogical foundations and the vitality of a dedicated school community.

There is no doubt that this remarkable momentum is only the beginning of a long and inspiring educational journey.

Emmanuelle Geron

### Founding Board directors

Yves-Louis Dorsemaine  
Nathalie Bourneville  
Emmanuelle Geron  
Deborah Walker



# 2. PRINCIPAL'S FOREWORD



*It is with immense pride that I welcome you to our inaugural Annual Report. Building a school from the ground up is a beautiful, bold venture, and looking back on our first year, I am awestruck by what we have accomplished together.*

*Year one is never a walk in the park. Building a school culture from scratch comes with its fair share of unpredictable hurdles. However, our community met every challenge with a powerful toolkit: resilience, creativity, imagination, and a healthy dose of humour. Learning to laugh through the hurdles kept us grounded and turned every obstacle into a stepping stone. Our greatest reward has been the smiling faces of our students arriving at school each morning, genuinely excited to learn.*

*This incredible journey culminated in our first school fair, a vibrant celebration that beautifully showcased the outstanding progress made by all our students. Seeing our young learners confidently share their work and connect with the community in both languages was the perfect testament to how much they have thrived.*

*Thank you to our dedicated staff, supportive parents, and brilliant students for making our first year an unforgettable success. The foundation is laid, and our future is incredibly bright.*

*Stéphanie Layec, Principal*



## **Founding Teaching team**

Paul Barrier

Stéphanie Layec (Principal)

Elodie Rodriguez (Deputy Principal)

# 3. OUR SCHOOL AT A GLANCE

## THE SCHOOL'S MOTTO: "ONE SCHOOL, TWO LANGUAGES, A WORLD TO EXPLORE"

EFIA is a unique educational model in New Zealand, combining high academic standards with an inclusive community spirit:

- **Curriculum:** A dual-excellence model delivering the **French National Curriculum**, purposefully integrated within the New Zealand environment. We integrate local history, geography, and bicultural perspectives into the French academic framework, ensuring our students are deeply rooted in their New Zealand environment while following an international pathway.
- **Bilingual teaching:** 70% in French and 30% in English with French and English native speakers.
- **Charter School Status:** As one of New Zealand's inaugural Charter Schools, we provide **tuition-free education** for domestic students, on a **non-zoned basis**, ensuring financial barriers do not limit access to bilingual excellence.
- **Location:** Situated at 127 & 131 Remuera Road, our "French Campus" offers a bilingual learning environment in the heart of Auckland.



**Class levels:**

2025: Y0-Y4

2026: Opening Y5

2027: Opening Y6

**No Enrolment Zones:**

EFIA does not operate under a geographic enrolment scheme. We proudly welcome students from all over Auckland, fostering a vibrant and diverse school community.

**AEFE accreditation:**

A proud candidate for AEFE (Agency for French Education Abroad) accreditation, connecting our students to a global network of over 600 French international schools.

**A Balanced Approach to Technology**

We protect student development by maintaining a device-free environment up to Year 4.

From Year 5, digital tools are introduced progressively to build essential, healthy digital competencies.

# 4. STRATEGIC IDENTITY AND OFFICIAL RECOGNITIONS

EFIA is built on a foundation of transparency, accountability, and ethical conduct, values upheld by the Alliance Française Auckland since 1896.

The year 2025 was marked by several major institutional milestones:



**Charter School Agency (CSA) Monitoring:** Operating under the continuous oversight of the CSA, EFIA consistently met and exceeded its 2025 performance targets for academic achievement, student attendance, and financial sustainability.



**Education Review Office (ERO):** Our inaugural ERO review in March 2025 confirmed EFIA's full compliance with New Zealand's regulatory requirements for Health, Safety, Welfare and Personnel Management.



**AEFE Accreditation:** Following official candidacy in late 2025 and a successful pedagogical inspection in February 2026, EFIA is progressing towards its accreditation by the Agency for French Education Abroad. This validates our alignment with French National Education standards, with final ratification targeted for mid-2026.



**Signatory of the Code of Practice for International Learners since May 2025** and member of the **SIEBA** association, EFIA provides a globally recognized standard of care and support for our international student community.



**Certified Enviroschool since November 2025** and part of the national sustainability network, EFIA provides a progressive framework for environmental stewardship and ecological action across all year levels.



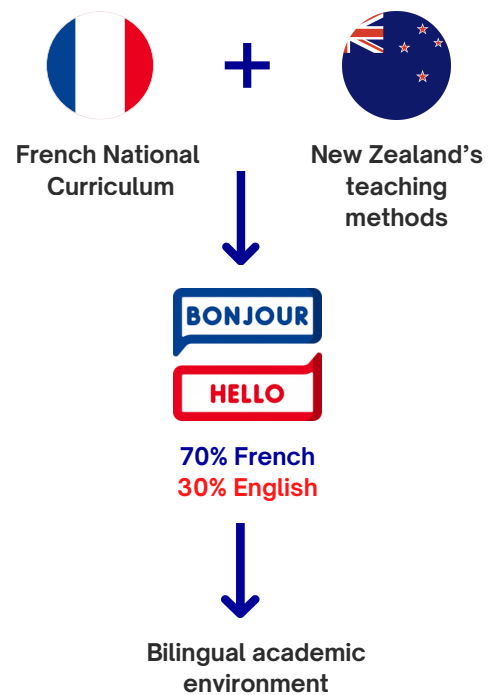
**AAFEBS Network Integration:** Through our participation in the Australian Association of French English Bilingual Schools (AAFEBS) since November 2025, we have established active Trans-Tasman pedagogical collaboration and professional exchange, continuously elevating our bilingual framework.

# 5. PEDAGOGICAL EXCELLENCE & THE BILINGUAL MODEL

## Educational offer

EFIA combines the academic rigour of the French National Curriculum with New Zealand's student-centred teaching methods. Our **structured immersion model** (70% French, 30% English) fosters both natural and academic language acquisition in both.

This success is driven by a dually qualified team: teachers who hold French Education diplomas and are also registered with the Teaching Council of Aotearoa New Zealand. This dual professional culture ensures a nurturing, bilingual environment.



## Learning Cycles

Teaching is structured into three cycles to ensure a coherent progression as required by the French curriculum:

### Cycle 1 (Years 0-1)

#### Early Learning

Focus on language development

Development, socialisation

Psychomotricity skills

### Cycle 2 (Years 2-4)

#### Fundamental Skills

Mastery of reading

Writing

Numeracy, alongside an introduction to scientific reasoning

### Cycle 3 (Years 5-7)

#### Consolidation

Strengthening bilingual proficiency

Preparing for secondary education

## Linguistic support

EFIA ensures successful student integration through specialised language support (FFL—French as a Foreign Language—and ESOL—English for Speakers of Other Languages) and a classroom structure that limits each class to a maximum of two year levels. This traditional, small-scale environment allows for rigorous academic monitoring.

## The power of the bilingual brain

Research across different language pairs suggests that immersive bilingualism in primary school-age children contributes to building:



**Superior executive functions**



**Social skills**

- Better problem-solving
- Multitasking
- Cognitive flexibility

Here are some references:



- **Oberc, K. A., Vettori, G., Bigozzi, L., & Filippi, R. (2025).** “Effects of Italian/English bilingual education on cognitive development: A pilot study.” *The International Journal of Bilingualism: Cross-Disciplinary, Cross-Linguistic Studies of Language Behavior*, 1-25.
- **Chamorro, G., & Janke, V. (2022).** “Investigating the bilingual advantage: the impact of L2 exposure on the social and cognitive skills of monolingually-raised children in bilingual education.” *International Journal of Bilingual Education and Bilingualism*, 25(5), 1765–1781.
- **García, Ofelia, (2008).** “Benefits of Bilingualism”, *Bilingual Education in the 21st Century: A Global Perspective*, John Wiley & Sons, 119-135, Chap. 5.

## Measuring Achievement: A Comprehensive Assessment Model

We measure success through a robust dual-curriculum assessment framework, designed to track academic growth with precision while keeping parents at the heart of the learning journey. Our approach combines continuous classroom monitoring with rigorous national standardised testing from both France and New Zealand.



### French Curriculum: Continuous Monitoring and Progression

Student achievement within the French framework is monitored consistently throughout the academic year.



### Diagnostic Foundations:

We begin each year with initial diagnostic evaluations. These assessments allow our teachers to identify each student's starting point and tailor instruction to their specific needs.



### Continuous Tracking:

Throughout the year, students are assessed against the rigorous learning progressions of the French National Curriculum.



### Competency Portfolios:

Progress is documented through detailed portfolios that track the mastery of specific skills, providing a holistic view of the child's intellectual and social development.

Reporting is frequent and transparent. By combining French competency-based tracking with New Zealand standardised data, we provide parents with a comprehensive "360-degree" view of their child's achievements. This ensures that every family understands not only where their child stands today, but the clear path set for their future growth.



### New Zealand Standards Performance and Accountability

To fulfill the requirements of our **Performance Contract with the Charter School Agency (CSA)**, EFIA implements a rigorous schedule of standardised national assessments from Year 3 on.



### E-asTTLE Assessments:

We utilise the e-asTTle platform to measure student performance in core subjects. These assessments are conducted twice a year to provide a measurable record of academic value-added and progress.

## Cultural Integration & Bicultural Connections

At EFIA, our curriculum seamlessly weaves together the richness of French academic tradition with the distinctive heritage of New Zealand, ensuring our students are deeply immersed in local culture.

- **National Celebrations:** Students actively engage with Aotearoa's landmark national events, gaining a meaningful understanding of traditions such as Waitangi Day and Matariki. These celebrations are embedded into school life to foster community connection, reflection, and shared values.



- **Te Reo Māori:** Students are regularly introduced to Te Reo Māori, learning everyday vocabulary, protocol (tikanga), and songs (waiata).
- **Historical Bridges:** Anzac Day & The Le Quesnoy Museum Project. We actively build meaningful connections between French and New Zealand histories.

- **Comparative Geography & Culture:** Our pedagogical approach frequently utilises comparative studies. By analysing and contrasting the geography, landscapes, and societal structures of France and New Zealand, students develop strong analytical skills and a global perspective.



Through this dual cultural immersion, our students don't just learn side-by-side in two languages; they develop a genuine sense of belonging to New Zealand while cultivating a deep appreciation for their place in the wider global community.

# 6. GOVERNANCE AND HUMAN RESOURCES

**Institutional Synergy: Board and Pedagogical Team working hand in hand.**



EFIA's structure relies on close synergy between strategic governance and pedagogical leadership.



The Board defines major orientations and guarantees financial and legal viability.



Implementation is entrusted to the Principal, who leads a highly qualified team of native French-speaking teachers and English-speaking teachers.



All staff are registered with the Teaching Council of Aotearoa New Zealand, with some holding a Limited Authorisation to Teach (LAT) as they finalise the recognition of their overseas diplomas by NZQA.

## Parent Involvement: The Pillar of our school

In the French tradition, parents are essential partners. They play a vital role in governance through the **School Council**.



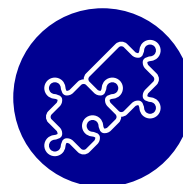
**Elected Representation:** Each year, families participate in a regulated election process to choose representatives. These representatives serve as official liaisons between parents, teachers, and leadership.



**Formal Decision-Making:** The School Council meets once per term to discuss the pedagogical project, student wellbeing, internal regulations, and safety. They serve as an official voice for parents in the school's decision-making process.



**Community Spirit:** Parents actively contribute to fundraising, help to organise the school fair, and manage the daily Walking Bus.



**Integration:** Our highly motivated core group of parents ensures that all new families are seamlessly integrated and involved, helping them understand the requirements of being a Charter school and a future AEFÉ-accredited school.

# 7. 2025: A YEAR OF FOUNDATIONS AND GROWTH

## FIRST SEMESTER: LAYING THE FOUNDATIONS

### Term 1: Launch and Identity



**3 February 2025**

#### **A Historic Opening:**

Welcoming our founding families and the official launch of the school.



**February 2025**

#### **Sport and Well-being:**

Launch of weekly training sessions at the Remuera Rackets Club, including the Les Mills Born to Move© programme.



**18 February 2025**

#### **Global Reach:**

EFIA featured on the 8 PM news on TF1 (France) in a report on earthquake preparedness in New Zealand.



**March 2025**

#### **Visual Identity:**

Official unveiling of the school logo.

### Term 2: Community Roots and Tradition



**25 April 2025**

#### **ANZAC Day Commemorations**

Students crafted a wreath and participated in the ceremony at St Aidan's Church Memorial, anchoring the school in our dual national history.





**May 2025**

**School Life**

Launch of the parent-led "Walking Bus".  
Approval of the 2025-2028 school's project.  
Unveiling of the official EFIA uniform.  
French Embassy Drawing Competition:  
winner of the Y0-Y2 Category Prize.



**7 June 2025**

**Open Day**

Our second event welcoming prospective families.



Eric, Y0-Y2 Category Prize



**19 June 2025**

**Local Culture**

Matariki performance celebrating the Māori New Year.



## SECOND SEMESTER: GROWTH AND ENGAGEMENT

### Term 3: Expansion and Momentum



**14 July 2025**

**Expansion**

Opening of a new Year 0 class to meet growing demand.



**August 2025**

**Animal-Assisted Pedagogy**

Introducing Fudge, our school puppy, providing hands-on learning in empathy and animal welfare.



**20 August 2025**

**Culture & Sport**

Visit to the Auckland Art Gallery Toi o Tāmaki (*Ani O'Neill exhibition*), followed by a dynamic *Born to Move*® session at Albert Park.



**30 August 2025**

**Sold Out Success**

A "Full House" Open Day, confirming the strong appeal of the school.



## Term 3: Global Citizenship and Transformation



**21 October 2025**  
**Enviro Engagement**

Visit to a local community garden, marking the start of our ecological initiatives.



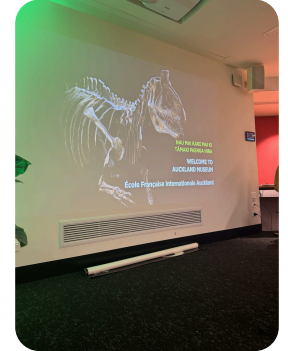
**8 November 2025**  
**Community Garden Project**

A collaborative day with the OKE Charity and parents to transform our garden. Received a donation of an "Earth Box" containing 200 seed varieties.



**14 November 2025**  
**Scientific Exploration**

Trip to the Auckland Museum focusing on volcanology and palaeontology.



**24 November 2025**  
**Eco-Responsibility**

"Sea Cleaners" operation—beach clean-up and awareness session on marine turtle protection and plastic impact.



**November 2025**  
**Infrastructure & Recognition**

- Officially becoming an EnviroSchool.
- Completion of renovations and installation of the new playground at 127 Remuera Road.
- First-ever official school photos.

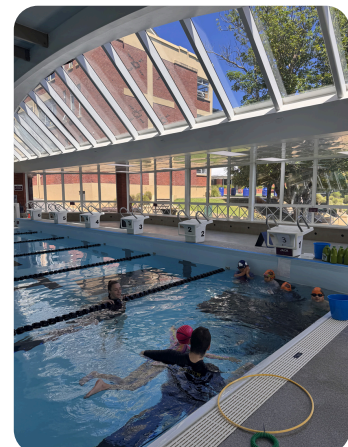


## Term 4: The Grand Finale



**November 2025**  
**Life Skills**

Launch of the **Water Safety** programme at the King's School pool.





**5 December 2025**  
**Official Inauguration**

A prestigious ceremony to mark the opening of the new premises, in the presence of the Associate Minister of Education and the French Ambassador to New Zealand.



**6 December 2025**  
**Year-End Celebration**

School Fair and Puppet-show performance in French!  
The play won **1st Prize** in the AAFEBs junior drama category, a major achievement for a first-time entry.



**11 December 2025**  
**Musical Discovery**

"Symphonia" day at Freemans Bay: Introducing students to different musical instruments.



Symphonia music school, Freemans Bay

# 8. VIBRANT SCHOOL LIFE

Well-being is a strategic pillar of our school, supported by concrete programmes:

- **Language & Cultural Immersion:** Our students benefit from a unique "French Campus" experience through our deep-rooted partnership with the **Alliance Française Auckland**. This provides daily exposure to French cultural life, access to extensive linguistic resources, and participation in community-wide events.

*af* Alliance Française  
Auckland



- **After-School Care & Family Wellbeing:** The After-School care programme supports working families by providing a seamless, stress-free end to the school day. Students can unwind and socialise in a safe, nurturing space, while naturally advancing their French and Spanish language skills through engaging, play-based activities.

- **Physical Vitality & Athletic Excellence:** We prioritise physical literacy through elite partnerships. This includes the **Born to Move**® programme by Les Mills, tennis and sports sessions at the **Remuera Rackets Club**, and specialised swimming cycles at the **King's School Aquadome** under the nationally recognised **Swim Safe** programme.



## Emotional Intelligence & Positive Climate



Cultivating resilience is a cornerstone of our curriculum. We have integrated the "**Pause, Breathe, Smile**" mindfulness programme alongside the **PB4L (Positive Behaviour for Learning)** framework to ensure a supportive, calm, and inclusive environment.



**The Lili Programme:** Backed by the French Ministry of National Education, this educational programme with a screen-free audio application and training framework develops social-emotional and language skills for students aged 3–15, while supporting wellbeing, anti-bullying initiatives, and inclusion.



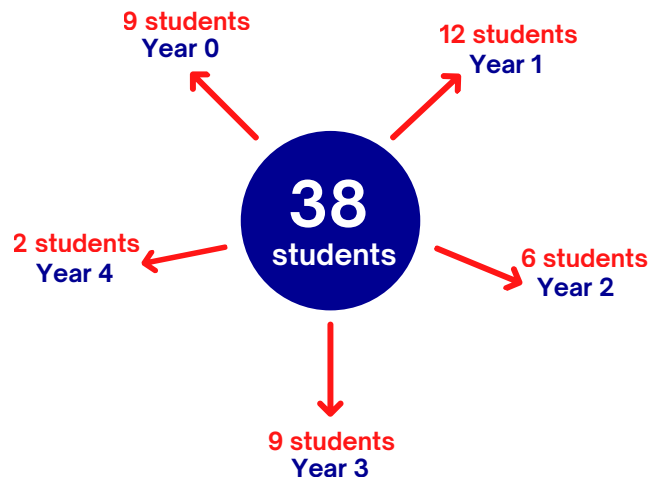
**Environmental Stewardship:** The "Oke Garden" serves as our living laboratory for sustainable gardening. This commitment to sustainability was officially celebrated when EFIA became an Enviroschool in November 2025.



**Animal-Assisted Pedagogy:** The arrival of Fudge, the school puppy, has enhanced our pastoral care. As the centerpiece of our animal-assisted pedagogy, Fudge helps students develop emotional regulation, empathy, and a practical understanding of animal welfare.

# 9. MEETING CHARTER SCHOOL PERFORMANCE CONTRACT OBLIGATIONS

On track to reach its target establishment roll of 60 students by March 1, 2026, the school concluded the 2025 year with:



**Diversity: 19 different nationalities represented in 2025**

New Zealand, France, Belgium, Spain, United Kingdom, Mexico, Brazil, Japan, Fiji, China, USA, Canada, Cameroon, South Korea, Singapore, Morocco, Chile, India and Australia

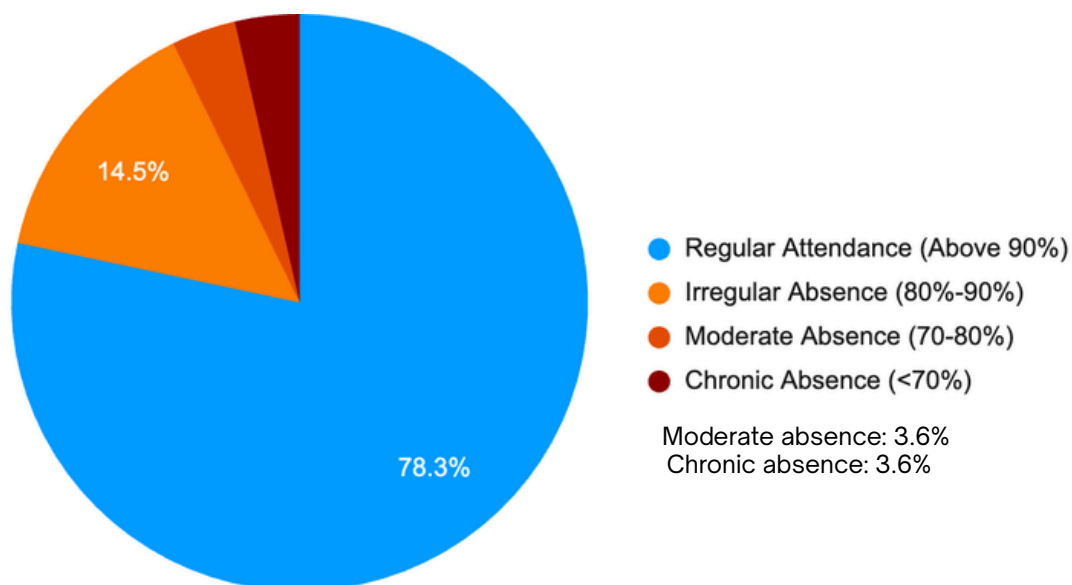
- **Performance:** Compliance reached for all targets:
  - Student attendance
  - Academic progression
  - Financial management
  - Compliance with regulatory requirements.



## A - Student attendance - Fostering Engagement & Belonging

The school recorded an annual average attendance rate of **78.3%** for 2025, well above our contractual Minimum Performance Threshold: 60%.

Notably, even as the student roll expanded in Term 4, our attendance rate climbed to **84%**, surpassing the final 80% target of our Performance contract.



*The calculation is obtained by weighting the termly percentages against the number of students present each term, given that we experienced strong roll growth over the course of the year.*

*Detailed attendance data are available in Appendix A.*



Our attendance rates reflect a school culture where students feel a genuine sense of purpose.



**A joy for learning:** We aim for a balanced day where academic challenge meets physical activity and social connection.



**Pride in achievement:** Whether through student-led art projects or acting as "language ambassadors" at home, our students take visible pride in their progress, which strengthens their connection to their daily learning.



**A community hub:** Through our partnership with the Alliance Française and our after-school clubs, the school is a place of constant discovery.



**Ownership & responsibility:** We encourage students to take small leadership roles, such as in the Walking School Bus. These responsibilities foster a sense of pride and a commitment to their peers.



**Connection to the Land:** As an **Enviroschool**, our students have a hands-on bond with the "Oke Garden". Caring for living projects they helped create gives them a personal reason to be at school every day.



**An Active Week:** With a rich programme of cultural trips and professional sports coaching, we ensure there is always a compelling reason for students to engage with their community.



## B - Student academic achievement

### *New Zealand assessments (e-asTTle):*

At the end of 2025, we used the e-asTTle assessment tool for Year 2 in maths and reading, and **100%** of the assessed students were at or above the expected curriculum level.

**95%** of the students in **Years 3 and 4** were at or above curriculum level overall in Writing and Mathematics and **100%** at or above curriculum level in Reading.

The contractual Minimum Performance Thresholds were therefore exceeded:

- Reading: 70%
- Writing and Math: 35%

## Year 3 & 4

### Writing & Maths

**95%**

Our results

**35%**

Minimum  
Performance  
Thresholds

### Reading

**100%**

Our results

**70%**

Minimum  
Performance  
Thresholds

### *French national assessments:*

The overall results are the following:

- Cycle 2 (Y2-3-4): **54.6%** of the results are at or above the expected curriculum level.
- Cycle 1 (Y0-1): **58.7%** of the results are at or above the expected curriculum level.

**54.6%**

At or above expected level  
Cycle 2 (Y2-4)

**58.7%**

At or above expected level  
Cycle 1 (Y0-1)

Considering that most of our students entered the school without any knowledge of French, as none of their parents speak French (5 French speakers out of 38 students), that many of them joined the school during the year, and that all these assessments were conducted in French, these results are well above what the teaching team had anticipated for the school's first year.

*Detailed data are listed in Appendix B.*

## Student academic achievement Y0-Y2

### Student progress in literacy and numeracy in both languages

Reflecting on the 2025 academic year, the Year 1 students demonstrated exceptional progress in both literacy and numeracy.



In **Literacy**, students built a strong foundation in vocabulary and phonics, enabling them to correctly pronounce words in both French and English.

By the end of the year, their deep understanding of the alphabet and word formation empowered them to write beautifully across various handwriting styles, including capital, print, and cursive.



In **Numeracy**, purposeful play and hands-on manipulation of numbers and shapes were vital in building a strong conceptual understanding of mathematics. This tactile approach allowed them to grasp fundamental operations and begin problem-solving confidently.

By the end of the year, all students exceeded expected competencies, demonstrating the ability to perform addition and subtraction.



## Student academic achievement Y0-Y2

Student progress in literacy and numeracy in both languages, after one year

This cohort arrived in Year 2 in 2026 with strong academic skills.

As of May 2026, students are showing highly promising progress and are actively helping their peers in both French and English.



In **Literacy**, most of them have moved from being challenged by reading syllables to reading short stories, provided the words contain few complex sounds. In this regard, the students appear to be progressing faster than curriculum expectations, and these results are observed across both French and English.



In **Mathematics**, the group is performing outstandingly well. Some students are already developing an understanding of multiplicative and division structures through hands-on manipulation activities. Most can carry out additions and subtractions that require crossing 10 and almost all understand how to find the complement to 10, two essential foundations for calculation in the first terms of Year 2.



In **Numeracy**, all students are now able to decompose numbers into tens and units and can represent numbers up to 99 using place-value materials. This places them above expectations, and it was necessary to adapt the programme to keep them appropriately challenged. In word problems, they perform well in English and at an average level in French, largely due to the language barrier.

This cohort is uniquely significant as our first generation to experience bilingual immersion from Year 1. Monitoring their upcoming results will serve as a crucial indicator of how early bilingual education drives academic success across the curriculum.



## Student academic achievement Y3-Y4

Progress towards achieving standardised targets of 80% of all students at or above expected curriculum level for Reading, Writing and Mathematics

Sustained progress was made toward achieving our standardised target: 80% of all students performing at or above the expected curriculum level in Reading, Writing, and Mathematics.

This objective has already been achieved regarding the 2025 New Zealand assessment results and will need to be maintained throughout 2026.

Results from the French national assessments are highly encouraging, with a clear potential for further improvement as cohorts progress in their French language proficiency.



### Literacy Highlights

Our students have shown exceptional growth in both English and French literacy, blending rigorous academic standards with astounding creativity:

- **Targeted growth in Reading & Writing:** by rigorously applying the e-asTTle assessment tool for English Literacy, our teachers utilised norm-referenced data to pinpoint exact learning gaps, track individual progress, and accelerate student mastery.
- **International parity:** In the French national assessments, our students performed well above initial teachers' expectations. Their results in reading comprehension place them on par with average native-speaking students in France, a rare milestone in a second-language context.
- This result was also achieved thanks to a differentiated strategy aimed at providing **FFL** (French as a Foreign Language) support to students who needed it, with the number of hours adjusted based on their progress throughout the year. The FFL teachers are seasoned experts in teaching French to non-Francophone students from the Alliance Française.
- **Award-winning creativity:** Showcasing their bilingual proficiency, students co-wrote an original story entirely in French and brought it to life through a puppet performance. After designing intricate classroom sets, they competed against bilingual schools across Australia and proudly won first place for Best Junior Production.

## Student academic achievement Y3-Y4

Progress towards achieving standardised targets of 80% of all students at or above expected curriculum level for Reading, Writing and Mathematics



### Numeracy Highlights

Mathematical understanding has skyrocketed this year, proving that our bilingual instructional framework beautifully strengthens analytical thinking:

- Precision tracking: using diagnostic tests, teaching staff consistently monitored mathematics performance plan thresholds. This ensured that every student received tailored instruction to bridge learning gaps.
- Global standard success: the strength of our programme was demonstrated throughout the year. Our students' performance in the French national mathematics assessments matched the average of native-speaking peers in France, demonstrating superb cross-lingual competency.

This exceptional level of achievement across both domestic curriculum standards and international benchmarks is the direct result of our deliberate pedagogical structure. It has been made directly possible by our small class sizes, which foster an inclusive environment where close monitoring is standard practice. This allows our educators to deliver highly targeted, evidence-based teaching programmes alongside robust, personalised one-on-one interventions tailored to every student's unique learning profile.



## A Closer Look at the French Assessment System

Student achievement is evaluated against the French national competency framework (“*Socle commun de connaissances, de compétences et de culture*”). This framework defines the essential knowledge and skills that students must progressively acquire throughout their schooling.

To precisely tailor instruction, students in Y2 to Y6 also sit compulsory diagnostic tests (“*Évaluations Nationales Repères*”) within the first three weeks of the year, with Y2 students sitting an additional mid-year check in Term 2.



Teachers track progress across subjects using regular classroom assessments recorded in the digital National School Record (“*Livret Scolaire Unique*”), while younger students (Y0–Y1) are assessed continuously via a dedicated progress portfolio (“*Carnet de suivi des apprentissages*”).

These standardised French and Mathematics tools provide a snapshot of student needs, and their initial results are systematically shared with families during Term 1 parent–teacher conferences.

## Focus on Project-based Learning with the play *Les Aventures d'Antoine* (Antoine's Adventures)

In 2025, our Year 3 and Year 4 students embarked on an ambitious, two-term collaborative puppet show project, entirely in French!

Taking complete ownership, they co-wrote the script, designed intricate classroom sets, and refined their narrative, dialogue, and dramatic intonation.

This hands-on experience allowed them to act, reading with appropriate intonation, understanding the structure of a story, crafting engaging and humorous dialogue, and beginning to exercise leadership as they took the initiative and shaped their own narrative.

Their hard work culminated in their participation in a competitive event Le Rideau Rouge, competing against bilingual schools across Australia, where they proudly won Best Junior Production.

**ÉCOLE FRANÇAISE INTERNATIONALE D'AUCKLAND**  
Meilleur spectacle junior



*"Les Aventures d'Antoine"*

**TELOPEA PARK SCHOOL**  
Prix de la créativité



*"Mousse"*



*"Touches pas à ma planète!"*

**TAREN POINT PUBLIC SCHOOL**  
Meilleur spectacle senior



*"Petit Pierre et ses Amis!"*

**LYCÉE CONDORCET**  
Prix de la langue française



*"Le Voyage de Maurice"*

**TELOPEA PARK SCHOOL**  
Meilleure histoire originale

LAUREATES

### Scaling Project-Based Learning in 2026

To transform last year's puppet-show success into a permanent pedagogical pillar, EFIA is launching the international Rideau Rouge project across all year levels.

This collaborative, theatre- and storytelling-based initiative aims to foster a shared school culture of creativity, collaboration, and oral expression.

By participating, students across the school will not only boost their literacy, confidence, and agency but also experience their work in a wider context, connecting deeply with the global Francophone learning community.



## C - Financial performance

Below are the results for the 5 categories listed in the Performance Plan:

Category	Result 2025	Comments
Operating surplus 2-5%	2.10%	Operating surplus is in line with predictions.
Working capital ratio 2:1	1.96	Working capital is managed in real time, with adequate funds in the bank to pay Accounts Payable. Should income ever drop below forecast, purchases and payments could be deferred.
Debt/equity ratio 0.5:1	0.26	EFIA does not hold any long-term debt.
Operating cash	\$280,009	EFIA forecasts a positive cashflow. As above, should income ever drop below forecast, purchases and payments could be deferred.
Enrolment variance	Enrolment rate: Growing	Enrolment saw an 8-fold increase in 2025.

*Explanations on ratio calculation are available in Appendix C with the detailed audited financial statements.*

The funds received from the Charter School Agency (CSA) were mainly used for teacher salaries, and also made it possible to lease, renovate, and equip the classrooms. It was also necessary to invest in teaching materials, particularly importing French textbooks and learning resources.






Funding was adjusted by the CSA during the year as student numbers grew and aligned more closely with our original projections. Student recruitment progressed steadily, allowing time for word-of-mouth to build momentum around this new, tuition-free international educational offering.

While many families were interested from the outset, children could only enrol upon turning five, leading to continuous arrivals throughout the year. Consequently, 2025 was marked by a staggered, ongoing arrival of students throughout the year, a trend that is not expected to recur in subsequent years, where we expect to have most of our students enrolled from the start of the school year, followed by the opening of a Year 0 cohort mid-year.

Enrolment demand for Year 0/Year 1 in the coming years is significant and will likely require us to double the Year 0/Year 1 classes as early as 2027.

## 2025 Minimum Compliance Standards

EFIA has fully met the reporting and operational standards for the following areas in 2025:

Minimum Compliance Standards	2025 compliance	Comments
Employment of Certificated Teachers (75%) and LATs (25%)		LATs are only used to employ teachers fully qualified by the French Ministry of Education while their qualifications undergo official recognition by the NZQA. In 2025, we had one teacher in LAT from mid-year out of a total of four teachers.
Student Enrolment Requirements		All enrolment protocols and registry maintenance have been strictly followed in accordance with regulatory standards.
Insurance		Our insurance policy meets all criteria and liability requirements set out in the Charter School Contract.
School Hours and Term Dates		In 2025, EFIA adhered to the official New Zealand school calendar, operating from 8:30 am to 3:00 pm, in alignment with standard New Zealand primary school hours.
Property and Facilities		Throughout 2025, EFIA operated within the Alliance Française premises at 131 Remuera Road while renovations at 127 Remuera Road were underway. All consents have been obtained for our expanded facilities in operation in 2026.

# 10.2026-2030 OUTLOOK: THE FUTURE OF EFIA

## Looking Ahead

The school remains on a steady growth trajectory, guided by clear strategic objectives for the coming years:



**AEFE Accreditation:** Final official approval is targeted for mid-2026.

**School Roll Expansion:** Our phased growth continues with the introduction of Year 5 in 2026, followed by Year 6 in 2027 to complete our primary school offering. Driven by a rapidly increasing school roll, including an already oversubscribed mid-year Year 0 intake and 110 enrolment requests registered for 2027–2030, the school's development is experiencing remarkable momentum.

**Campus Development:** To support this ongoing expansion, we are actively seeking new, additional premises within the local area

to complement our current facilities and provide the necessary capacity for our growing student body.

**Secondary Pathway:** Strategic planning is underway to extend our unique bilingual educational offering into the Intermediate and Secondary levels.

**Environmental Leadership:** We are committed to deepening our sustainability practices, aiming to advance progressively through the EnviroSchools programme stages each year.

# 11. IN THEIR OWN WORDS

## Parent Testimonials

As a parent of two students at EFIA, I am truly grateful for everything the school has brought to our children. The supportive and nurturing environment **has helped them grow** not only academically, but also in confidence and independence.

Since joining the school, we have noticed a significant positive change in their personalities. **They have become much more outgoing and confident.** In the past, when faced with difficulties, they tended to avoid challenges and were hesitant to deal with problems. However, now they are much more willing to try, to take on challenges, and **to actively solve problems on their own.** It has been very encouraging to see them **develop a stronger sense of resilience and curiosity.**

The school has also had a very positive impact on their learning attitude. **They have become more engaged in their studies,** developed a genuine love for learning and reading, and their academic performance has improved significantly. **We are truly impressed by the progress they have made.**

We would also like to sincerely **thank the teachers for their dedication, patience, and genuine care** for the students. Their encouragement and support have made a real difference in our children's learning journey and confidence. We are equally grateful to the principal and leadership team for creating such a positive, well-organised, and inspiring school environment where children feel valued and supported.

**What we appreciate most is the balance between strong academic expectations and the encouragement of curiosity and creativity.** Our children feel happy, safe, and motivated to learn every day.

The school has also created **a wonderful sense of community for families.** We feel very lucky to be part of such a warm and inspiring environment.

**I would highly recommend the school to any family looking for a place where children can thrive, both academically and personally.**

Carter and Carson's family

My son started school as a Year 0 student in Term 3 of 2025.

He was previously attending an ECE programme where he was struggling to integrate and make friends.

We elected to enrol him at the EFIA due to this experience, and also because he is a dual citizen of France and New Zealand. We were attracted to the EFIA thanks to **the small classes and high quality of the French curriculum.**

Within a few weeks of attending EFIA, he had made friends and started looking forward to attending school, feeling secure and confident in that environment.

After the summer holidays, with the beginning of Year 1 and a new teacher, I was anxious that he might revert to not being happy about going to school, but from the very first day of the year, **he has been really happy, participating well, bonding with his friends from the previous year and forming new friendships.** He has truly come out of his shell, gained his first badge (Enviro Leader) and is now asking to go to school and is eager to learn how to read. **I fully credit the school staff for ensuring my son's learning experience became a positive one,** where he can flourish and lead other students.

**I would recommend EFIA for the smaller classroom size, high-quality curriculum, and principles woven through the teachings and the parent community.**

Harnoor's family

## Parent Testimonials

I am happy to report that my son has been thriving at EFIA. **One main advantage is his class size, much smaller than in his previous school. The parents' interactions with the teachers are also more regular**, with qualitative and quantitative measures of his learning. The curriculum also includes a **broader variety of topics, especially around history, geography and science**, and also enforces higher standards of penmanship. One noticeable difference is the number of notebooks covered with exercises, writings and maps/stories, that get produced per term. **The school has also tried to offer a number of after-school activities**, like chess and theatre for him, for example, and integrated private musical instrument tutoring his school day, so he is trying cello this year. **He is overall much more stimulated intellectually at EFIA.**

He has also made a lot of friends from different backgrounds, as the attendees are very multicultural. This is, in a way similar to his previous school, but has been more noticed from my side since parents are more solicited in this school, I have joined this community and interacted with parents more.

**The use of the Pronote platform also enables great connection with the class work and planning for homework**, as well as giving an insight of sessions' contents. The Enrolmy platform is used for before and afterschool care bookings and also works well.

**I am very grateful for the efforts made by the school team to respond to students' needs so well and develop all these initiatives in a small amount of time. Bravo !**

Oscar's family

Our daughter joined Ecole Francaise last year, we had been looking for a school that could provide the support she needed and challenge her to grow and maximise her potential while understanding her individuality and needs. The community at Ecole Francaise is very welcoming and passionate with the close knit classes and warm welcoming support.

**Our daughter is enjoying school again**, regaining her confidence and improving across all subjects, this is especially visible in her Maths where she was struggling and anonymous at her previous school. **We've been particularly impressed by her adoption of French**, we were anxious that not knowing the language would hold her back in her studies but **when reading French at home we are astounded by how much she already knows**, she's also shown a passion and interest in the broad subject matter and range of cultures they are learning at school, far beyond what she was learning in her previous school.

**This warm welcoming community extends beyond the classroom** with her having made **new friends and an active social roster** that involves the parents in the school community as much as the kids.

Maya's family

## Parent Testimonials

*We have been incredibly happy with our experience at **École Française Internationale Auckland** and the growth we've seen in Huddy since joining the school.*

*One of the most rewarding aspects has been watching his French develop so naturally and authentically. While we don't speak French at home, Huddy now speaks confidently with his francophone friends and is genuinely comfortable communicating in the language in social settings. **It has also been wonderful for me personally. I am currently studying for DELF A1 at Alliance Française Auckland, and Huddy often helps me with my French homework,** which is both amusing and incredibly rewarding as a parent.*

*Huddy has always been strong in mathematics, and we appreciate that the school recognised this early and continued to challenge him appropriately. Rather than simply keeping him comfortable, his teachers consistently extended him with more advanced and stimulating problems that kept him engaged, motivated, and intellectually acute.*

*Another aspect of the school we deeply value is the way **students are encouraged to become active and aware citizens of Auckland.** Through the many public transport outings and bus trips around the city, **Huddy has developed a strong sense of independence, curiosity, and confidence** navigating the wider community. **These experiences feel very unique to the school and give children valuable real-world skills beyond the classroom.***

*Most importantly, Huddy has formed **wonderful friendships** with children from many different cultural and linguistic backgrounds. **The school community is warm, inclusive, and internationally minded,** and we feel this environment is helping him grow not only academically, but also socially and culturally.*

***We are very grateful to the teachers and staff for creating such a nurturing, stimulating, and globally minded learning environment for our family.***

*Huddy's family*

*When our child first joined the school, they were quiet and very introverted, and would easily feel anxious in big school settings.*

*What we have seen over this time is absolutely amazing: **our child has become so confident and self-assured. Their French language skills have improved extremely quickly, far faster than we had imagined.***

***The school's detailed progress reports are excellent.** Thanks to these thorough updates, we always have a very clear understanding of our child's academic progress and personal development.*

*Most importantly, **our child has grown so much socially.** Once shy and nervous around other children, they now make friends easily and feel completely at ease at school. Even as a younger student, Isla has fitted into the school community perfectly.*

*All the teachers are extremely dedicated, responsible, and always go the extra mile to support every student.*

*We are truly grateful for everything the school has done for our child, and we wholeheartedly recommend this wonderful school to any family.*

*Chris and Isla's family*

## Parent Testimonials

After a full year at EFIA in 2025, we can truly say it has been a **wonderful experience** for our son and our family. He genuinely loves school and enjoys the daily challenge of learning new things. **He often comes home excited to share what he learned**, and it has been lovely to see how engaged and curious he remains throughout the year.

One thing that has made a real difference for our son is **the school's small class size** and caring teaching approach. Our son is naturally energetic and active, and **we are very grateful for how well his teachers understood him and supported his learning style**. Rather than seeing his energy as a challenge, they kept him engaged by asking thoughtful questions and giving him learning activities that stretched and challenged him in positive ways. **This helped him stay motivated and excited about learning**.

One of the highlights of 2025 was preparing for the Rideau Rouge Festival puppet theatre contest. He loved being part of the preparation and performance process. **It was wonderful to see how the experience helped children build** not only French language skills, but also confidence, teamwork, creativity, and communication skills in such a fun way.

**As his first school in New Zealand, EFIA has given him a very positive start**. We are especially thankful for the immersive bilingual environment and the wonderful teaching team. When he first joined the school, he did not know a single word of French, but **we have been amazed by how quickly and naturally he has developed his French skills**.

**The learning at school keeps him interested and challenged, and he never feels bored**. His 2025 school year has been full of fun, learning, and new experiences. **He has also really enjoyed the weekly sports sessions** at the Remuera Rackets Club, including tennis, racket sports, and dance. Swimming lessons have also helped him build confidence in the water, which has been wonderful to see.

**Most importantly, he loves his school, his teachers, and the friendships he has made**. Seeing him happy, engaged, and excited to go to school every day has been the best sign that we made the right choice.

Terence's family

We initially enrolled our son at EFIA for the cognitive benefits of dual-language immersion, specifically the boost it gives to focus and executive function, **but the experience has been rewarding in ways we didn't expect**.

The French maths curriculum has been a particular standout. It is rigorous yet well-tailored; **the school even adjusted our son's year level for maths to ensure he was challenged without creating gaps in his knowledge**. It offered the academic push we thought we'd only find in expensive private schools, which simply weren't an option for us.

Despite not speaking French at home, we have always felt fully supported. **The school is incredibly inclusive**, and the after-school care is a lifesaver, with the team helping with homework in ways we simply can't. **We've been amazed by the results**, seeing his class perform a five-scene puppet show entirely in French at the end of last year was a real highlight.

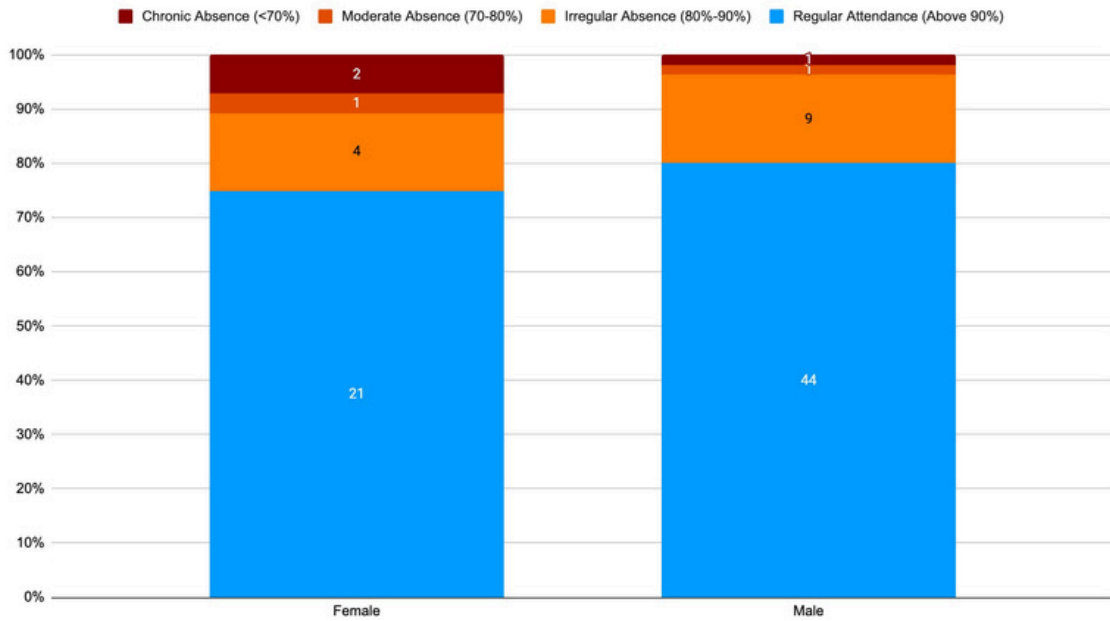
**The educators here are genuinely dedicated and multi-talented**. The feedback they provide goes well beyond grades, offering deep insight into our son's personality and learning style. We have watched his focus, maturity, and global awareness grow immensely, and **we highly recommend EFIA to any family looking for a structured, supportive, and academically engaging environment**.

Raphy's family

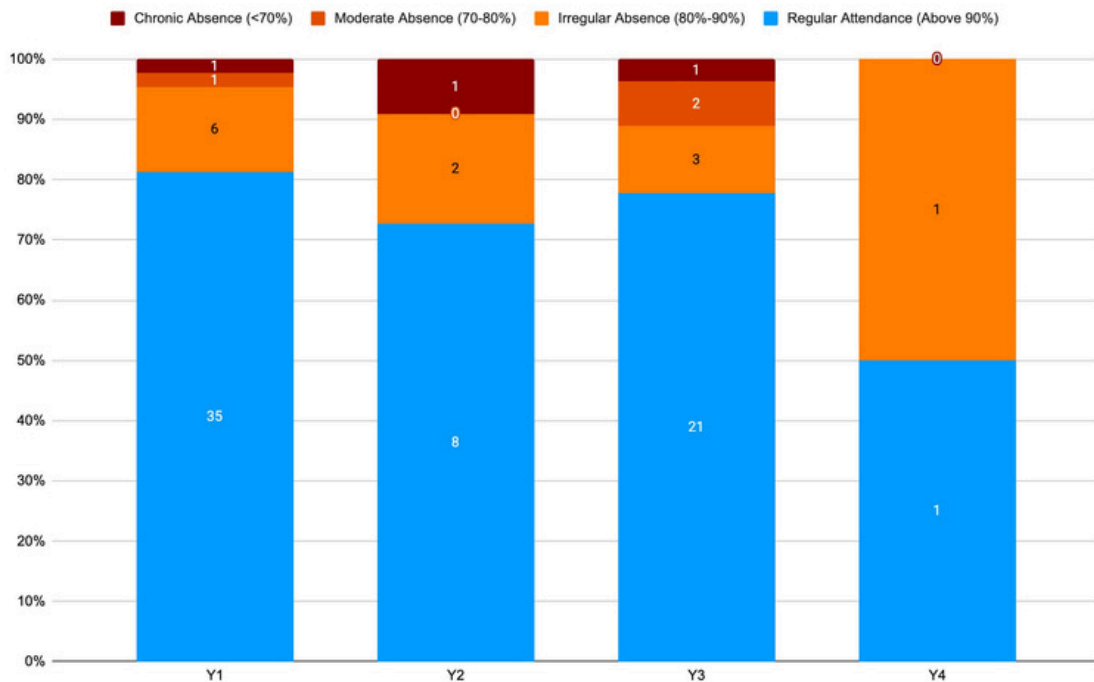
# APPENDIX A ATTENDANCE RESULTS 2025

As student numbers increased significantly over the year, the numbers shown in the middle of the bars represent student-terms.

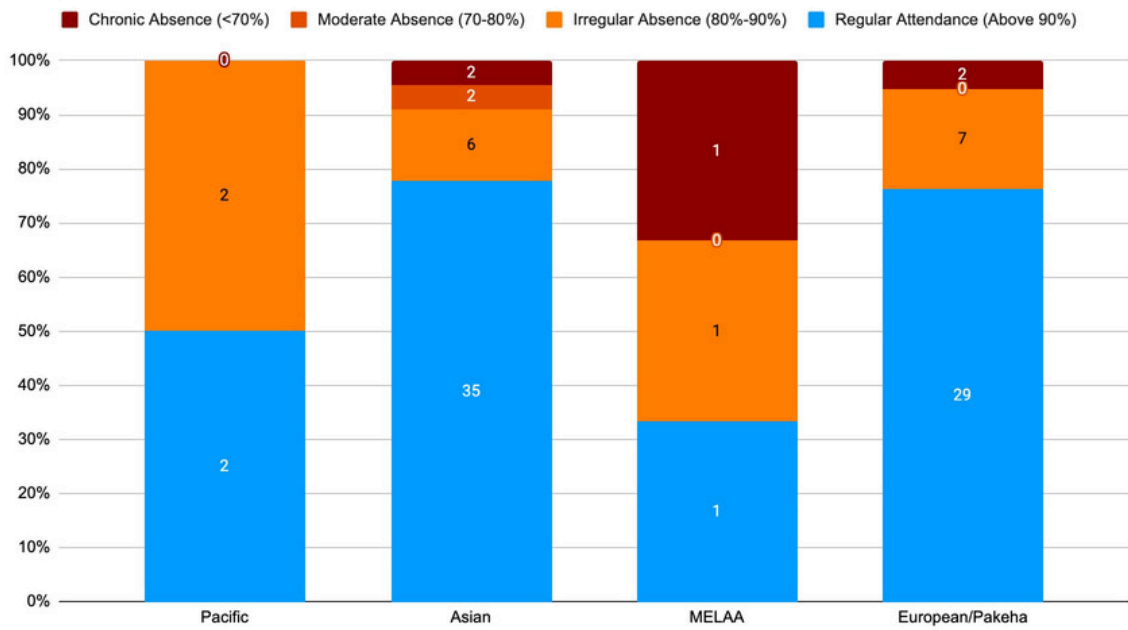
Attendance Per Gender



Attendance Per Year Level



### Attendance Per Ethnicity



### Every Day Matters – term reports

**Term 4 Summary**

**How many students regularly attended school this term?**

■ **Regular Attendance**

# 84%

Compared to (No Data) in Term 4, 2024

■ **Irregular Absence 11%**  
Compared to (No Data) in Term 4, 2024

■ **Moderate Absence 5%**  
Compared to (No Data) in Term 4, 2024

■ **Chronic Absence 0%**  
Compared to (No Data) in Term 4, 2024

**What were the main reasons given for absence this term?**

1. ■ (M) Illness / Medical Absence 59%
2. ■ (J) Explained and Approved 33%
3. ■ (G) Holiday 7%
4. ■ (?) Unknown (Temporary) 1%

**How many students were on time to class?**

**92%** of students are arriving on-time regularly (i.e. over 90% of the time)

### Term 3 Summary

#### How many students regularly attended school this term?

 Regular Attendance

# 69%

Compared to (No Data) in Term 3, 2024

 Irregular Absence 27%

Compared to (No Data) in Term 3, 2024






 Moderate Absence 0%

Compared to (No Data) in Term 3, 2024

 Chronic Absence 4%

Compared to (No Data) in Term 3, 2024

#### What were the main reasons given for absence this term?

1.  (M) Illness / Medical Absence 60%
2.  (G) Holiday 32%
3.  (J) Explained and Approved 6%
4.  (U) Stood down / Suspended 1%
5.  (?) Unknown (Temporary) 1%

#### How many students were on time to class?

**92%** of students are arriving on-time regularly (i.e. over 90% of the time)

### Term 2 Summary

#### How many students regularly attended school this term?

 Regular Attendance

# 73%

Compared to (No Data) in Term 2, 2024

 Irregular Absence 13%

Compared to (No Data) in Term 2, 2024




 Moderate Absence 0%

Compared to (No Data) in Term 2, 2024

 Chronic Absence 13%

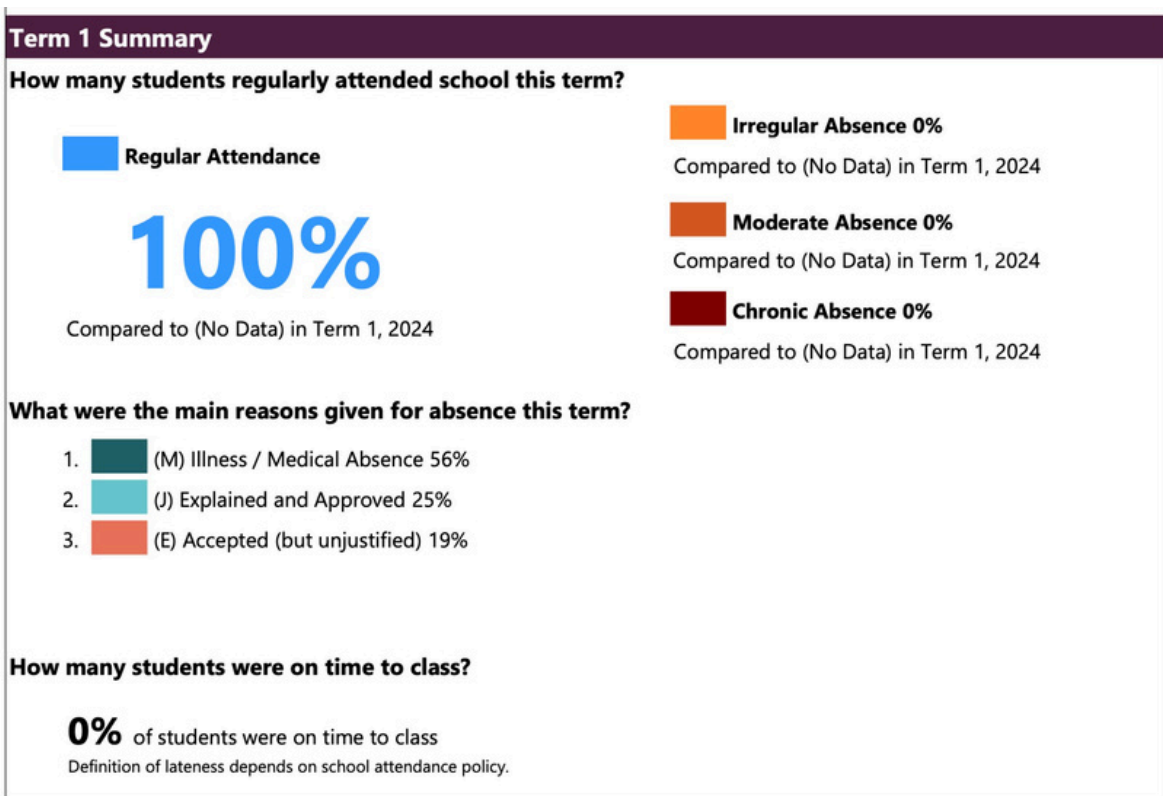
Compared to (No Data) in Term 2, 2024

#### What were the main reasons given for absence this term?

1.  (J) Explained and Approved 65%
2.  (G) Holiday 25%
3.  (M) Illness / Medical Absence 9%

#### How many students were on time to class?

**47%** of students were on time to class  
Definition of lateness depends on school attendance policy.



Year Term	Present	Justified	Unjustified
2025-1	96%	3%	1%
2025-2	91%	6%	2%
2025-3	92%	5%	3%
2025-4	96%	4%	0%

## Attendance Trends – Explanatory Notes

### *Impact of Winter Illnesses (Terms 2 & 3):*

The downward fluctuations observed during the winter months reflect our school's specific demographic. Our students are quite young and naturally more susceptible to seasonal infections and viruses, leading to a standard seasonal peak in legitimate medical absences.

### *Impact of Cohort Size (Term 2):*

The spike in the chronic absence rate during Term 2 was driven by a single isolated event: two students traveling overseas for 3 weeks on a pre-planned family trip arranged prior to their enrollment. Given our small student population, this single instance immediately skewed our school-wide metrics without indicating a wider trend of disengagement among our families.

# APPENDIX B ACADEMIC RESULTS 2025

## E-ASTTLE RESULTS - NZ ASSESSMENTS

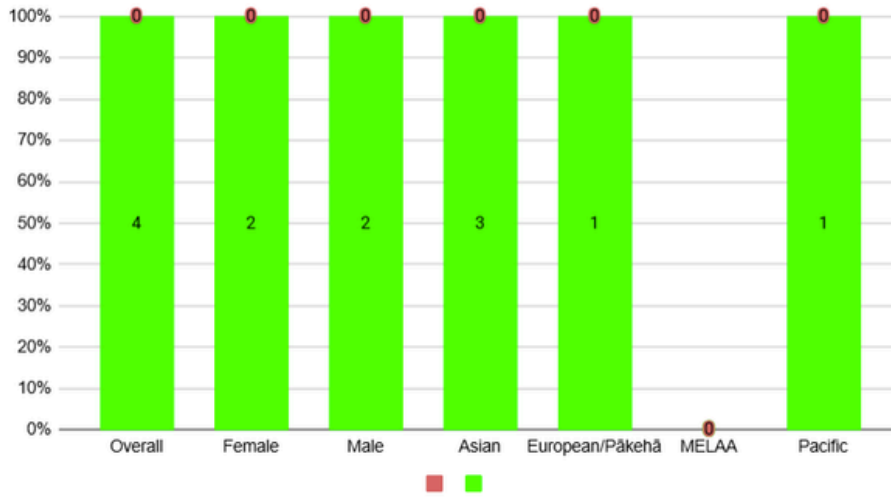
Here are the results for the e-asTTle assessments done in November 2025 for the Y2, Y3 and Y4.

Green: students at or above expected curriculum level

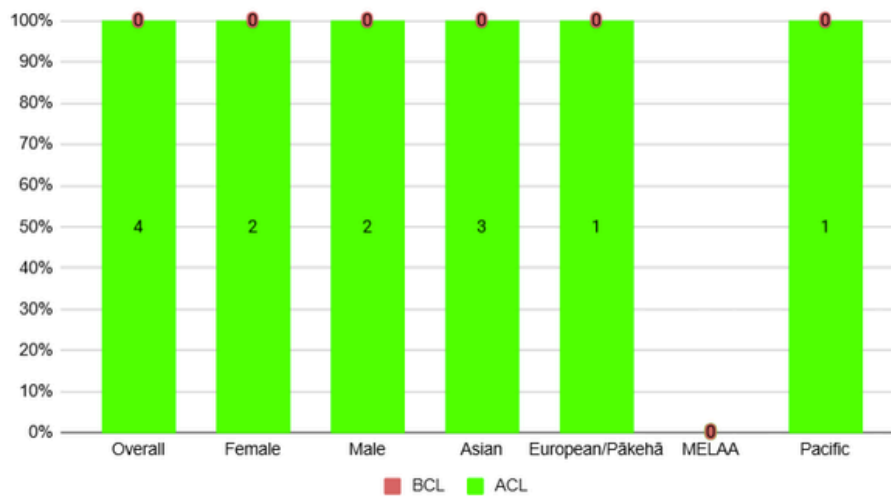
Pink: students below expected curriculum level

# E-ASTTLE RESULTS - YEAR 2 - NZ ASSESSMENTS

Reading assessments (Y2)



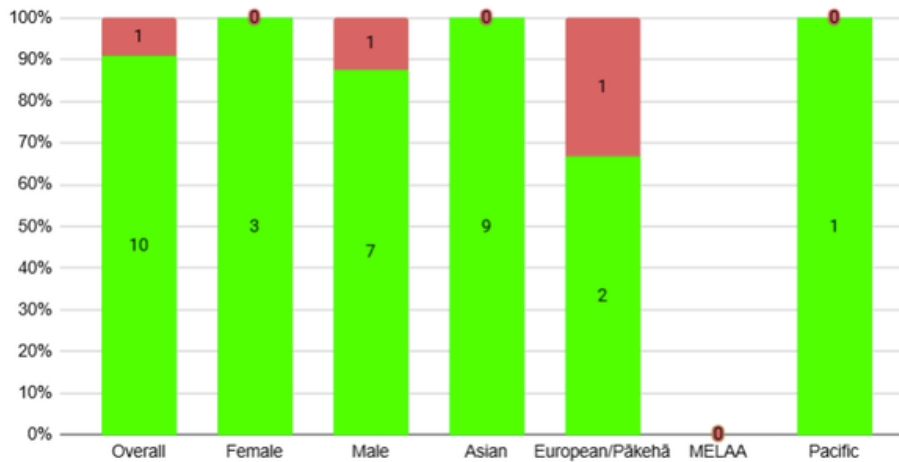
Maths assessments (Y2)



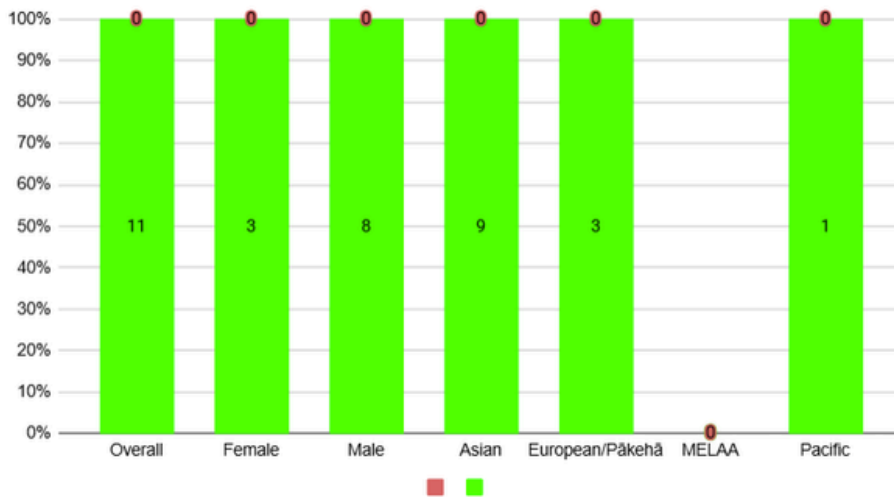
Note: Two French students who arrived from France in Term 4 with no prior English language skills were not assessed.

# E-ASTTLE RESULTS - YEAR 3/4 - NZ ASSESSMENTS

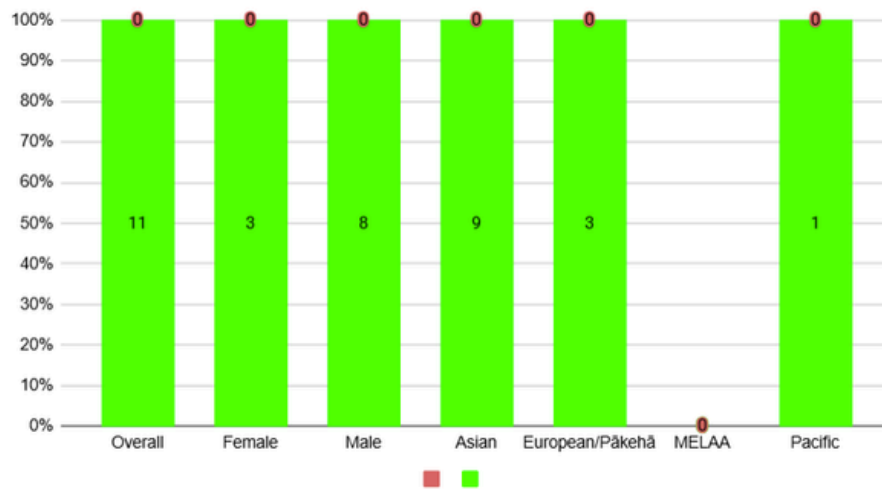
Maths assessments (Y3 & Y4)



Reading assessments (Y3 & Y4)



Writing assessments (Y3 & Y4)



## FRENCH ASSESSMENTS

The results are classified into four achievement criteria:



- NRPE: Not yet successful
- EVR: Is successful at times
- RS: Is often successful
- MLN: Masters the concepts

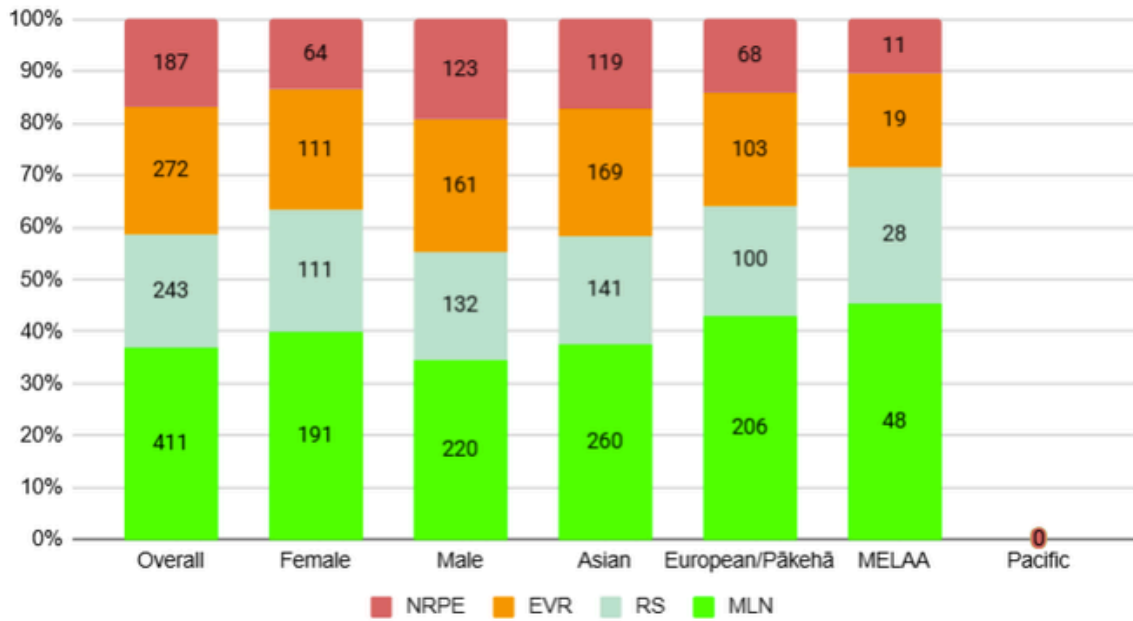
Students whose results fall within RS and MLN are considered to be at or above the expected curriculum level.

The overall results are the following:

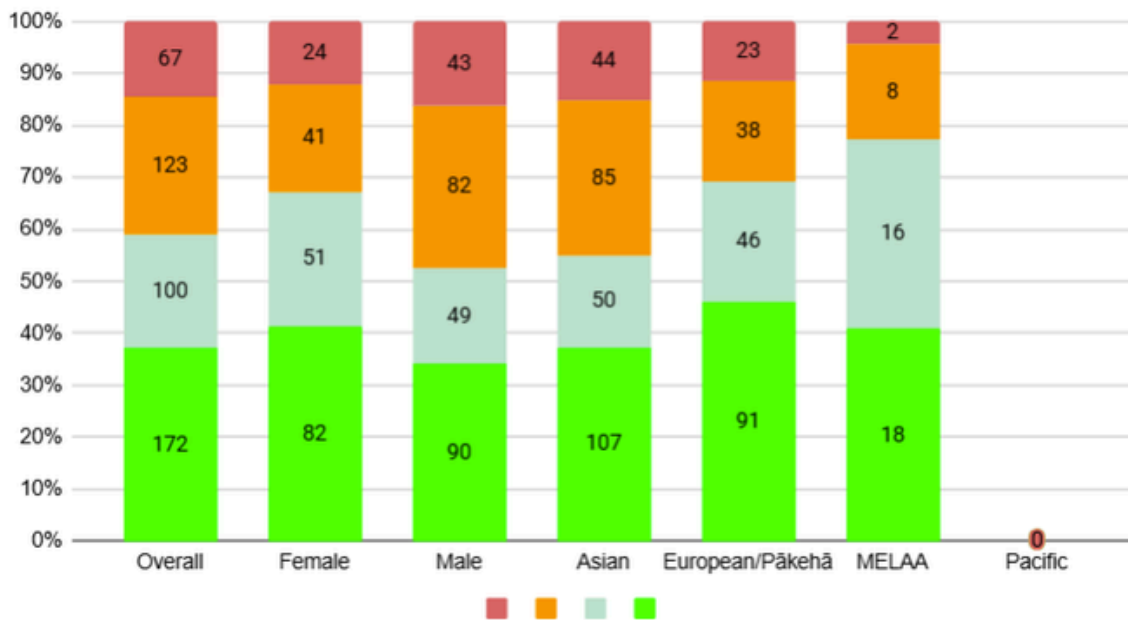
- Cycle 2 (Y2-3-4): 54.6% of the results are at or above the expected curriculum level.
- Cycle 1 (Y0-1): 58.7% of the results are at or above the expected curriculum level.

# CYCLE 1 - YEAR 0/1 - FRENCH ASSESSMENTS

Number of student evaluations across all topics



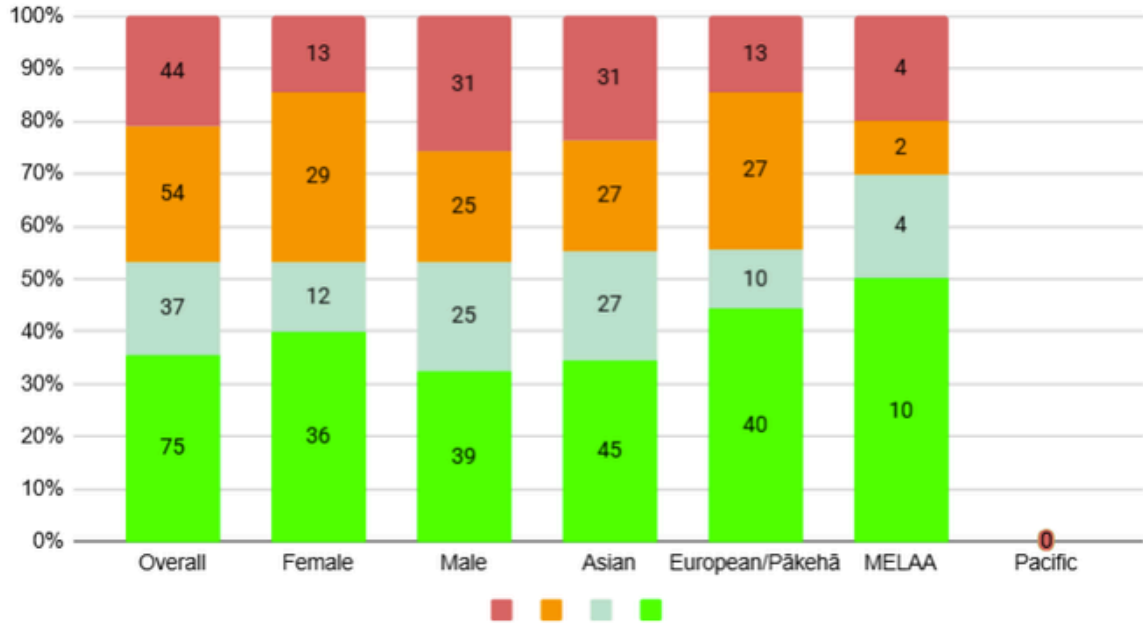
Number of student evaluations for Literacy



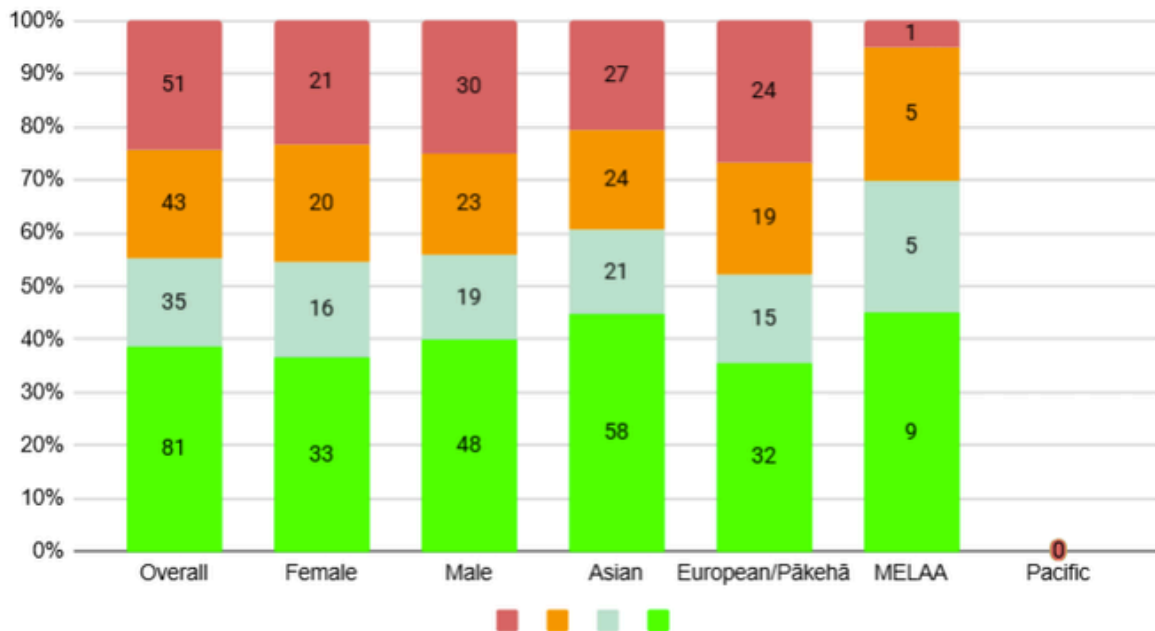
MELAA : Middle East, Latin America, and Africa

# CYCLE 1 - YEAR 0/1 - FRENCH ASSESSMENTS

Number of student evaluations for World Discovery

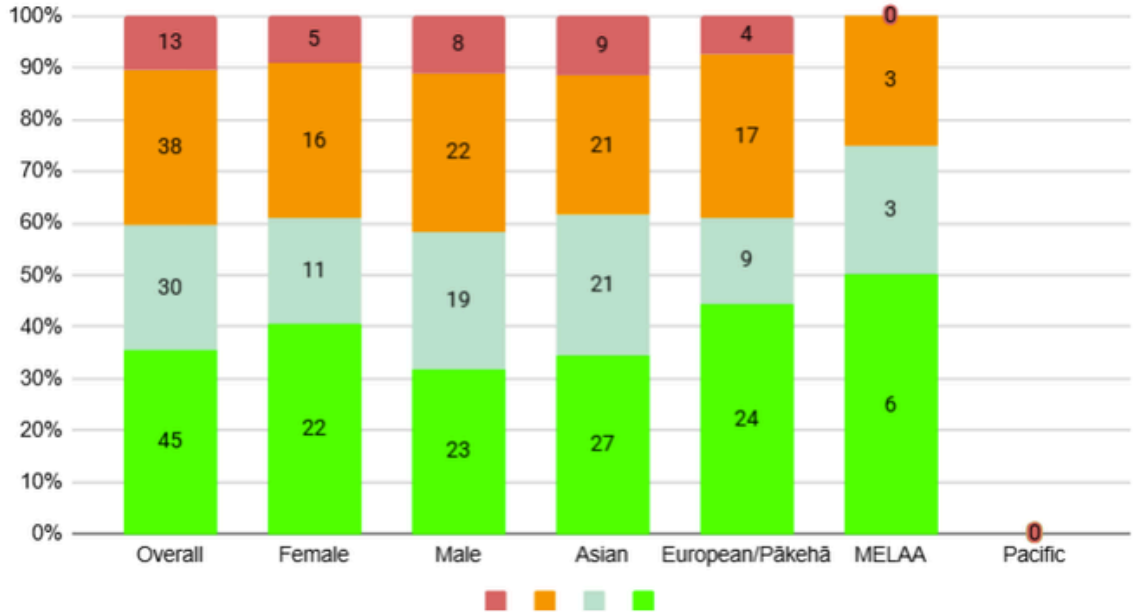


Number of student evaluations for Mathematics

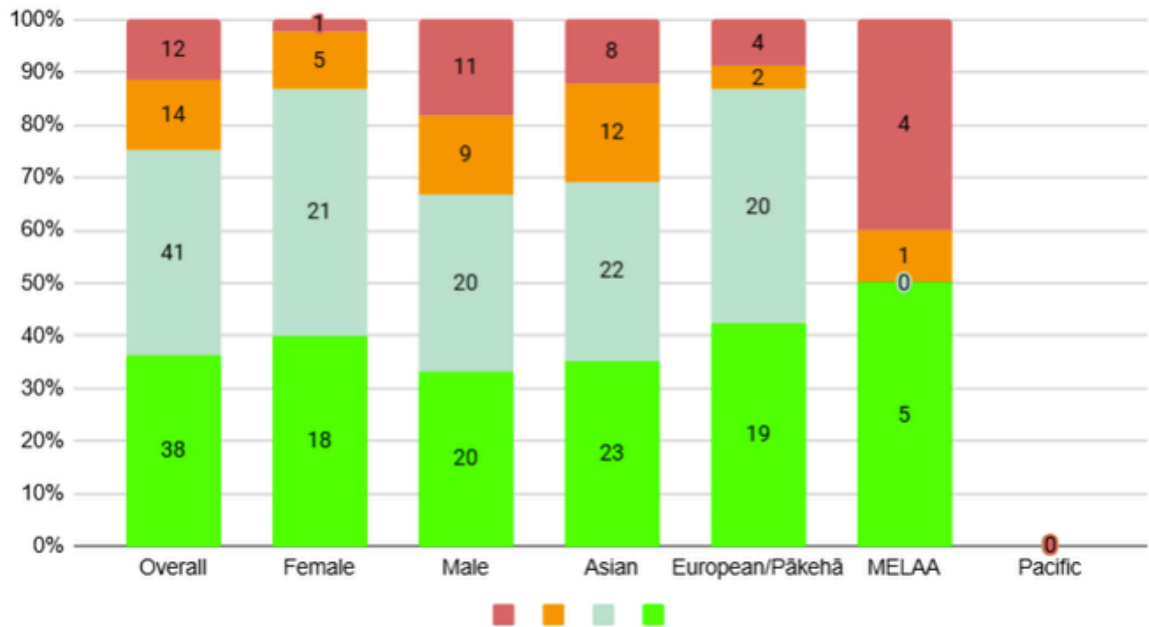


# CYCLE 1 - YEAR 0/1 - FRENCH ASSESSMENTS

Number of student evaluations for Arts

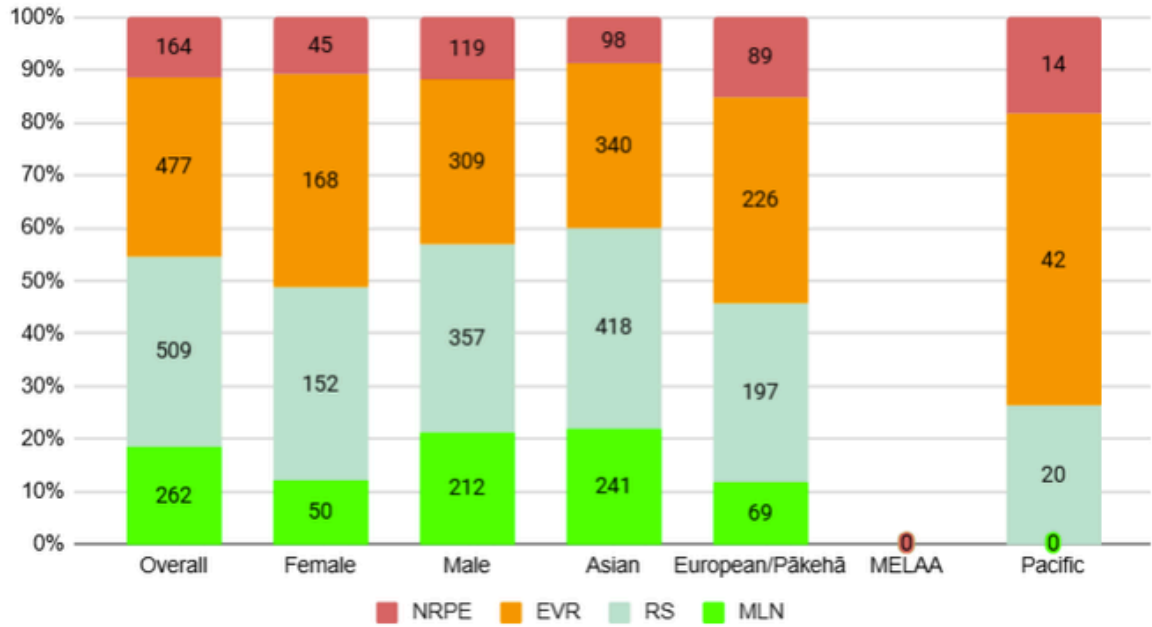


Number of student evaluations for Sports

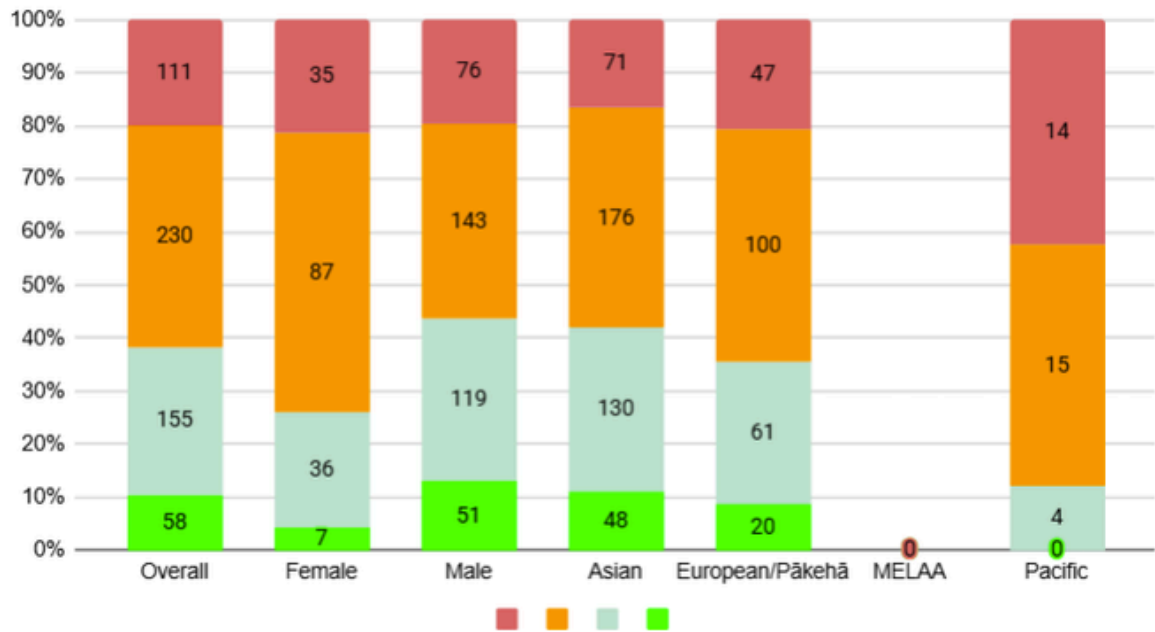


# CYCLE 2 - YEAR 2/3/4 - FRENCH ASSESSMENTS

Number of student evaluations across all topics

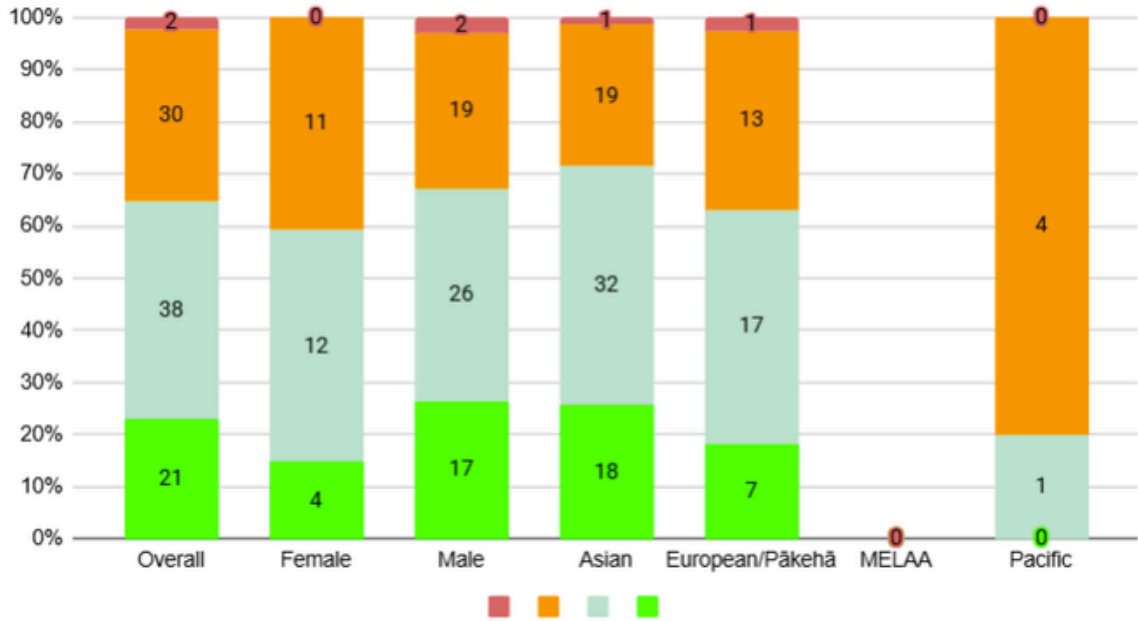


Number of student evaluations for Literacy

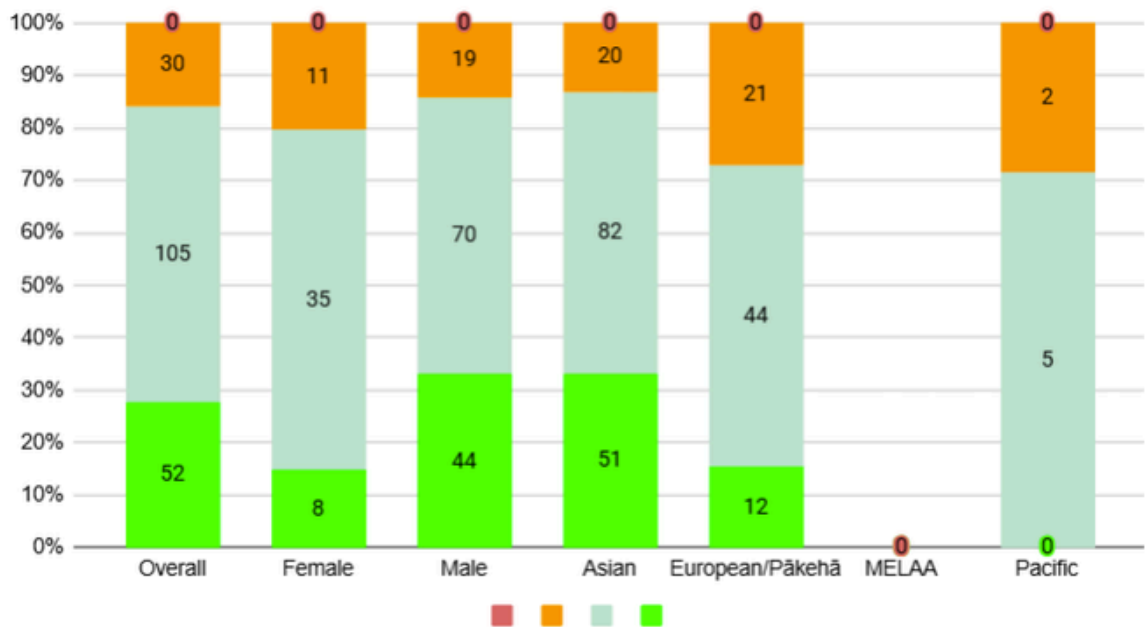


# CYCLE 2 - YEAR 2/3/4 - FRENCH ASSESSMENTS

Number of student evaluations for Sports

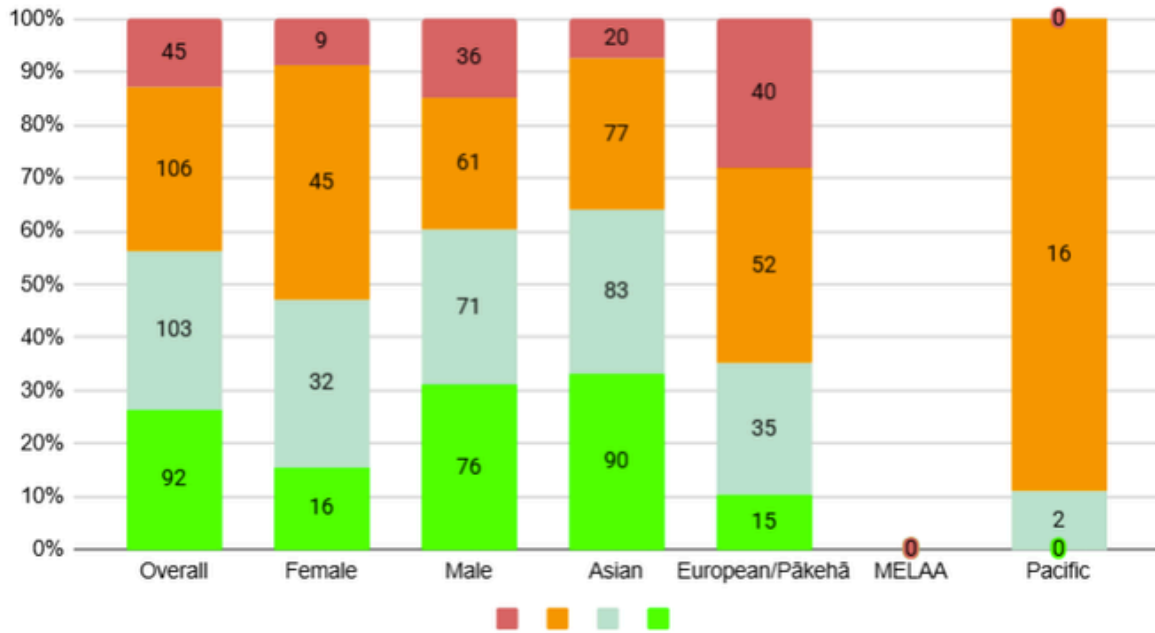


Number of student evaluations for World Discovery

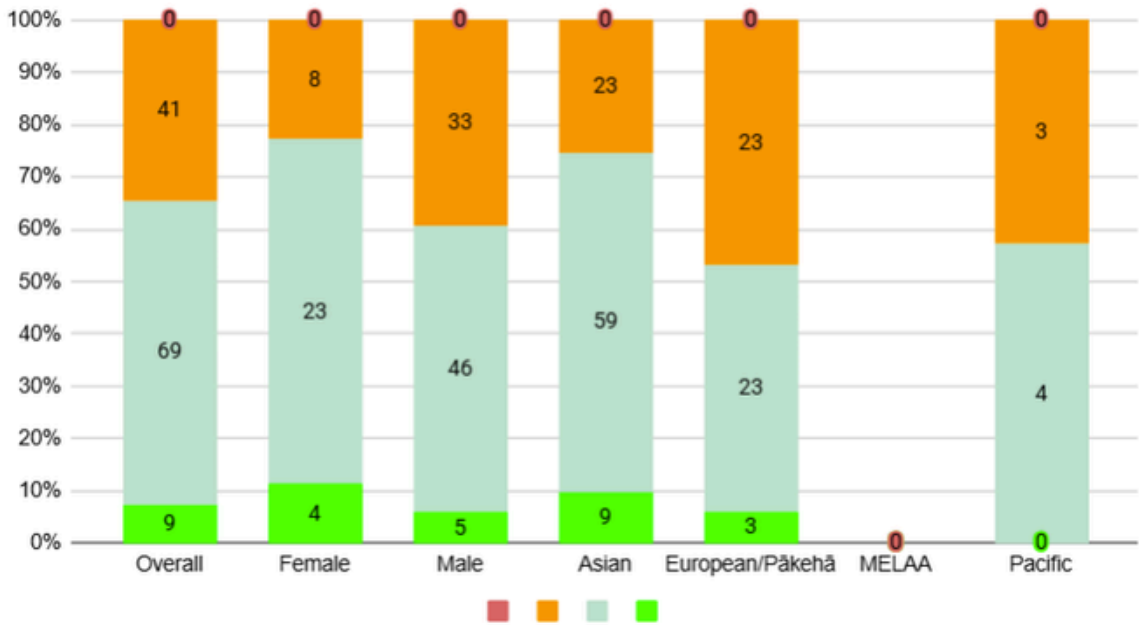


# CYCLE 2 - YEAR 2/3/4 - FRENCH ASSESSMENTS

Number of student evaluations for Mathematics

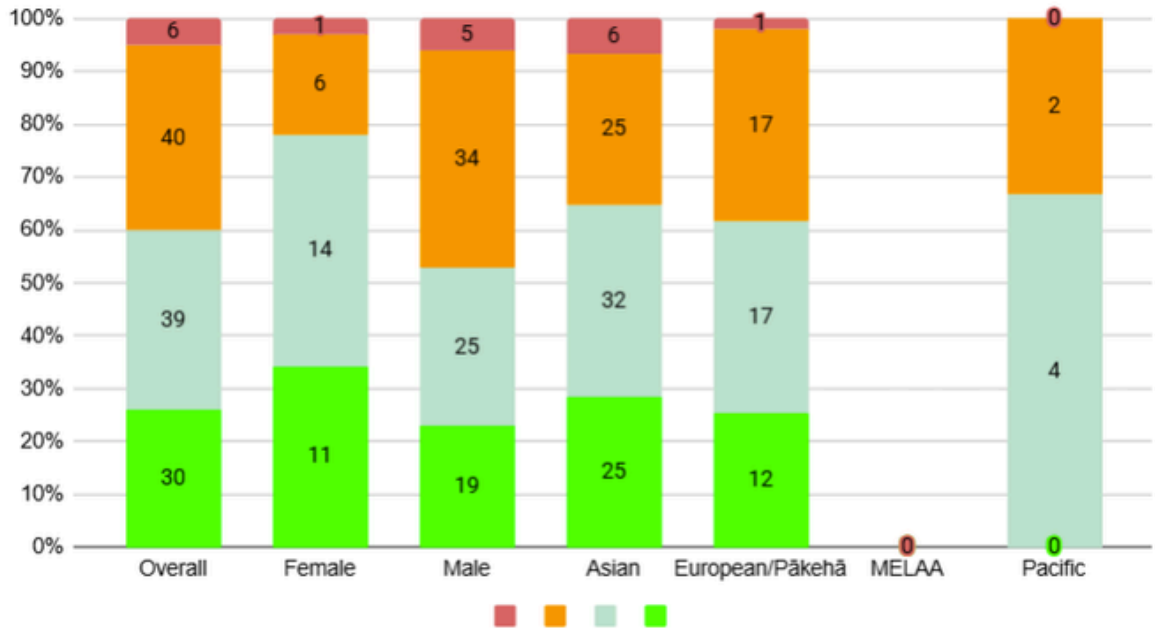


Number of student evaluations for Arts



# CYCLE 2 - YEAR 2/3/4 - FRENCH ASSESSMENTS

Number of student evaluations for social sciences



# APPENDIX C

# AUDITED FINANCIAL

# STATEMENTS 2025

## Financial Ratio Methodology based on 2025 audited financial statements

- **Operating surplus** = ((CSA funding Operations 2025 - Recovery funds in 2026) - (Total Expenses - Establishment expenses (Outdoor & Indoor play materials & Teaching material) - Depreciation))/(CSA funding Operations 2025 - Recovery funds in 2026).
- **Working capital ratio** = (Total Current Assets - Funding Income Receivable (Debtors))/ Total Current Liabilities.
- **Debt/equity ratio** = Total Current Liabilities/Total Accumulated Funds
- **Operating cash:** Bank Accounts and Cash

PLEASE SEE THE SEPARATE 2025 AUDIT REPORT.