



**ŌTŪMOETAI
COLLEGE**

**ANNUAL
REPORT
2025**



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Principal's report

For many schools, a year can be measured through results, events, milestones, and achievements. While those markers are important, what stands out most strongly when reflecting on 2025 at Ōtūmoetai College is the strength of our people and the quality of the community we continue to build together. Across classrooms, sports fields, cultural spaces, performances, service opportunities, and everyday interactions, 2025 has been a year that reflected both the character and aspirations of our college.

Ōtūmoetai College remains a place where young people are encouraged to pursue excellence while also developing the confidence, resilience, empathy, and sense of responsibility that will support them well beyond school. At the centre of this is our commitment to our values of Kia Rangatira, Kia Kotahi, Kia Whakaute, and Kia Kaha. These values are not simply statements displayed on walls or included in publications; they are evident in the way students support one another, the way staff work collaboratively, and the way our wider community continues to invest in the success of our young people.

One of the enduring strengths of our college is the breadth of opportunities available to students and the willingness of students to actively engage with them. In 2025, our students continued to achieve strongly in academic pursuits while also participating widely across sport, arts, culture, leadership, and service. This balance reflects our belief in providing a genuinely holistic education, one that values achievement in its many forms and recognises that success looks different for different young people.

Our academic outcomes in 2025 reflected the sustained commitment of both students and staff. Across the college, students demonstrated resilience, perseverance, and a growing sense of ownership over their learning. Staff continued to work thoughtfully and collaboratively to provide high quality teaching, targeted support, and meaningful learning experiences that enable students to achieve success and progress toward future pathways. While achievement data remains an important measure, we are equally encouraged by the growing confidence, engagement, and aspiration we see in our learners. The collective effort to support student achievement, from teachers and support staff through to families and whānau, continues to be one of the defining strengths of our school community.

Alongside academic achievement, the co-curricular life of the college remained a significant source of pride throughout the year. The participation, commitment, and success of our students across sport, performing arts, music, culture, leadership, and service activities continue to enrich the life of the school and contribute strongly to student wellbeing and belonging. These experiences provide young people with opportunities to develop teamwork, leadership, resilience, creativity, and connection, qualities that are increasingly important in a rapidly changing world.

Our sporting programmes once again reflected the depth of talent and commitment within the college, supported by dedicated staff, coaches, managers, whānau, and volunteers who contribute countless hours behind the scenes. Similarly, our cultural and performing arts programmes continued to provide students with opportunities to express identity, develop confidence, and experience success in ways that are deeply meaningful. The visibility of student leadership across many aspects of college life also remained a notable strength throughout 2025, with students continuing to contribute positively to the culture and direction of the school.

A strong sense of belonging remains central to the Ōtūmoetai College experience. Schools are at their best when young people feel known, valued, challenged, and supported, and we continue to place significant importance on creating an environment where students can thrive both academically and personally. The positive relationships between students, staff, and whānau continue to underpin much of the success we see across the college. We are fortunate to have staff who care deeply about young people and who consistently go above and beyond in support of student learning and wellbeing.

The partnership between the college and our wider community also remains an important part of who we are. We value the ongoing support of parents, caregivers, whānau, and community organisations who contribute to the life of the school in many different ways. Education is strongest when it is a shared endeavour, and we are grateful for the trust and support that continues to exist between the college and the wider community we serve.

As we continue to look ahead, we remain focused on ensuring that all students are equipped with the knowledge, skills, values, and dispositions needed to navigate an increasingly complex future. This includes maintaining high expectations for learning while also recognising the importance of wellbeing, connection, adaptability, and character development. Our commitment to continuous improvement remains strong, and we continue to reflect carefully on how we can best meet the evolving needs of our learners and community.

Most importantly, 2025 has reinforced what makes Ōtūmoetai College such a special place. It is a school characterised by opportunity, strong relationships, high expectations, and genuine care for young people. It is a place where students are encouraged to strive for personal excellence, work together, respect themselves and others, and stand strong in the face of challenge. Those values continue to shape the culture of the college and the experiences of the young people entrusted to us each day.

I would like to sincerely thank our students, staff, Board, parents, caregivers, whānau, and wider community for the contribution each has made throughout the year. The successes of 2025 have been collective successes, built through partnership, commitment, and shared belief in the potential of our young people. I remain proud of what has been achieved this year and optimistic about the future of Ōtūmoetai College.



Consolidated Annual Financial Statements

For the year ended 31 December 2025

OTUMOETAI COLLEGE

CONSOLIDATED ANNUAL FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2025

School Directory

Ministry Number: 120

Principal: Russell Gordon

School Address: 105 Windsor Road, Bellevue, Tauranga

School Postal Address: PO Box 8033 Cherrywood 3145

School Phone: 07 576 2316

School Email: office@otc.school.nz

Accountant / Service Provider: Pip Palmer

Members of the Board:

Name	Position	How Position Gained	Term Expired/ Expires
Matthew King	Presiding Member	Appointed	Sept-28
Russell Gordon	Principal ex Officio		
Lisa Adams	Parent Representative	Appointed	Sept-28
Rick Hopcroft	Parent Representative	Appointed	Sept-28
Dwayne Marsters	Parent Representative	Appointed	Sept-28
James Ryan	Parent Representative	Appointed	Sept-28
Kristen Matthews	Parent Representative	Appointed	Sept-25
Emma Henderson	Parent Representative	Appointed	Sept-25
Ash Lack	Staff Representative	Appointed	Feb-25
Vanessa Hays	Staff Representative	Appointed	Sept-28
Liam Smythe	Student Representative	Appointed	Sept-25
Milly Simon	Student Representative	Appointed	Sept-26
Kylie Heke	Iwi-Representative	Co-opted	Sept-28

OTUMOETAI COLLEGE

Consolidated Annual Financial Statements - For the year ended 31 December 2025

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Otumoetai College

Statement of Responsibility

For the year ended 31 December 2025

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

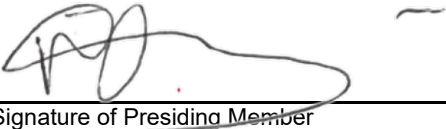
The management (including the principal and others as directed by the Board) accepts responsibility for establishing and maintaining a system of internal controls designed to provide reasonable assurance as to the integrity and reliability of the group's financial reporting.

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

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

Matthew King

Full Name of Presiding Member



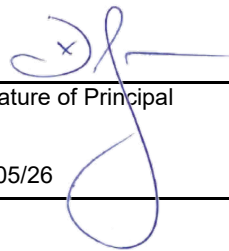
Signature of Presiding Member

21/05/26

Date

Russell Gordon

Full Name of Principal



Signature of Principal

21/05/26

Date

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

	Notes	2025 Actual \$	School 2025 Budget (Unaudited) \$	2024 Actual \$	2025 Actual \$	Group 2025 Budget (Unaudited) \$	2024 Actual \$
Revenue							
Government Grants	2	23,483,907	21,916,977	23,024,758	23,483,907	21,916,977	23,024,758
Locally Raised Funds	3	2,836,202	2,675,682	2,420,665	2,838,202	2,675,682	2,418,665
Use of Proprietor's Land and Buildings		-	-	-	-	-	-
Interest		232,383	160,000	300,248	245,535	160,000	312,105
Gain on Sale of Property, Plant and Equipment		3,071	-	10,000	3,071	-	10,000
Hostel		-	-	-	-	-	-
Other Revenue		91,995	18,000	33,093	91,995	18,000	33,093
Total Revenue		26,647,558	24,770,659	25,788,764	26,662,710	24,770,659	25,798,621
Expense							
Locally Raised Funds	3	2,103,873	1,921,288	1,966,468	2,103,873	1,921,288	1,966,468
Hostel		-	-	-	-	-	-
Learning Resources	4	19,133,840	18,828,992	18,554,022	19,133,840	18,828,992	18,554,022
Administration	5	1,611,643	1,520,143	1,490,074	1,627,497	1,520,143	1,503,845
Interest		20,763	-	20,818	20,763	-	20,818
Property	6	4,011,804	2,877,046	4,237,594	4,011,804	2,877,046	4,237,594
Other Expense	7	5,924	-	-	5,924	-	-
Loss on Disposal of Property, Plant and Equipment		3,011	-	-	3,011	-	-
Total expense		26,890,858	25,147,469	26,268,976	26,906,712	25,147,469	26,282,747
Net Surplus / (Deficit) for the year		(243,300)	(376,810)	(480,212)	(244,002)	(376,810)	(484,126)
Other Comprehensive Revenue and Expense							
<i>Item that will not be reclassified to surplus(deficit)</i>							
Gain on equity investment revaluations		1,938	-	12,185	11,575	-	43,561
Total other comprehensive revenue and expense		1,938	-	12,185	11,575	-	43,561
Total Comprehensive Revenue and Expense for the Year		(241,362)	(376,810)	(468,027)	(232,427)	(376,810)	(440,565)

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

Otumoetai College

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2025

Notes	2025	School	2024	2025	Group	2024
	Actual	2025 Budget (Unaudited)	Actual	Actual	2025 Budget (Unaudited)	Actual
	\$	\$	\$	\$	\$	\$
Equity at 1 January	5,547,938	5,547,938	5,815,431	5,914,752	5,547,938	6,154,783
Total comprehensive revenue and expense for the year	(241,362)	(376,810)	(468,027)	(232,427)	(376,810)	(440,564)
Contribution - Furniture and Equipment Grant	41,600	-	200,533	41,600	-	200,533
Contributions from the Ministry of Education	318,265	-	-	318,265	-	-
Distributions to the Ministry of Education	-	-	-	-	-	-
Equity at 31 December	5,666,441	5,171,128	5,547,937	6,042,190	5,171,128	5,914,752
Accumulated comprehensive revenue and expense	5,664,503	5,171,128	5,535,752	6,030,615	5,171,128	5,871,191
Reserves	1,938	-	12,185	11,575	-	43,561
Equity at 31 December	5,666,441	5,171,128	5,547,937	6,042,190	5,171,128	5,914,752
Reserve Movements Analysis						
Accumulated comprehensive revenue and expense						
Balance at 1 January	5,507,489	5,547,938	5,787,168	5,849,499	5,547,938	6,133,091
Equity investment revaluation reserve transfer on disposal	-	-	-	-	-	-
Contribution - Furniture and Equipment Grant	41,600	-	200,533	41,600	-	200,533
Contributions from the Ministry of Education	318,265	-	-	318,265	-	-
Distributions to the Ministry of Education	-	-	-	-	-	-
Surplus/(deficit) for the year	(243,300)	(376,810)	(480,212)	(244,002)	(376,810)	(484,125)
Balance 31 December	5,624,054	5,171,128	5,507,489	5,965,362	5,171,128	5,849,499
Equity investment revaluation reserves						
Balance at 1 January	40,450	-	28,265	65,253	-	21,692
Net change in fair value	1,938	-	12,185	11,575	-	43,561
Transfer to accumulated surplus/deficit on disposal	-	-	-	-	-	-
Balance 31 December	42,388	-	40,450	76,828	-	65,253
Total equity	5,666,442	5,171,128	5,547,939	6,042,190	5,171,128	5,914,752

The above Consolidated Statement of Changes in Net Assets/Equity should be read in conjunction with the accompanying notes which form part of these financial statements.

Otumoetai College

Statement of Financial Position

As at 31 December 2025

	Notes	2025 Actual \$	School 2025 Budget (Unaudited) \$	2024 Actual \$	2025 Actual \$	Group 2025 Budget (Unaudited) \$	2024 Actual \$
Current Assets							
Cash and Cash Equivalents	8	958,037	3,000,000	2,662,234	959,106	3,000,000	2,663,286
Accounts Receivable	9	1,647,186	1,485,000	1,684,738	1,647,186	1,485,000	1,684,738
GST Receivable		45,198	40,000	11,620	45,197	40,000	11,619
Prepayments		150,904	150,000	144,693	150,904	150,000	144,692
Inventories	10	1,349	-	993	1,349	-	993
Investments	11	4,500,000	2,000,000	2,523,167	4,500,000	2,000,000	2,523,167
Funds receivable for Capital Works Projects	18	25,933	-	27,816	25,933	-	27,816
		<u>7,328,607</u>	<u>6,675,000</u>	<u>7,055,261</u>	<u>7,329,675</u>	<u>6,675,000</u>	<u>7,056,311</u>
Current Liabilities							
GST Payable		-	-	-	-	-	-
Accounts Payable	13	1,843,598	1,683,872	1,713,242	1,843,598	1,683,872	1,713,242
Revenue Received in Advance	14	1,096,991	950,000	1,137,891	1,096,991	950,000	1,137,891
Provision for Cyclical Maintenance	15	427,205	350,000	223,430	427,205	350,000	223,430
Finance Lease Liability	16	115,072	110,000	106,912	115,072	110,000	106,912
Funds held in Trust	17	1,027,883	900,000	875,100	1,027,883	900,000	875,100
Funds held for Capital Works Projects	18	11,799	-	116,458	11,799	-	116,458
		<u>4,522,548</u>	<u>3,993,872</u>	<u>4,173,033</u>	<u>4,522,548</u>	<u>3,993,872</u>	<u>4,173,033</u>
Working Capital Surplus/(Deficit)		2,806,059	2,681,128	2,882,228	2,807,127	2,681,128	2,883,278
Non-current Assets							
Investments	11	43,563	40,000	41,625	418,243	40,000	407,387
Property, Plant and Equipment	12	3,500,265	3,100,000	3,332,200	3,500,266	3,100,000	3,332,200
		<u>3,543,828</u>	<u>3,140,000</u>	<u>3,373,825</u>	<u>3,918,509</u>	<u>3,140,000</u>	<u>3,739,587</u>
Non-current Liabilities							
Provision for Cyclical Maintenance	15	549,484	500,000	478,256	549,484	500,000	478,256
Finance Lease Liability	16	110,741	150,000	171,357	110,741	150,000	171,357
Funds held in Trust	17	23,220	-	58,500	23,220	-	58,500
		<u>683,445</u>	<u>650,000</u>	<u>708,113</u>	<u>683,445</u>	<u>650,000</u>	<u>708,113</u>
Net Assets		<u>5,666,442</u>	<u>5,171,128</u>	<u>5,547,940</u>	<u>6,042,191</u>	<u>5,171,128</u>	<u>5,914,752</u>
Equity:							
Accumulated comprehensive revenue and expense		5,624,054	5,171,128	5,507,490	5,965,362	5,171,128	5,849,499
Equity investment revaluation reserves		42,388	-	40,450	76,828	-	65,253
Total equity		<u>5,666,442</u>	<u>5,171,128</u>	<u>5,547,940</u>	<u>6,042,190</u>	<u>5,171,128</u>	<u>5,914,752</u>

Otumoetai College

Statement of Cash Flows

For the year ended 31 December 2025

	Notes	2025 Actual \$	School 2025 Budget (Unaudited) \$	2024 Actual \$	2025 Actual \$	Group 2025 Budget (Unaudited) \$	2024 Actual \$
Cash flows from Operating Activities							
Government Grants		6,549,278	5,832,903	6,283,849	6,549,278	5,832,903	6,283,849
Locally Raised Funds		1,701,628	1,723,216	1,876,950	1,703,628	1,739,338	1,906,326
International Students		1,193,308	975,889	934,195	1,193,308	975,889	934,195
Goods and Services Tax (net)		(33,579)	(28,381)	12,864	(33,578)	(28,381)	12,864
Payments to Employees		(4,121,128)	(3,919,319)	(4,302,526)	(4,121,128)	(3,919,319)	(4,302,526)
Payments to Suppliers		(4,734,821)	(4,493,809)	(4,271,141)	(4,750,676)	(4,493,809)	(4,275,199)
Interest Paid		(20,763)	-	(20,818)	(20,763)	-	(20,818)
Interest Received		248,186	174,724	345,144	262,057	174,724	333,287
Net cash from / (to) the Operating Activities		782,108	265,223	858,517	782,125	281,345	871,978
Cash flows from Investing Activities							
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		5,217	-	10,000	5,217	-	10,000
Purchase of Property Plant & Equipment (and Intangibles)		(458,607)	(310,111)	(420,574)	(458,607)	(326,232)	(420,574)
Purchase of Investments		-	-	(585,352)	-	-	(598,761)
Proceeds from Sale of Investments		(1,976,833)	523,167	-	(1,976,833)	523,167	-
Net cash from / (to) the Investing Activities		(2,430,223)	213,056	(995,926)	(2,430,223)	196,935	(1,009,335)
Cash flows from Financing Activities							
Furniture and Equipment Grant		41,600	-	200,533	41,600	-	200,533
Finance Lease Payments		(112,408)	(18,271)	(107,026)	(112,408)	(18,271)	(107,026)
Funds Administered on Behalf of Other Parties		14,726	(122,242)	249,639	14,726	(122,242)	249,639
Net cash from / (to) Financing Activities		(56,082)	(140,513)	343,146	(56,082)	(140,513)	343,146
Net increase/(decrease) in cash and cash equivalents		(1,704,197)	337,766	205,737	(1,704,180)	337,766	205,789
Cash and cash equivalents at the beginning of the year	8	2,662,234	2,662,234	2,456,497	2,663,286	2,662,234	2,457,497
Cash and cash equivalents at the end of the year	8	958,037	3,000,000	2,662,234	959,106	3,000,000	2,663,286

The Consolidated Statement of Cash Flows records only those cash flows directly within the control of the School. This means centrally funded teachers' salaries, use of land and buildings grant and expense and other notional items have been excluded.

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

Otumoetai College

Notes to the Group Financial Statements

For the year ended 31 December 2025

a) Reporting Entity

Otumoetai College is a Crown entity as specified in the Crown Entities Act 2004 and a school as described in the Education and Training Act 2020. The Otumoetai College Group (the 'Group') consists of Otumoetai College and its subsidiary trust. The subsidiary is a School Trust ('Trust') which supports the school by raising funds and making donations for the school.

The School's subsidiary is incorporated and domiciled in New Zealand.

b) Basis of Preparation

Reporting Period

The consolidated financial statements have been prepared for the period 1 January 2025 to 31 December 2025 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

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

Basis of Consolidation

The consolidated financial statements are prepared by adding together like items of assets, liabilities, equity, revenue, expenses, and cash flows of entities in the group on a line-by-line basis. All intra-group balances, transactions, revenue, and expenses are eliminated on consolidation.

Subsidiaries

Subsidiaries are entities controlled by the Group. The Group 'controls' an entity when it is exposed, or has rights, to variable benefits from its involvement with the other entity and has the ability to affect the nature or amount of those benefits through its power over the other entity. The financial statements of subsidiaries are included in the consolidated financial statements from the date on which control commences until the date on which control ceases.

Changes in the Group's interest in a subsidiary that do not result in a loss of control are accounted for as transactions with owners in their capacity as owners.

When the Group loses control over a subsidiary, it derecognises the assets and liabilities of the subsidiary, and any related non-controlling interests and other components of equity. Any resulting gain or loss is recognised in surplus or deficit. Any interest retained in the former subsidiary is measured at fair value when control is lost.

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

The Group qualifies for Tier 2 as the group is not publicly accountable and is not considered large as it falls below the expenditure threshold of \$33 million per year. All relevant reduced disclosure concessions have been taken.

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

The School recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 15.

Useful lives of property, plant and equipment

The Group reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The Group believes that the estimated useful lives of the property, plant and equipment as disclosed in the significant accounting policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 12.

Critical Judgements in applying accounting policies

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

Classification of leases

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

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 16. Future operating lease commitments are disclosed in note 24.

Recognition of grants

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

Consolidation of entities

The Group consolidates entities based on whether the School has established control of the subsidiary. The subsidiaries which are controlled are disclosed at Note 27.

c) Revenue Recognition

Government Grants

The Group receives funding from the Ministry of Education. The following are the main types of funding that the School receives.

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

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

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

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

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

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Operating Lease Payments

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

e) Finance Lease Payments

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

f) Cash and Cash Equivalents

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

g) Accounts Receivable

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

h) Inventories

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

i) Investments

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

Equity investments are designated at initial recognition at fair value through other comprehensive revenue and expense because they are investments that the Group intends to hold for long term strategic purposes. They are initially measured at fair value plus transaction costs. They are subsequently measured at their fair value with gains and losses recognised in other comprehensive revenue and expense. When sold, the cumulative gain or loss previously recognised in other comprehensive revenue and expense is transferred within equity to accumulated surplus/(deficit).

The Group has met the requirements of Section 154 (2)(b)(ii) of the Education and Training Act 2020 in relation to the acquisition of investment securities.

j) Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Building Improvements	10–75 years
Board-owned Buildings	10–75 years
Furniture and Equipment	10–15 years
Information and Communication Technology	4–5 years
Motor Vehicles	5 years
Textbooks	3 years
Leased Assets held under a Finance Lease	Term of Lease
Library Resources	12.5% Diminishing value

k) Accounts Payable

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

l) Employee Entitlements*Short-term employee entitlements*

Employee benefits that are due to be settled within 12 months after the end of the period in which the employee renders the related service are measured based on accrued entitlements at current rates of pay. These include salaries and wages accrued up to balance date and annual leave earned, by non teaching staff, but not yet taken at balance date.

Long-term employee entitlements

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

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

m) Revenue Received in Advance

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

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

n) Funds Held in Trust

Funds are held in trust where they have been received by the Group for a specified purpose, or are being held on behalf of a third party and these transactions are not recorded in the Consolidated Statement of Comprehensive Revenue and Expense.

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

o) Funds held for Capital works

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

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

p) Provision for Cyclical Maintenance

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

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

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

q) Financial Instruments

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

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

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

r) Goods and Services Tax (GST)

The consolidated financial statements have been prepared on a GST exclusive basis, with the exception of accounts receivable and accounts payable which are stated as GST inclusive.

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

Commitments and contingencies are disclosed exclusive of GST.

s) Budget Figures

The budget figures are extracted from the Group budget that was approved by the Board.

t) Services received in-kind

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

2. Government Grants

	2025 Actual \$	School 2025 Budget (Unaudited) \$	2024 Actual \$	2025 Actual \$	Group 2025 Budget (Unaudited) \$	2024 Actual \$
Government Grants - Ministry of Education	6,030,990	5,818,977	6,026,487	6,030,990	5,818,977	6,026,487
Teachers' Salaries Grants	14,654,601	14,498,000	14,035,818	14,654,601	14,498,000	14,035,818
Use of Land and Buildings Grants	2,402,909	1,600,000	2,649,192	2,402,909	1,600,000	2,649,192
Ka Ora, Ka Ako - Healthy School Lunches Programme	44,798	-	32,425	44,798	-	32,425
Other Government Grants	350,608	-	280,836	350,608	-	280,836
	23,483,907	21,916,977	23,024,758	23,483,907	21,916,977	23,024,758

3. Locally Raised Funds

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

	2025 Actual \$	School 2025 Budget (Unaudited) \$	2024 Actual \$	2025 Actual \$	Group 2025 Budget (Unaudited) \$	2024 Actual \$
Revenue						
Fees for Extra Curricular Activities	644,984	430,400	543,858	644,984	430,400	543,858
Donations and Bequests	366,454	335,994	343,342	368,454	335,994	341,342
Fundraising & Community Grants	66,184	-	101,988	66,184	-	101,988
Trading	340,800	696,866	349,032	340,800	696,866	349,032
Other Revenue	141,757	145,466	160,998	141,757	145,466	160,998
International Student Fees	1,276,023	1,066,956	921,447	1,276,023	1,066,956	921,447
	2,836,202	2,675,682	2,420,665	2,838,202	2,675,682	2,418,665
Expenses						
Extra Curricular Activities Costs	1,292,196	1,091,698	1,188,296	1,292,196	1,091,698	1,188,296
Trading	320,048	340,725	329,377	320,048	340,725	329,377
Fundraising and Community Grant Costs	31,095	-	31,358	31,095	-	31,358
Other Locally Raised Funds Expenditure	31,529	20,000	21,164	31,529	20,000	21,164
International Student - Employee Benefits - Salaries	169,096	173,575	172,586	169,096	173,575	172,586
International Student - Other Expenses	259,909	295,290	223,687	259,909	295,290	223,687
	2,103,873	1,921,288	1,966,468	2,103,873	1,921,288	1,966,468
<i>Surplus/ (Deficit) for the year Locally Raised Funds</i>	732,329	754,394	454,197	734,329	754,394	452,197

4. Learning Resources

	2025 Actual \$	School 2025 Budget (Unaudited) \$	2024 Actual \$	2025 Actual \$	Group 2025 Budget (Unaudited) \$	2024 Actual \$
Curricular	1,119,812	1,209,850	1,036,297	1,119,812	1,209,850	1,036,297
Information and Communication Technology	161,342	177,574	151,066	161,342	177,574	151,066
Employee Benefits - Salaries	17,038,668	16,656,052	16,600,284	17,038,668	16,656,052	16,600,284
Staff Development	73,562	168,730	72,631	73,562	168,730	72,631
Depreciation	665,390	542,311	647,849	665,390	542,311	647,849
Other Learning Resource Expenses	75,067	74,475	45,895	75,067	74,475	45,895
	19,133,840	18,828,992	18,554,022	19,133,840	18,828,992	18,554,022

5. Administration

	2025 Actual \$	School 2025 Budget (Unaudited) \$	2024 Actual \$	2025 Actual \$	Group 2025 Budget (Unaudited) \$	2024 Actual \$
Audit Fee	17,053	13,778	17,503	17,053	13,778	17,503
Board Fees and Expenses	26,151	25,940	23,168	26,151	25,940	23,168
Operating Lease	(1,787)	87,600	(5,408)	(1,787)	87,600	(5,408)
Legal Fees	2,848	-	6,108	2,848	-	6,108
Other Administration Expenses	228,357	229,102	243,238	244,211	229,102	257,009
Employee Benefits - Salaries	981,889	973,259	951,534	981,889	973,259	951,534
Insurance	41,965	39,400	39,224	41,965	39,400	39,224
Service Providers, Contractors and Consultancy	270,369	151,064	182,282	270,369	151,064	182,282
Ka Ora, Ka Ako - Healthy School Lunches Programme	44,798	-	32,425	44,798	-	32,425
	1,611,643	1,520,143	1,490,074	1,627,497	1,520,143	1,503,845

6. Property

	2025 Actual \$	School 2025 Budget (Unaudited) \$	2024 Actual \$	2025 Actual \$	Group 2025 Budget (Unaudited) \$	2024 Actual \$
Cyclical Maintenance Provision	324,271	-	289,048	324,271	-	289,048
Heat, Light and Water	229,943	229,500	231,634	229,943	229,500	231,634
Rates	94,359	98,000	90,496	94,359	98,000	90,496
Repairs and Maintenance	288,468	257,350	291,700	288,468	257,350	291,700
Use of Land and Buildings	2,402,909	1,600,000	2,649,192	2,402,909	1,600,000	2,649,192
Employee Benefits - Salaries	592,458	616,956	601,157	592,458	616,956	601,157
Other Property Expenses	79,396	75,240	84,367	79,396	75,240	84,367
	<u>4,011,804</u>	<u>2,877,046</u>	<u>4,237,594</u>	<u>4,011,804</u>	<u>2,877,046</u>	<u>4,237,594</u>

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

7. Other Expense

	2025 Actual \$	School 2025 Budget (Unaudited) \$	2024 Actual \$	2025 Actual \$	Group 2025 Budget (Unaudited) \$	2024 Actual \$
Impairment Loss - Other	5,924	-	-	5,924	-	-
	<u>5,924</u>	<u>-</u>	<u>-</u>	<u>5,924</u>	<u>-</u>	<u>-</u>

8. Cash and Cash Equivalents

	2025 Actual \$	School 2025 Budget (Unaudited) \$	2024 Actual \$	2025 Actual \$	Group 2025 Budget (Unaudited) \$	2024 Actual \$
Bank Accounts	458,037	500,000	1,162,234	459,106	500,000	1,163,286
Short-term Bank Deposits	500,000	2,500,000	1,500,000	500,000	2,500,000	1,500,000
Cash equivalents and cash equivalents for Consolidated Statement of Cash Flows	<u>958,037</u>	<u>3,000,000</u>	<u>2,662,234</u>	<u>959,106</u>	<u>3,000,000</u>	<u>2,663,286</u>

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

Of the \$5,459,106 Cash and Cash Equivalents and short term bank deposits, \$1,974,219 is subject to restrictions for the following reasons:

- \$758,352 of international student fees relating to the 2026 school year have been collected by the school. This is included in Revenue in Advance in note 14.
- \$11,799 is held by the school on behalf of the Ministry of Education. The funds have been provided as part of the school's 5 Year Agreement Funding and is required to be spent on the school's buildings. See note 18.
- \$152,965 is held by the school on behalf of the Ministry of Education. The funds have been provided as part of the MOE's Capital works Project & the PMG Top Up. See note 14.
- \$1,051,103 of Funds held in Trust. This is included in note 17.

9. Accounts Receivable

	2025 Actual \$	School 2025 Budget (Unaudited) \$	2024 Actual \$	2025 Actual \$	Group 2025 Budget (Unaudited) \$	2024 Actual \$
Receivables	125,161	100,000	269,994	125,161	100,000	269,994
Receivables from the Ministry of Education	9,211	10,000	45,620	9,211	10,000	45,620
Interest Receivable	23,921	25,000	39,724	23,921	25,000	39,724
Teacher Salaries Grant Receivable	1,488,893	1,350,000	1,329,400	1,488,893	1,350,000	1,329,400
	<u>1,647,186</u>	<u>1,485,000</u>	<u>1,684,738</u>	<u>1,647,186</u>	<u>1,485,000</u>	<u>1,684,738</u>
Receivables from Exchange Transactions	149,082	125,000	309,718	149,082	125,000	309,718
Receivables from Non-Exchange Transactions	1,498,103	1,360,000	1,375,020	1,498,103	1,360,000	1,375,020
	<u>1,647,186</u>	<u>1,485,000</u>	<u>1,684,738</u>	<u>1,647,186</u>	<u>1,485,000</u>	<u>1,684,738</u>

10. Inventories

	2025 Actual \$	School 2025 Budget (Unaudited) \$	2024 Actual \$	2025 Actual \$	Group 2025 Budget (Unaudited) \$	2024 Actual \$
Canteen	1,349	-	993	1,349	-	993
	1,349	-	993	1,349	-	993

11. Investments

The Group and School's investments are classified as follows:

	2025 Actual \$	School 2025 Budget (Unaudited) \$	2024 Actual \$	2025 Actual \$	Group 2025 Budget (Unaudited) \$	2024 Actual \$
Current Asset						
Short-term Bank Deposits	4,500,000	2,000,000	2,523,167	4,500,000	2,000,000	2,523,167
	4,500,000	2,000,000	2,523,167	4,500,000	2,000,000	2,523,167
Non-current Asset						
Equity Investments	43,563	40,000	41,625	418,243	40,000	407,387
	43,563	40,000	41,625	418,243	40,000	407,387
Total Investments	4,543,563	2,040,000	2,564,792	4,918,243	2,040,000	2,930,554

12. Property, Plant and Equipment

GROUP

	Opening Balance (Net Book Value)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2025	\$	\$	\$	\$	\$	\$
Land	-	-	-	-	-	-
Buildings	248,194	-	-	-	(7,528)	240,665
Building Improvements	1,173,361	-	-	-	(111,592)	1,061,769
Hostel	-	-	-	-	-	-
Furniture and Equipment	1,208,077	360,759	(3,011)	-	(239,889)	1,325,936
Information and Communication Technology	298,981	374,816	-	-	(162,396)	511,401
Intangible Assets	-	-	-	-	-	-
Motor Vehicles	35,472	31,856	(2,146)	-	(10,485)	54,697
Textbooks	21,522	4,741	-	-	(8,187)	18,076
Leased Assets	274,562	61,739	-	-	(116,259)	220,042
Library Resources	72,032	4,701	-	-	(9,053)	67,680
	3,332,200	838,612	(5,157)	-	(665,390)	3,500,266

GROUP

	2025 Cost or Valuation	2025 Accumulated Depreciation	2025 Net Book Value	2024 Cost or Valuation	2024 Accumulated Depreciation	2024 Net Book Value
	\$	\$	\$	\$	\$	\$
Land	-	-	-	-	-	-
Buildings	349,914	(109,248)	240,666	349,914	(101,720)	248,194
Building Improvements	3,428,381	(2,366,613)	1,061,769	3,432,218	(2,258,857)	1,173,361
Hostel	-	-	-	-	-	-
Furniture and Equipment	4,953,748	(3,627,812)	1,325,936	4,852,388	(3,644,311)	1,208,077
Information and Communication Technology	2,295,133	(1,783,732)	511,401	1,527,677	(1,228,696)	298,981
Intangible Assets	-	-	-	-	-	-
Motor Vehicles	222,108	(167,411)	54,697	205,861	(170,389)	35,472
Textbooks	670,474	(652,398)	18,076	956,880	(935,358)	21,522
Leased Assets	479,375	(259,333)	220,042	452,048	(177,486)	274,562
Library Resources	438,942	(371,262)	67,679	434,241	(362,209)	72,032
	12,838,074	(9,337,809)	3,500,266	12,211,226	(8,879,026)	3,332,200

SCHOOL

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2025	\$	\$	\$	\$	\$	\$
Land	-	-	-	-	-	-
Buildings	248,194	-	-	-	(7,528)	240,665
Building Improvements	1,173,361	-	-	-	(111,592)	1,061,769
Hostel	-	-	-	-	-	-
Furniture and Equipment	1,208,077	360,759	(3,011)	-	(239,889)	1,325,936
Information and Communication Technology	298,981	374,816	-	-	(162,396)	511,401
Intangible Assets	-	-	-	-	-	-
Motor Vehicles	35,472	31,856	(2,146)	-	(10,485)	54,697
Textbooks	21,522	4,741	-	-	(8,187)	18,076
Leased Assets	274,562	61,739	-	-	(116,259)	220,042
Library Resources	72,032	4,701	-	-	(9,053)	67,680
	3,332,200	838,612	(5,157)	-	(665,390)	3,500,266

SCHOOL

	2025 Cost or Valuation	2025 Accumulated Depreciation	2025 Net Book Value	2024 Cost or Valuation	2024 Accumulated Depreciation	2024 Net Book Value
	\$	\$	\$	\$	\$	\$
Land	-	-	-	-	-	-
Buildings	349,914	(109,248)	240,666	349,914	(101,720)	248,194
Building Improvements	3,428,381	(2,366,613)	1,061,769	3,432,218	(2,258,857)	1,173,361
Hostel	-	-	-	-	-	-
Furniture and Equipment	4,953,748	(3,627,812)	1,325,936	4,852,388	(3,644,311)	1,208,077
Information and Communication Technology	2,295,133	(1,783,732)	511,401	1,527,677	(1,228,696)	298,981
Intangible Assets	-	-	-	-	-	-
Motor Vehicles	222,108	(167,411)	54,697	205,861	(170,389)	35,472
Textbooks	670,474	(652,398)	18,076	956,880	(935,358)	21,522
Leased Assets	479,375	(259,333)	220,041	452,048	(177,486)	274,562
Library Resources	438,942	(371,262)	67,679	434,241	(362,209)	72,032
	12,838,074	(9,337,809)	3,500,265	12,211,226	(8,879,026)	3,332,200

The following note can be used for each class of asset that are held under a finance lease:

The net carrying value of furniture and equipment held under a finance lease is \$220,042 (2024: \$274,562)

The net carrying value of motor vehicles held under a finance lease is \$000 (2024: \$000)

Restrictions

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

13. Accounts Payable

	2025 Actual \$	School 2025 Budget (Unaudited) \$	2024 Actual \$	2025 Actual \$	Group 2025 Budget (Unaudited) \$	2024 Actual \$
Creditors	195,243	183,872	241,725	195,243	183,872	241,725
Accruals	45,604	40,000	34,640	45,604	40,000	34,640
Employee Entitlements - Salaries	1,488,893	1,350,000	1,329,400	1,488,893	1,350,000	1,329,400
Employee Entitlements - Leave Accrual	113,858	110,000	107,477	113,858	110,000	107,477
	1,843,598	1,683,872	1,713,242	1,843,598	1,683,872	1,713,242
Payables for Exchange Transactions	1,843,598	1,683,872	1,713,242	1,843,598	1,683,872	1,713,242
	1,843,598	1,683,872	1,713,242	1,843,598	1,683,872	1,713,242

The carrying value of payables approximates their fair value.

14. Revenue Received in Advance

	2025 Actual \$	School 2025 Budget (Unaudited) \$	2024 Actual \$	2025 Actual \$	Group 2025 Budget (Unaudited) \$	2024 Actual \$
Grants in Advance - Ministry of Education	152,965	-	21,695	152,965	-	21,695
International Student Fees in Advance	758,352	750,000	841,067	758,352	750,000	841,067
Other revenue in Advance	185,674	200,000	275,129	185,674	200,000	275,129
	1,096,991	950,000	1,137,891	1,096,991	950,000	1,137,891

15. Provision for Cyclical Maintenance

	2025 Actual \$	School and Group 2025 Budget (Unaudited) \$	2024 Actual \$
Provision at the Start of the Year	701,686	478,256	445,119
Increase to the Provision During the Year	324,271	-	289,048
Use of the Provision During the Year	(49,268)	-	(32,481)
Provision at the End of the Year	<u>976,689</u>	<u>478,256</u>	<u>701,686</u>
Cyclical Maintenance - Current	427,205	350,000	223,430
Cyclical Maintenance - Non current	549,484	500,000	478,256
	<u>976,689</u>	<u>850,000</u>	<u>701,686</u>

As per the cyclical maintenance schedule, the School is next expected to undertake painting works during 2026. This plan is based on the School's 10 Year Property plan and quotes received

16. Finance Lease Liability

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

	2025 Actual \$	School 2025 Budget (Unaudited) \$	2024 Actual \$	2025 Actual \$	Group 2025 Budget (Unaudited) \$	2024 Actual \$
No Later than One Year	115,072	110,000	106,912	115,072	110,000	106,912
Later than One Year	110,741	150,000	171,357	110,741	150,000	171,357
	<u>225,813</u>	<u>260,000</u>	<u>278,269</u>	<u>225,813</u>	<u>260,000</u>	<u>278,269</u>
Represented by						
Finance lease liability - Current	115,072	110,000	106,912	115,072	110,000	106,912
Finance lease liability - Non-current	110,741	150,000	171,357	110,741	150,000	171,357
	<u>225,813</u>	<u>260,000</u>	<u>278,269</u>	<u>225,813</u>	<u>260,000</u>	<u>278,269</u>

17. Funds held in Trust

	2025	School 2025 Budget (Unaudited)	2024	2025	Group 2025 Budget (Unaudited)	2024
	Actual		Actual	Actual		Actual
	\$	\$	\$	\$	\$	\$
Funds Held in Trust on Behalf of Third Parties - Current	1,027,883	900,000	875,100	1,027,883	900,000	875,100
Funds Held in Trust on Behalf of Third Parties - Non-current	23,220	-	58,500	23,220	-	58,500
	1,051,103	900,000	933,600	1,051,103	900,000	933,600

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

18. Funds Held for Capital Works Projects

During the year the School and Group received and applied funding from the Ministry of Education for the following capital works projects. The amount of cash held on behalf of the Ministry for capital works project is included under cash and cash equivalents per note 9, and includes retentions on the projects, if applicable.

School and Group

	2025	Opening Balances	Receipts from MOE	Payments	Board Contributions / Transfers	Closing Balances
		\$	\$	\$	\$	\$
Major Redevelopment		9,151		(548)	-	8,603
213843 Special Needs Bathroom		1,958			(1,958)	-
120-20-03 Site Drainage Works		(1,135)			1,135	-
120-20-07 Dance Drama Alterations		73,752	171,920	(269,082)		(23,410)
Deans Suite Upgrade		(26,681)	26,681			-
249756 LPSM Visually Impaired Student		30,498	3,242	(33,740)		-
252091 PAC Retractable Seating		-	150,747	(151,792)	1,045	0
252083 Block D, F, AA, G Heat Pump Installation		-	324,429	(324,429)		0
252082 T Cladding Repairs		-	25,643	(25,643)		-
252085 G Exterior Doors & Window Latches		-	30,001	(30,001)		-
CTV & Access Control Works		1,100			(1,100)	-
120-25-01 252081 Roof Gutter Clearlite replacements		-	489,741	(492,264)		(2,523)
120-25-09 252088 C Refurbishment of Hard Materials		-	84,368	(81,172)		3,196
Totals		88,643	1,306,772	(1,408,670)	(878)	(14,134)

Represented by:

Funds Held on Behalf of the Ministry of Education	11,799
Funds Receivable from the Ministry of Education	(25,933)

	2024	Opening Balances	Receipts from MOE	Payments	Board Contributions / Transfers	Closing Balances
		\$	\$	\$	\$	\$
Major Redevelopment		20,801	-	(11,650)	-	9,151
213843 Special Needs Bathroom		1,958				1,958
120-20-01 A C K I Roofing Works		(1,387)	1,387			-
120-20-03 Site Drainage Works		(1,135)				(1,135)
120-20-05 Action Centre Toilet Refurbishment		(25,602)	25,602			-
120-20-07 Dance Drama Alterations		(10,880)	250,000	(165,368)		73,752
DEF Roofing Repair		3,748	626	(4,374)		-
Deans Suite Upgrade		(26,681)				(26,681)
Science Block Remediation		160	802	(962)		-
Technology C Upgrade		(3,297)	60,560	(57,263)		-
238306 LPSM B D & F Blocks Lift Access		(6,398)	17,136	(10,738)		-
249756 LPSM Visually Impaired Student		-	31,807	(1,310)		30,497
CTV & Access Control Works		-	143,926	(142,826)		1,100
Totals		(48,713)	531,846	(394,491)	-	88,642

Represented by:

Funds Held on Behalf of the Ministry of Education	116,458
Funds Receivable from the Ministry of Education	(27,816)

19. Funds Held for Teen Parent Unit

The School's Teen Parent Unit is a separate business unit of the school in accordance with the agreement with the Ministry of Education. The revenue and expenditure is included in the Consolidated Statement of Comprehensive Revenue and Expense. During the year, the funds were spent on employee benefit expenses, administration and property management expenses.

20. Related Party Transactions

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

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

The school is related to the Otumoaetai College Education Trust by virtue of commonality of Board of Trustee members. During the year the school received \$10,000 (2024 \$8,000) from the trust for the purpose of providing prizes and scholarships to students of the college.

21. Remuneration

Key management personnel compensation (School)

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

	2025 Actual \$	2024 Actual \$
<i>Board Members</i>		
Remuneration	3,475	3,440
<i>Leadership Team</i>		
Remuneration	1,147,075	1,070,566
Full-time equivalent members	7	7
Total key management personnel remuneration	<u>1,150,550</u>	<u>1,074,006</u>

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

Principal 1

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

	2025 Actual \$000	2024 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	290-300	240-270
Benefits and Other Emoluments	5 - 10	5 - 10
Termination Benefits	0	0

Other Employees

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

Remuneration \$000	2025 FTE Number	2024 FTE Number
160-170	1	
150-160	1	
140-150	3	1
130-140	4	0
120-130	11	8
110-120	37	32
100-110	42	38
	<u>99</u>	<u>79</u>

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

22. Compensation and Other Benefits Upon Leaving

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

School	2025 Actual	2024 Actual
Total	\$0	\$0
Number of People	0	-

26. Events After Balance Date

There were no significant events after the balance date that impact these consolidated financial statements.

27. Investment in Subsidiaries

Details of the Group's material subsidiaries at the end of the reporting period are as follows.

Name of Subsidiary	Principal Activity	Place of incorporation and operation	Proportion of ownership interest and voting power held by the Group		Value of investment \$000	
			2025	2024	2025	2024
Otumoetai College Education Trust	Provide for Students	Tauranga, New Zealand	100%	100%	376.00	367.00

All subsidiaries have 31 December balance dates, are 100% owned by the School, and are incorporated and domiciled in New Zealand.

The School controls the Trust for financial reporting purposes because, in substance, the school predetermined the objectives of the Trust at establishment and benefits from the Trust's complementary activities.

Independent Auditor's Report

To the Readers of Otumoetai College's Financial Statements

For the Year Ended 31 December 2025

The Auditor-General is the auditor of Otumoetai College (the School). The Auditor-General has appointed me, Richard Dey, using the staff and resources of William Buck Audit (NZ) Limited, to carry out the audit of the financial statements of the School on pages 2 to 24, that comprise the statement of financial position as at 31 December 2025, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

Opinion

In our opinion the financial statements:

- present fairly, in all material respects:
 - its financial position as at 31 December 2025; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with the Public Sector – Public Benefit Entity Standards, Reduced Disclosure Regime.

Our audit was completed on 21 May 2026. This is the date at which our opinion is expressed.

Basis for our opinion

We carried out our audit in accordance with the Auditor-General's Auditing Standards, which incorporate the Professional and Ethical Standards and the International Standards on Auditing (New Zealand) issued by the New Zealand Auditing and Assurance Standards Board. Our responsibilities under those standards are further described in the Responsibilities of the auditor section of our report.

We have fulfilled our responsibilities in accordance with the Auditor-General's Auditing Standards.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Responsibilities of the Board for the financial statements

The Board is responsible on behalf of the School for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand.

The Board is responsible for such internal control as it determines is necessary to enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the Board is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board is also responsible for disclosing, as applicable, matters related to going concern and using the going concern basis of accounting, unless the Board intends to close or merge the School, or has no realistic alternative but to do so.

The Board's responsibilities arise from section 134 of the Education and Training Act 2020.

Responsibilities of the auditor for the audit of the financial statements

Our objectives are to obtain reasonable assurance about whether the financial statements, as a whole, are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion.

Reasonable assurance is a high level of assurance, but is not a guarantee that an audit carried out in accordance with the Auditor-General's Auditing Standards will always detect a material misstatement when it exists. Misstatements are differences or omissions of amounts or disclosures, and can arise from fraud or error. Misstatements are considered material if, individually or in the aggregate, they could reasonably be expected to influence the decisions of readers taken on the basis of these financial statements.

For the budget information reported in the financial statements, our procedures were limited to checking that the information agreed to the School's approved budget.

We did not evaluate the security and controls over the electronic publication of the financial statements.

As part of an audit in accordance with the Auditor-General's Auditing Standards, we exercise professional judgement and maintain professional scepticism throughout the audit. Also:

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.
- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

We communicate with the Board regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board is required to prepare an annual report which includes the annual financial statements and the audit report, as well as a Statement of Variance, an Evaluation of the School's Students' Progress and Achievement, a Statement of Compliance with Employment Policy, and a Statement of KiwiSport funding. The Board is responsible for the other information that it presents alongside its annual financial statements.

The other information obtained at the date of our audit report includes copies of the Statement of Variance, Evaluation of the School's Students' Progress and Achievement, Statement of Compliance with Employment Policy, Statement on giving effect to Te Tiriti o Waitangi and Statement of KiwiSport funding.

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

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

Independence

We are independent of the School in accordance with the Auditor-General's Auditing Standards, which incorporate the independence requirements of Professional and Ethical Standard 1 *International Code of Ethics for Assurance Practitioners (including International Independence Standards) (New Zealand)* issued by the New Zealand Auditing and Assurance Standards Board.

Other than in our capacity as the auditor, we have no relationship with, or interests in, the School.



Richard Dey
William Buck Audit (NZ) Limited
On behalf of the Auditor-General
Tauranga, New Zealand



Statement of Variance:

Progress Against Targets



ŌTŪMOETAI COLLEGE

2025 STATEMENT OF VARIANCE



EXECUTIVE SUMMARY

This Statement of Variance evaluates progress against the 2025 Annual Implementation Plan and provides an assessment of the impact, variance, and next steps. It is written to support Board assurance, inform governance decisions, and directly shape the 2026 Annual Implementation Plan within our school's 2026–2030 strategic direction.

The 2025 Annual Implementation Plan has been substantially implemented, resulting in strengthened systems, clearer instructional coherence in priority areas, and improved outcomes for many learners. Progress is evident across all three strategic goals; however, impact has been uneven, particularly for priority learners.

The evidence shows that Ōtūmoetai College has effective tools for improvement. The critical challenge is no longer intent or design, but consistency, timing, and school wide coherence.

Key Strengths

- Strengthened literacy and numeracy outcomes by the end of Year 10
- Improved cultural grounding in senior programmes (Level 1 classes), with authentic mātauranga Māori integration evident in many learning areas
- Increased student participation, connection, and relational capability, particularly through sport

Key Risks

- Persistent equity gaps for Māori and Pasifika learners, especially Māori tāne and Pasifika males
- Inconsistent practice across departments, creating variable student experience
- Attendance remains the most significant risk to sustained achievement and wellbeing

The 2025 evidence confirms the need for a sequenced, multi year strategy that prioritises:

- Earlier and more consistent acceleration in Years 9 and 10
- Whole school curriculum coherence and capability building
- Attendance, wellbeing, and belonging as prerequisites for learning success

STRATEGIC GOAL 1: **Literacy, Numeracy, and Learning Readiness (Years 9–10)**

Strategic Intent

To ensure all students meet the foundational literacy and numeracy skills required for success in the NCEA Corequisites, including the Common Assessment Activities (CAAs).

Key Actions Undertaken

- Established PAT and writing baselines
- Strengthened teacher practice in literacy and numeracy
- Began embedding cross curricular literacy and numeracy expectations
- Engaged students and whānau through consultation and reporting.

Evidence of Impact

Reading

- Year 9: +4.6 scale score gain (71.3 → 75.9), below the expected +6.5 target.
- Year 10: +8.6 scale score gain (74.7 → 83.3), matching expectation; Māori (+10.7) and Pasifika (+11.6) exceeded expected scale score progress indicator.

Mathematics

- Year 9: +5.6 scale score gain (62.8 → 68.4), exceeding the expected scale score target of +3.5 progress indicator (from a lower baseline).
- Year 10: +4.6 scale score gain (65.9 → 70.5), matching expectations; Māori exceeded expected scale score progress.

Science: Thinking with Evidence

- Year 9: +4.3 scale score gain, which was above the expected overall scale score target, but Māori and Pasifika progress remained below the expected scale score gain indicator.
- Year 10: +6.2 gain, exceeding expected progress for all groups, with strong acceleration for Māori and Pasifika learners.

CAA Outcomes (Year 10)

- Reading: 85%
- Writing: 81%
- Numeracy: 72%

Writing and Numeracy outcomes highlight pronounced equity gaps, particularly for Māori tāne and Pasifika males. Writing achievement declined by 2.8% in 2025, reflecting both a shift in Kāhui Ako focus and ongoing challenges with extended writing and structure.

Low stakes CAA practices were implemented as planned and used to inform professional learning and targeted intervention.

Analysis of Variance

Variance is explained primarily by:

- Differing starting points, particularly for Māori and Pasifika students.
- Inconsistent timing and embedding of structured routines, with the strongest acceleration occurring later (Year 10 rather than Year 9).

Planned actions such as predictive modelling and AI supported interventions were designed but not implemented in 2025 due to complexity, representing a partial delivery of the AIP.

Evaluation

Achievement data shows that our college has effective mechanisms for accelerating foundational learning, particularly by the end of Year 10 and for Māori and Pasifika learners. Mathematics and Science: Thinking with Evidence show strong progress overall, while Writing remains the most significant pressure point, especially for Māori tāne and Pasifika males.

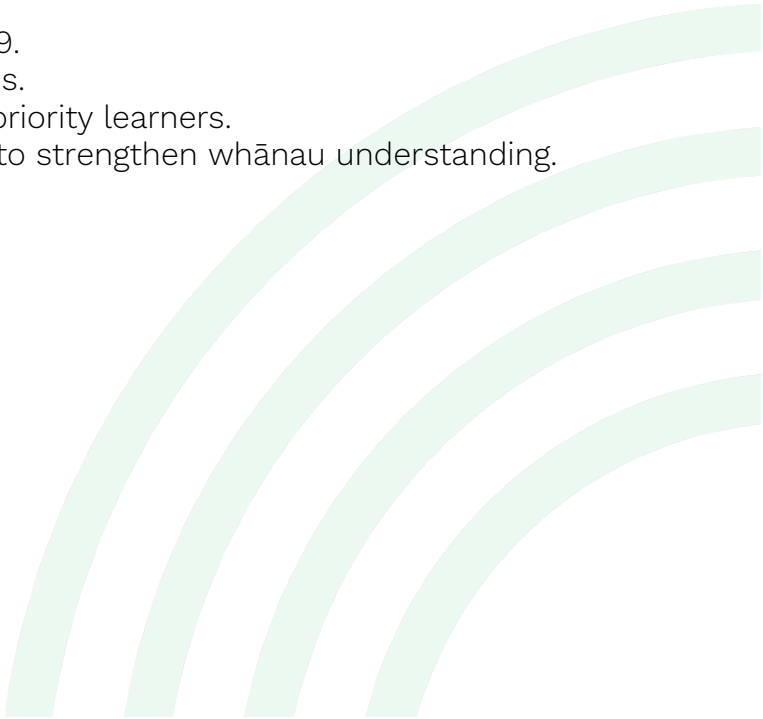
Variance reflects differing starting points and the timing and consistency of structured routines. Acceleration is occurring, but too late in the junior pathway to fully close equity gaps. Year 9 Reading progress did not yet meet expected national progression, signalling the need to shift acceleration earlier.

Governance Implication

The Board can be assured that effective strategies exist, but that earlier, more consistent acceleration and explicit cross curricular expectations are required in 2026 to reduce persistent inequity.

Strategic Implications and Link to 2026 AIP

The 2025 evidence justifies:

- Earlier literacy acceleration in Year 9.
 - Explicit cross curricular expectations.
 - Targeted Tier 2/3 interventions for priority learners.
 - Narrative based progress reporting to strengthen whānau understanding.
- 

STRATEGIC GOAL 2: Culturally Responsive Senior Learning and NCEA Readiness

Strategic Intent

To embed equal status for mātauranga Māori and culturally responsive pedagogy across all Level 1 programmes, while supporting staff through NCEA reform.

Key Actions Undertaken

- Departmental redesign of Level 1 programmes
- Ongoing professional learning for NCEA reform
- Strengthened senior tracking and early-warning systems
- Collection of student and departmental voice

Evidence of Impact

Many learning areas now demonstrate authentic integration of mātauranga Māori, moving beyond tokenism. Student voice confirms increased relevance and engagement, though experience varies significantly by subject.

Co-requisite pass rates improved from 76.2% to 85%, indicating strengthened readiness systems. Early warning systems enabled timely intervention for students at risk of not meeting co-requisite requirements.

NCEA Achievement

NCEA 2025 results - Final



Year	NCEA Level	Ōtūmoetai	National	Equity Index Band
11	1 <small>*PARTICIPATION</small>	84.7%	73.5%	76.6%
12	2 <small>**ENROLMENT</small>	88.0%	73.6%	79.7%
13	3 <small>ENROLMENT</small>	83.6%	71.5%	74.8%
13	UE <small>ENROLMENT</small>	61.5%	52.0%	51.6%

*PARTICIPATION only counts students who participated in a full assessment programme towards NCEA Level 1 (entered for 80+ credits).
**ENROLMENT counts all students enrolled for a minimum of 70 calendar days starting from 1 February.

Analysis of Variance

Overall achievement in 2025 shows strong performance at NCEA Levels 2 (88.0%) and 3 (83.6%), both exceeding school targets and continuing a pattern of sustained improvement over the past five years. University Entrance (61.5%) also sits above target and reflects consistent senior pathway success. In contrast, Level 1 achievement (84.7%) sits just below the 85% benchmark, representing the only area of underperformance against targets.

The Level 1 variance is closely aligned with CAA corequisite attainment (84.9%), indicating that foundational literacy and numeracy requirements are acting as a limiting factor. Multi year trends show a decline from 2021–2024 followed by a recovery in 2025, suggesting some stabilisation but not yet a return to previous levels (pre CAA times).

Disparities remain evident. Female students continue to outperform males across all qualification levels, with the gap most pronounced at Level 3 and University Entrance. Ethnicity data shows Māori and Pacific learners achieving below whole school levels, particularly at Level 1 and Level 3, while European and Asian learners are consistently at or above school averages. These patterns are persistent across multiple years, indicating systemic rather than cohort specific variance.

Evaluation

The strength of achievement at Levels 2 and 3, alongside stable University Entrance outcomes, indicates that senior systems, course design, and tracking processes are effective in supporting students to gain qualifications once they are established in senior pathways. This suggests that the school's approach to credit accumulation, monitoring, and intervention is working well in Years 12 and 13.

However, the continued underperformance at Level 1, coupled with persistent gender and ethnicity disparities, indicates that foundational systems are not yet delivering equitable outcomes for all learners. A key contributing factor is the CAA corequisite requirement, which is disproportionately impacting priority learners. This suggests that current literacy and numeracy supports, while improving, are not yet sufficiently embedded or responsive to need. Of note, the sustained gap for male, Māori, and Pacific learners indicates an ongoing engagement and achievement challenge that requires targeted and culturally responsive approaches.

Governance Implications

- The Board should prioritise oversight of Level 1 achievement and CAA attainment, as this remains the key risk area impacting overall qualification success.
- Continued assurance can be taken from strong Level 2, Level 3, and UE performance, indicating effective senior systems.
- Persistent disparities for male, Māori, and Pacific learners require ongoing monitoring, with a focus on equity of outcomes rather than overall averages.
- There is a need to ensure resourcing and professional learning are aligned to strengthening literacy and numeracy delivery across Years 9-11.
- The Board should seek regular reporting on engagement, attendance, and progress indicators, particularly for priority learners, to ensure early intervention.

Strategic Implications and Link to 2026 AIP

The 2025 results reinforce the need for a strengthened focus on foundational literacy and numeracy, particularly in relation to the Foundational Certificate in 2028. The Level 1 variance highlights the importance of embedding consistent, school wide approaches in Years 9 and 10 to ensure students enter senior schooling equipped to meet corequisite demands. This directly aligns with the 2026 AIP priority of improving literacy and numeracy outcomes through structured programmes, common assessment, and targeted support.

There is also a clear need to intensify targeted strategies for priority learners, particularly Māori, Pacific, and male students. This includes culturally responsive teaching, strengthened relationships, and deliberate tracking of engagement and progress. At the same time, the strong performance at Levels 2 and 3 should be leveraged to further strengthen senior pathway retention and success, ensuring that gains are sustained and extended.

Key 2026 focus areas:

- Strengthen Foundational Certificate readiness through Years 9–10 literacy and numeracy programmes
- Implement targeted interventions for Māori, Pacific, and male learners
- Maintain and refine senior tracking and support systems to sustain Level 2, Level 3, and UE success
- Align attendance, engagement, and achievement data to enable earlier and more precise intervention



STRATEGIC GOAL 3: **Wellbeing and Belonging**

Strategic Intent

To embed a supportive, values driven culture that strengthens wellbeing, connection, and participation.

Key Actions Undertaken

- Raised the prominence of the school values in Year level and Maunga (House) assemblies
- Expansion of sport and participation opportunities
- Introduction of the CARE coaching framework
- Analysis of attendance data and student voice

Evidence of Impact

Student participation increased significantly, with sport participation rising from 39% to 53%. Relational capability has strengthened through coach embedded wellbeing approaches, with staff reporting increased confidence in applied psychological tools.

Full embedding of Te Muka Miro did not occur due to staffing transitions; this variance is acknowledged and addressed in 2026 planning.

Attendance remains a critical concern, with mid-year decline and disproportionate impact on Māori learners. A high proportion of unexplained absences indicates system level issues with expectations and communication.

Analysis of Variance

Wellbeing impact is strongest where delivery is embedded and relational. Attendance challenges reflect broader systemic issues rather than isolated practice gaps.

Evaluation

Student participation and connection strengthened significantly in 2025, with sport participation reaching its highest level in a decade. Relational approaches, particularly through the CARE coaching framework, positively influencing staff capability and student connection.

Attendance remains the most significant risk to sustained achievement and wellbeing. Mid year decline, high chronic absence, and disproportionate impact on Māori learners indicate system level issues rather than isolated practice gaps.

Governance Implication

While relational practice is effective, wellbeing and attendance require a coordinated, visible, and consistent whole school response. Attendance improvement must be treated as a strategic enabler of learning in 2026.

Strategic Implications and Link to 2026 AIP

The 2025 evidence confirms:

- Attendance improvement as a strategic priority.
- Early identification for Māori learners with chronic absence.
- Consistent delivery of Hauora through HAVEN.
- Expansion of belonging through Maunga / House and participation programmes.

Board Assurance and Forward Direction

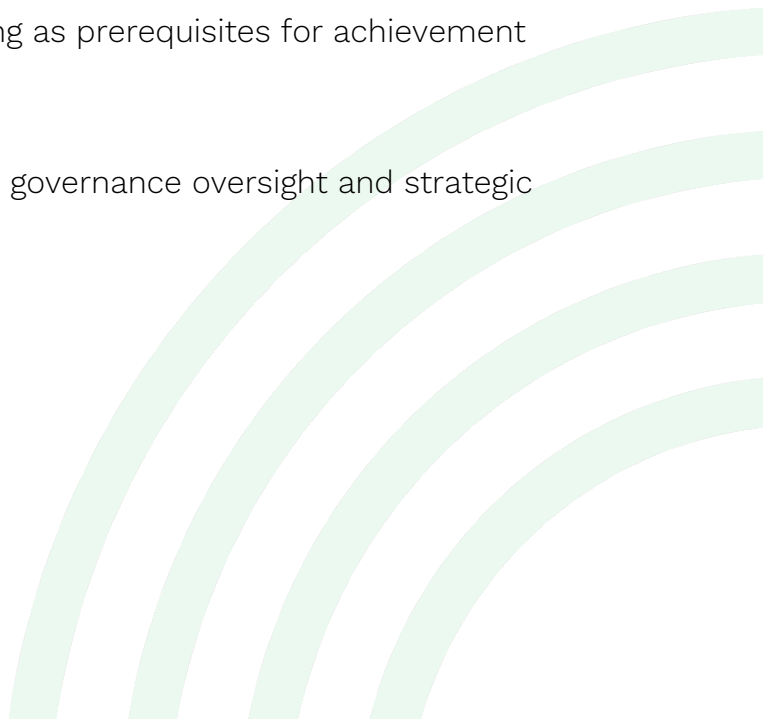
This Statement of Variance provides the Board with assurance that:

- Progress against the 2025 AIP is credible and evidence based
- Variance is understood and transparently explained
- Systems are strengthening rather than fragmenting
- The 2026 AIP is directly informed by 2025 evidence

These findings support our school's shift to a sequenced five year strategy (2026–2030) that prioritises:

- Foundational literacy and numeracy, with earlier acceleration
- Whole school curriculum coherence and cultural responsiveness
- Attendance, wellbeing, and belonging as prerequisites for achievement

This evaluation provides a sound basis for governance oversight and strategic decision making moving into 2026.





Evaluation and Analysis

*Of the school's students'
progress and achievement*



Junior Data Analysis

Achievement Trends (CAA Analysis)

Focussing on Year 10 Reading (85%)

READING Achieved %							
Year	Total	Male	Female	Maori Male	Maori Female	Pasifika Male	Pasifika Female
9	-	-	-	-	-	-	-
10	85%	83%	88%	71%	80%	50%	100%
11	74%	73%	74%	86%	83%	100%	50%
12	35%	29%	44%	0%	33%	0%	-
13	50%	75%	0%	-	0%	-	-
TOTAL	80%	76%	82%	71%	76%	50%	88%

Year 10 Reading achievement is the strongest of the three areas, with an overall pass rate of 85%. Female achievement (88%) exceeds male achievement (83%), but the gap is modest. Māori wāhine (80%) are close to the school average, while Māori tāne (71%) remain a key priority group. Pasifika female achievement is outstanding (100%), whereas Pasifika males (50%) sit significantly below cohort averages. The pattern indicates that while reading practices are effective for most learners, targeted support for Māori and Pasifika males remains essential.

Focussing on Year 10 Writing (81%)

WRITING Achieved %							
Year	Total	Male	Female	Maori Male	Maori Female	Pasifika Male	Pasifika Female
9	-	-	-	-	-	-	-
10	81%	71%	88%	53%	72%	33%	100%
11	57%	52%	68%	58%	43%	-	100%
12	29%	25%	36%	0%	20%	0%	-
13	70%	100%	50%	-	100%	-	-
TOTAL	75%	64%	84%	52%	67%	29%	100%

Writing shows the greatest inequity. The gender gap is pronounced (Female 88% vs Male 71%, a 17 percentage point difference). Māori tāne (53%) and Pasifika males (33%) experience acute barriers to success, signalling deep seated challenges in extended writing, idea development, and structure. Māori wāhine (72%) sit below non Māori females but are otherwise close to overall male performance. These results show Writing is the most urgent area for capacity building and cross-curricular literacy development.

Focussing on Year 10 Numeracy (72%)

NUMERACY Achieved %							
Year	Total	Male	Female	Maori Male	Maori Female	Pasifika Male	Pasifika Female
9	95%	94%	96%	100%	80%	-	-
10	72%	71%	72%	53%	57%	50%	83%
11	71%	68%	73%	54%	71%	50%	20%
12	52%	54%	50%	50%	44%	0%	0%
13	60%	100%	33%	-	-	-	0%
TOTAL	72%	72%	71%	57%	60%	44%	46%

Numeracy is the weakest area overall, with a 9.1% improvement from 2024 (65.9% - 72%). Achievement is similar for males (71%) and females (72%). Equity gaps are again substantial: Māori tāne (53%) and Māori wāhine (57%) underperform relative to cohort averages, while Pasifika males (50%) sit well below the total cohort. Pasifika females (83%) remain strong across areas but experience a relative dip in numeracy compared to their literacy results. Multi-step problem-solving emerged consistently as a weakness across Year 9 and 10, indicating a pedagogical rather than content knowledge barrier.

Note: The data in Year 9 represents two classes of students who sat the Numeracy CAA
The data in Years 11, 12 and 13 represents the percentage of those students who were yet to achieve either the Reading, Writing or Numeracy CAAs

PAT Analysis

PAT Reading

Year 9

PAT Reading Comp. Yr 9 OVERALL				PAT Reading Māori			PAT Reading Pasifika		
	Ave. Scale Score	Male [146]	Female [226]	All [101]	Male [34]	Female [67]	All [23]	Male [8]	Female [15]
T1 2025	71.3 (69.7)	70.8 (69.7)	71.7 (69.7)	67.1 (69.7)	63.7 (69.7)	69.0 (69.7)	65.7 (69.7)	61.6 (69.7)	68.0 (69.7)
T4 2025	75.9 (76.2)	75.5 (76.2)	76.2 (76.2)	71.9 (76.2)	67.1 (76.2)	74.8 (76.2)	70.5 (76.2)	64.5 (76.2)	74.7 (76.2)
<i>Progress</i>	+4.6 (+6.5)	+4.7 (+6.5)	+4.5 (+6.5)	+4.8 (+6.5)	+3.4 (+6.5)	+5.8 (+6.5)	+4.8 (+6.5)	+2.9 (+6.5)	+6.7 (+6.5)

Year 9 Reading shows steady but under-expected progress. The overall cohort moved from a scale score of 71.3 (T1) to 75.9 (T4), a gain of +4.6 compared with the expected +6.5 based on national reference data. Boys and girls make similar gains (around +4.5–4.7), indicating that the shortfall is cohort-wide rather than driven by gender. Māori and Pasifika learners both improve, with Māori gaining around +5.8 and Pasifika +6.7, but from lower starting points and still finishing below the overall cohort and national reference at T4.

2025 PAT EoY Year 9 Reading Summary - OVERALL

Reading progress is positive but not yet accelerated, with all groups moving forward and Māori and Pasifika learners making encouraging gains. However, the cohort as a whole is not keeping pace with expected national growth, however existing equity gaps are reduced slightly but not closed.

Year 10

PAT Reading Comp. Yr 10 OVERALL				PAT Reading Māori			PAT Reading Pasifika		
	Ave. Scale Score	Male [165]	Female [226]	All [97]	Male [40]	Female [57]	All [22]	Male [9]	Female [13]
Y9 T4 2024	74.7 (76.2)	73.7 (76.2)	75.4 (76.2)	69.5 (76.2)	68.4 (76.2)	70.3 (76.2)	70.8 (76.2)	64.7 (76.2)	74.6 (76.2)
Y10 T4 2025	83.3 (84.8)	82.4 (84.8)	83.9 (84.8)	80.8 (84.8)	80.5 (84.8)	81.0 (84.8)	80.9 (84.8)	73.2 (84.8)	86.2 (84.8)
<i>Progress</i>	+8.6 (+8.6)	+8.7 (+8.6)	+8.5 (+8.6)	+11.3 (+8.6)	+12.1 (+8.6)	+10.7 (+8.6)	+8.6 (+8.6)	+8.5 (+8.6)	+11.6 (+8.6)

Year 10 Reading shows strong and accelerated progress. The overall cohort moves from 74.7 (Y9 T4 2024) to 83.3 (Y10 T4 2025), a gain of +8.6, matching the expected +8.6 national gain. Māori learners progress from 70.3 to 81.0 (+10.7), and Pasifika from 74.6 to 86.2 (+11.6), both well above expected average gains. This suggests that Year 10 Reading instruction and interventions are particularly effective for priority learners, even though they started below the cohort average.

2025 PAT EoY Year 10 Reading Summary - OVERALL

Reading progress in Year 10 is positive, with the overall cohort and key priority groups exceeding expected gains. This pattern indicates that Year 10 is a turning point where targeted support and classroom practice are successfully accelerating reading growth, especially for Māori and Pasifika learners. Remaining challenges relate more to absolute achievement levels and CAA outcomes, rather than lack of progress.

PAT Mathematics

Year 9

PAT Mathematics Yr 9 OVERALL				PAT Maths Māori			PAT Maths Pasifika		
	Ave. Scale Score	Male [165]	Female [237]	All [106]	Male [38]	Female [68]	All [27]	Male [10]	Female [17]
T1 2025	62.8 (57.8)	65.2 (57.8)	61.2 (57.8)	59.2 (57.8)	60.4 (57.8)	58.6 (57.8)	55.4 (57.8)	56.5 (57.8)	54.8 (57.8)
T4 2025	68.4 (61.3)	70.8 (61.3)	66.7 (61.3)	63.7 (61.3)	64.8 (61.3)	63.1 (61.3)	60.2 (61.3)	62.0 (61.3)	59.1 (61.3)
<i>Progress</i>	+5.6 (+3.5)	+5.6 (+3.5)	+5.5 (+3.5)	+4.5 (+3.5)	+4.4 (+3.5)	+4.5 (+3.5)	+4.8 (+3.5)	+5.5 (+3.5)	+4.3 (+3.5)

Year 9 Mathematics shows positive gains in terms of progress. The overall cohort moves from 62.8 (T1) to 68.4 (T4), a gain of +5.6 compared with the expected +3.5. Both boys and girls show similar improvement, suggesting that numeracy routines are working well across genders. Māori learners progress from 58.6 to 63.1 (+4.5 vs +3.5 expected), and Pasifika from 54.8 to 59.1 (+4.3 vs +3.5), showing accelerated growth from a lower baseline.

2025 PAT EoY Year 9 Mathematics Summary - OVERALL

Year 9 Mathematics demonstrates accelerated and equitable progress, with all groups moving faster than national expectations. The main issue is starting behind and finishing behind the average scale score, not the rate of improvement. The progress trajectory is strong, but more focus is needed to fully close gaps for Māori and Pasifika learners.

Year 10

PAT Mathematics Yr 10 OVERALL				PAT Maths Māori			PAT Maths Pasifika		
	Ave. Scale Score	Male [174]	Female [223]	All [92]	Male [39]	Female [53]	All [20]	Male [8]	Female [12]
Y9 T4 2024	67.5 (61.3)	69.6 (61.3)	65.9 (61.3)	62.1 (61.3)	64.3 (61.3)	60.6 (61.3)	63.7 (61.3)	58.5 (61.3)	67.1 (61.3)
Y10 T4 2025	72.3 (65.9)	74.6 (65.9)	70.5 (65.9)	67.8 (65.9)	70.6 (65.9)	65.8 (65.9)	67.7 (65.9)	62.2 (65.9)	71.5 (65.9)
<i>Progress</i>	+4.8 (+4.6)	+5.0 (+4.6)	+4.6 (+4.6)	+5.7 (+4.6)	+6.3 (+4.6)	+5.2 (+4.6)	+4.0 (+4.6)	+3.7 (+4.6)	+4.4 (+4.6)

In Year 10, Mathematics progress is solid and on track. The overall cohort moves from 65.9 (Y9 T4 2024) to 70.5 (Y10 T4 2025), a gain of +4.6, matching the expected +4.6 national gain. Māori learners improve from 60.6 to 65.8 (+5.2, above expected), while Pasifika move from 67.1 to 71.5 (+4.4, just under expected). Gender differences in progress are small, with boys slightly ahead of girls but not enough to be the main equity concern.

2025 PAT EoY Year 10 Mathematics Summary - OVERALL

Year 10 Mathematics is steady and aligned with national expectations, with Māori learners in particular making above expected progress. Pasifika progress is close to expectations but, as with Māori, remains anchored to a lower absolute starting point.

Reading and Mathematics PAT / Common Assessment Activities (CAA) Alignment and Next Steps:

Our PAT Reading and Mathematics data indicate that we are achieving solid to accelerated progress by the end of Year 10, especially for Māori and Pasifika learners. However, Year 9 Reading progress lags behind national expectations, and some priority groups still finish below cohort averages despite strong gains.

Our CAA data provides a useful check on how this progress translates into credential level outcomes. In Year 10 CAA Reading, the overall pass rate is 85%, with females performing strongly and Māori tāne and Pasifika males significantly below the cohort (around 71% and 50% respectively). In CAA Numeracy, the overall pass rate is 72%, again with Māori and Pasifika males under achieving relative to the cohort. This aligns closely with PAT patterns.

- PAT data shows accelerated progress for Māori and Pasifika learners, indicating that targeted support and classroom practice are having a positive impact. However, both groups begin Year 9 below the expected national averages, and although their progress across Years 9 and 10 is often at or above national expectations, their overall achievement levels remain below the wider cohort. This means that accelerated progress is helping to close gaps, but not yet fast enough to eliminate them.
- CAA data shows persistent achievement gaps, particularly for Māori and Pasifika males, confirming that progress is improving but not yet sufficient to lift all students over the CAA threshold.

Possible next steps:

- Strengthen Year 9 Reading acceleration with a focus on explicit comprehension, vocabulary and fluency routines in Year 9 to lift progress closer to or above the expected +6.5.
- Identify specific strategies in Year 10 that are driving accelerated gains (especially for Māori and Pasifika learners) and replicate/adapt these for Year 9.
- Target Māori and Pasifika males as a distinct Tier 2–3 focus group using data to identify Māori and Pasifika males who are progressing but still below the CAA benchmark and provide additional support.
- Align PAT/CAA practice tasks with classroom learning by building and using CAA style tasks as homework to help support the gains made in PAT scale scores to be more consistently converted into CAA success.

Science: Thinking with Evidence

Year 9

PAT Science TWE Yr 9 OVERALL				PAT Science Māori			PAT Science Pasifika		
	Ave. Scale Score	Male [160]	Female [235]	All [101]	Male [33]	Female [68]	All [28]	Male [11]	Female [17]
T1 2025	54.7 (54.5)	55.5 (54.5)	54.7 (54.5)	51.5 (54.5)	50.3 (54.5)	52.1 (54.5)	49.5 (54.5)	49.7 (54.5)	49.4 (54.5)
T4 2025	59.0 (58.1)	60.0 (58.1)	59.0 (58.1)	55.1 (58.1)	54.9 (58.1)	55.2 (58.1)	53.0 (58.1)	54.5 (58.1)	52.0 (58.1)
<i>Progress</i>	+4.3 (+3.6)	+4.5 (+3.6)	+4.3 (+3.6)	+3.6 (+3.6)	+4.6 (+3.6)	+3.1 (+3.6)	+3.5 (+3.6)	+4.8 (+3.6)	+2.6 (+3.6)

Year 9 Science: Thinking with Evidence shows above expected progress overall, but with uneven outcomes for priority groups. The overall cohort moves from 54.7 (T1) to 59.0 (T4), a gain of +4.3 versus the expected +3.6. Boys and girls progress at similar rates. Māori learners move from 52.1 to 55.2 (+3.1, slightly below expected), and Pasifika from 49.4 to 52.0 (+2.6, below expected). This suggests that, while the cohort is moving ahead, Māori and Pasifika learners are making smaller gains than expected in scientific reasoning and evidence-based thinking.

2025 PAT EoY Year 9 Science: Thinking with Evidence Summary - OVERALL

Year 9 Science Thinking with Evidence is a relative strength for the overall cohort but a concern for equity, with Māori and Pasifika learners not yet matching expected progress. Early gaps in science literacy and reasoning are at risk of becoming entrenched if not addressed before Year 10.

Year 10 Science: Thinking with Evidence

Year 10

PAT Science TwE Yr 10 OVERALL				PAT Science Māori			PAT Science Pasifika		
	Ave. Scale Score	Male [181]	Female [245]	All [108]	Male [46]	Female [62]	All [22]	Male [9]	Female [13]
Y9 T4 2024	58.7 (58.1)	59.5 (58.1)	58.2 (58.1)	54.2 (58.1)	54.1 (58.1)	54.3 (58.1)	53.2 (58.1)	51.3 (58.1)	54.6 (58.1)
Y10 T4 2025	64.7 (62.8)	65.2 (62.8)	64.4 (62.8)	61.2 (62.8)	61.4 (62.8)	61.1 (62.8)	60.6 (62.8)	55.4 (62.8)	64.3 (62.8)
Progress	+6.0 (+4.7)	+5.7 (+4.7)	+6.2 (+4.7)	+7.0 (+4.7)	+7.3 (+4.7)	+6.8 (+4.7)	+7.4 (+4.7)	+4.1 (+4.7)	+9.7 (+4.7)

In Year 10, we are seeing strong accelerated progress for all groups, reversing some of the Year 9 inequities. The overall cohort moves from 58.2 (Y9 T4 2024) to 64.4 (Y10 T4 2025), a gain of +6.2 versus the expected +4.7. Māori learners progress from 54.3 to 61.1 (+6.8), and Pasifika from 54.6 to 64.3 (+9.7), both significantly above national expectations and ahead of cohort progress. This indicates that Year 10 Science programmes are particularly effective at boosting scientific reasoning for priority learners.

2025 PAT EoY Year 10 Science: Thinking with Evidence Summary - OVERALL

Science: Thinking with Evidence at Year 10 is an area of strong acceleration and a closing of the equity gap, with Māori and Pasifika learners making substantial gains that outpace national expectations and close much of the gap with the overall cohort.

Science: Thinking with Evidence Overall Analysis and Next Steps

Science: Thinking with Evidence mirrors the broader literacy and numeracy story:

- Overall progress is strong, particularly by the end of Year 10.
- Māori and Pasifika learners initially lag behind in Year 9, then make strong gains in Year 10, indicating that quality, targeted science instruction is present.

Although there is no direct CAA equivalent for Science Thinking with Evidence at this stage, these skills underpin success in multi-step Numeracy problems, Reading of informational texts, and future senior science courses.

Weaknesses in Year 9 Science reasoning are therefore likely to spill over into CAA Numeracy and Reading, especially for Māori and Pasifika males who already struggle with extended reasoning tasks.

Possible next steps in Science – Thinking with Evidence

- Identify specific pedagogical approaches (e.g., sentence stems for explanations) that are driving Year 10 acceleration and implement them earlier in Year 9
- Integrate Science reasoning with literacy and numeracy goals by using science texts and data rich investigations to reinforce Reading comprehension and multi-step Numeracy.

Overall, the PAT data suggest that Ōtūmoetai College has effective systems in Year 10 for accelerating progress in Reading, Mathematics, and Science Thinking with Evidence. The next phase is to shift this acceleration earlier into Year 9 and ensure that Māori and Pasifika males, in particular, experience high expectations and targeted support from the moment they enter the junior school.

Writing

Year 9



The Year 9 writing samples show emerging competency but inconsistent control across key elements of written expression. Most learners are able to generate ideas, but many struggle to develop these ideas with sufficient depth, clarity, and structure. Common patterns include:

- Surface-level responses: Ideas are present but not elaborated or supported.
- Weak organisation: Writing lacks clear sequencing, transitions, or coherence.
- Limited use of detail: Students often state ideas without extending, explaining, or justifying them.
- Inconsistent sentence control: Some demonstrate correct writing conventions, while others show persistent gaps in punctuation, grammar, and clarity.

Additionally, many Year 9 students show difficulty sustaining writing for extended periods, which impacts the quality and completeness of their work.

Overall, Year 9 writing indicates a need for greater scaffolding in idea development, structure, and sentence fluency. Students are capable of generating content, but require explicit teaching to move from basic to more developed, coherent writing. These patterns suggest that, without early intervention, students may enter Year 10 without the writing stamina or structure required for more complex tasks.

Year 10



Year 10 writing shows notable improvement in clarity, control, and organisation. Several students demonstrate stronger:

- Idea development and explanation
- Organisation and logical sequencing
- Use of detail to support or expand ideas

However, the overall cohort still displays challenges in:

- Sustained writing, especially when tasks require extended responses
- Using a wide range of sentence structures to enhance clarity and effect
- Consistently applying writing conventions, particularly for learners who also struggle in Reading and multi-step Numeracy
- Embedding depth, especially when prompts require analysis, justification, or contrast

A key concern is that many students write at a functional, rather than proficient, level, which limits their ability to meet senior curriculum expectations.

Schoolwide Analysis, CAA Alignment and Next Steps



Schoolwide, the writing data reveals a consistent pattern:

- Students can generate ideas, but often lack development, structure, and precision.
- Writing stamina is limited for a large proportion of learners, particularly in extended tasks.

Possible Next Steps (Based on the Data)

1. Strengthen explicit teaching of writing structure in Year 9 and Year 10
 - Use common templates/sentence frames for introductions, paragraphs, explanations, and conclusions.
 - Emphasise linking ideas, sequencing, and transitional language.
2. Build writing stamina through regular, low-stakes extended writing
 - Use writing checklists to build independence and self-monitoring.
3. Targeted Tier 2 support for priority learners
 - Small-group workshops for Māori and Pasifika males focusing on:
 - developing ideas
 - adding detail and explanation
 - using correct conventions
 - completing extended writing tasks
 -
4. Integrate writing expectations across all Learning Areas
 - Use consistent schoolwide strategies for paragraphing, evidence, and elaboration.
 - Provide staff PLD on cross-curricular literacy practices.
 - Provide exemplars showing “At” and “Not Yet At” CAA-level writing.

Overall Conclusion

The writing data clearly show that students are improving from Year 9 to Year 10. Early, explicit, and consistent writing instruction, paired with high expectations and targeted support, is essential to ensure all students enter Year 11 with the literacy foundation needed for success in NCEA and beyond.

Senior Data Analysis



NCEA 2025 results - Final

Year	NCEA Level	Ōtūmoetai	National	Equity Index Band
11	1 <small>*PARTICIPATION</small>	84.7%	73.5%	76.6%
12	2 <small>**ENROLMENT</small>	88.0%	73.6%	79.7%
13	3 <small>ENROLMENT</small>	83.6%	71.5%	74.8%
13	UE <small>ENROLMENT</small>	61.5%	52.0%	51.6%

*PARTICIPATION only counts students who participated in a full assessment programme towards NCEA Level 1 (entered for 80+ credits).
**ENROLMENT counts all students enrolled for a minimum of 70 calendar days starting from 1 February.

Our senior achievement results indicate a strong performance against the goals that were set at the beginning of 2025, with the outcome for NCEA Level 1 needing to be interpreted for context.

The **Level 1** achievement of 84.7% sits below the target of 85%; however, it is important to note that the possible achievement rate was effectively capped at 84.6%, which was the pass rate for our Year 11 students for their literacy and numeracy co-requisite requirements. This effectively meant that it was not possible for us to achieve our 85% target.

- NOTE: If we combine all of the students who achieved the expected 80 credits for the year, but not literacy and / or numeracy, our results sits at 90.1%.

Level 2 achievement of 88.0% exceeded our 85% target.

Level 3 achievement at 83.6% exceeded our 80% target.

University Entrance achievement of 61.5% was slightly above our target of 60%.

When compared with national averages, the school's results remain favourable across all senior measures. Achievement at Levels 1, 2, and 3 was well above national rates, and University Entrance outcomes also exceeded the national average. Disparities remain between male and female achievement, and there is variability across Māori and Pasifika outcomes, particularly at University Entrance, which will require further monitoring. These results are provisional and may change by a small margin once finalised, but they provide a sound basis for reflecting on progress toward goals and identifying priority areas for improvement.

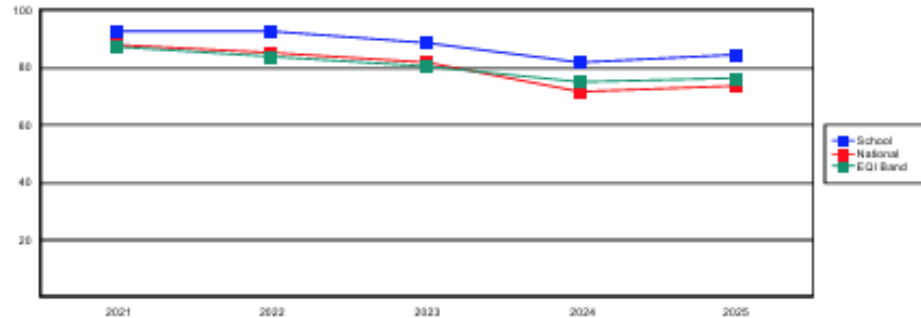
Achievement in NCEA and UE: Otumoetai College

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PR1 - Participation Based Cumulative Overall Results

Academic Year	Otumoetai College			National			Average Socioeconomic Barriers (School Equity Index Band)		
	Year 11 NCEA L1	Year 11 NCEA L1	Year 11 Participated	Year 11 NCEA L1	Year 11 NCEA L1	Year 11 Participated	Year 11 NCEA L1	Year 11 NCEA L1	Year 11 Participated
2021	92.7	328	354	87.9	43,071	49,003	87.0	7,751	8,912
2022	92.6	301	325	85.3	42,337	49,609	83.6	7,603	9,090
2023	88.5	362	409	81.9	42,371	51,733	80.5	7,827	9,719
2024	81.8	337	412	71.5	32,218	45,069	75.0	6,983	9,311
2025	84.7	309	365	73.5	33,645	45,755	76.6	7,551	9,852

Year 11 - NCEA Level 1



Achievement in NCEA and UE: Otumoetai College

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PR2 - Enrolment Based Cumulative Overall Results

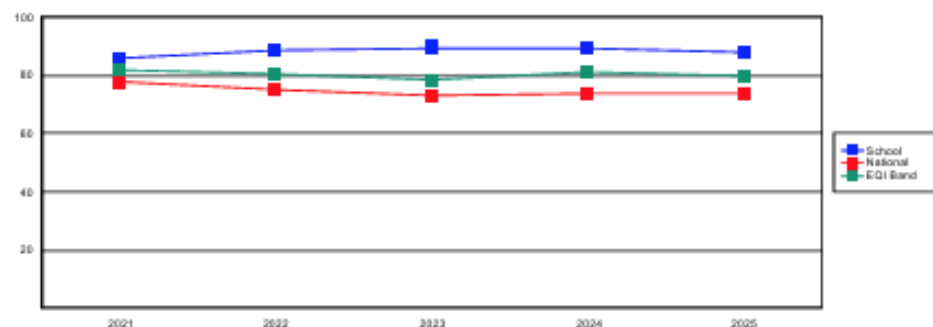
Academic Year	Otumoetai College					
	Year 12 NCEA L2	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 NCEA L3	Year 13 UE	Year 13 UE
2021	326 / 379	86.0	207 / 268	77.2	162 / 268	60.4
2022	261 / 295	88.5	225 / 274	82.1	167 / 274	60.9
2023	266 / 297	89.6	193 / 228	84.6	153 / 228	67.1
2024	333 / 374	89.0	197 / 242	81.4	151 / 242	62.4
2025	336 / 382	88.0	239 / 286	83.6	176 / 286	61.5

Year	National		
	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
2021	77.9	70.5	51.9
2022	74.9	68.2	50.3
2023	73.2	67.7	49.7
2024	73.6	69.4	50.6
2025	73.6	71.5	52.0

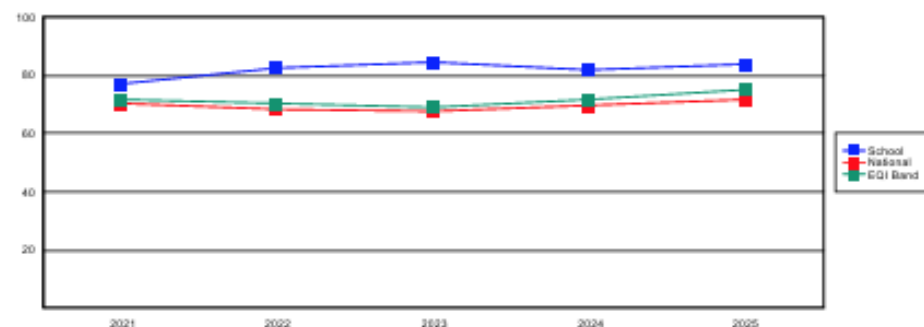
Average Socioeconomic Barriers (School Equity Index Band)

Year	Average Socioeconomic Barriers (School Equity Index Band)		
	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
2021	81.7	71.4	49.4
2022	80.4	70.0	49.2
2023	78.5	69.1	46.7
2024	81.4	71.7	50.0
2025	79.7	74.8	51.6

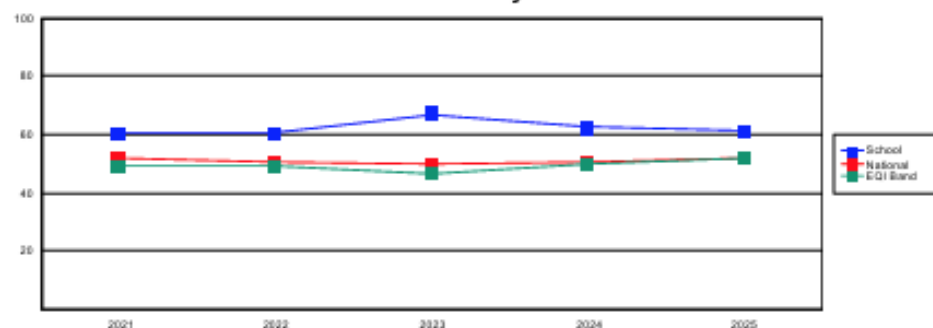
Year 12 - NCEA Level 2



Year 13 - NCEA Level 3



Year 13 - University Entrance



Summary:

- Overall, our senior achievement remains above national averages at every level, and we continue to meet our internal targets across Years 12 and 13. The introduction of compulsory Common Assessment requirements for gaining NCEA has created a short term impact on our Level 1 results. However, while we did not achieve our target of 85%, we did see a positive increase of 2.9% from our 2024 to 2025 NCEA Level 1 results.
- NCEA Level 1 shows the largest decline and variability, with a step down in 2024–2025 consistent with the introduction of the literacy and numeracy co-requisite and the shift to fewer, larger standards.
- NCEA Level 2 met the school’s 85% target across the 5 years (2021–2025).
- NCEA Level 3 has met the 80% target since 2022, indicating comparatively stable performance at the senior end of the school.
- University Entrance (UE) has met the 60% target across the 5 years (2021–2025).
- Gender patterns are consistent: girls outperform boys at every level, with the largest gap at UE (notably in 2021 and again in 2025).

Gender Comparison

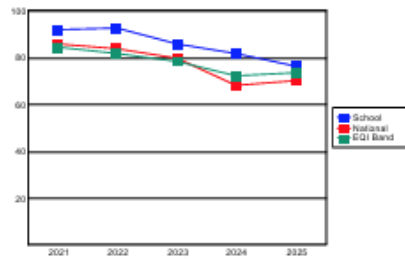
Achievement in NCEA and UE: Otumoetai College

Generated 27-Mar-2026

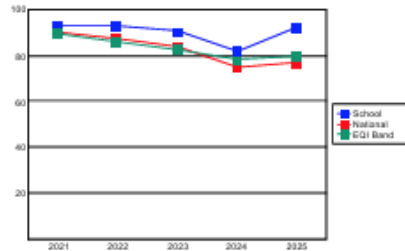
PR1 - Participation Based Cumulative Results by Gender

Academic Year	Otumoetai College			National			Average Socioeconomic Barriers (School Equity Index Band)		
	Year 11 NCEA L1	Year 11 NCEA L1	Year 11 Participated	Year 11 NCEA L1	Year 11 NCEA L1	Year 11 Participated	Year 11 NCEA L1	Year 11 NCEA L1	Year 11 Participated
Male									
2021	92.1	152	165	86.0	21,231	24,676	84.6	3,965	4,685
2022	92.5	136	147	83.5	21,287	25,489	81.7	3,885	4,756
2023	85.7	144	168	80.0	21,174	26,459	78.7	3,950	5,018
2024	81.6	173	212	68.5	16,000	23,360	72.2	3,481	4,820
2025	76.2	128	168	70.3	16,660	23,688	73.5	3,599	4,896
Female									
2021	93.1	176	189	89.8	21,836	24,323	89.6	3,786	4,227
2022	92.7	165	178	87.3	21,046	24,115	85.8	3,717	4,333
2023	90.5	218	241	83.9	21,197	25,273	82.5	3,877	4,701
2024	82.0	164	200	74.7	16,166	21,630	78.0	3,502	4,491
2025	91.9	181	197	77.0	16,926	21,971	79.7	3,952	4,956

Year 11 NCEA Level 1 - Male



Year 11 NCEA Level 1 - Female



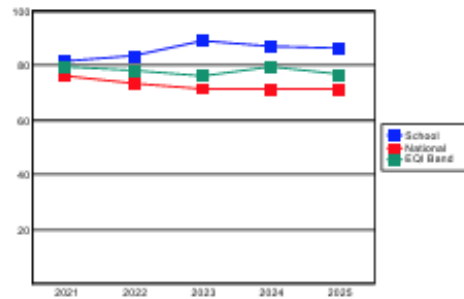
Achievement in NCEA and UE: Otumoetai College

Generated 12-Mar-2026

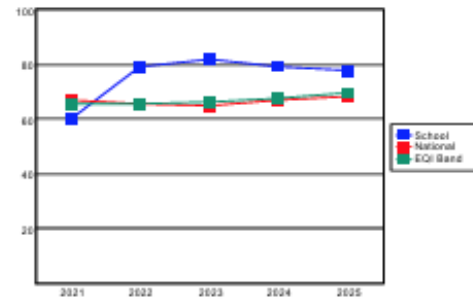
PR2 - Enrolment Based Cumulative Results by Gender

Academic Year	Otumoetai College						National			Average Socioeconomic Barriers (School Equity Index Band)		
	Year 12 NCEA L2	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 NCEA L3	Year 13 UE	Year 13 UE	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
Male												
2021	139 / 170	81.8	60 / 99	60.6	41 / 99	41.4	76.0	66.8	45.5	79.6	65.7	41.4
2022	116 / 139	83.5	91 / 115	79.1	66 / 115	57.4	73.3	65.6	44.9	78.3	66.0	42.4
2023	121 / 136	89.0	81 / 99	81.8	58 / 99	58.6	71.8	64.8	44.0	76.5	66.1	40.4
2024	131 / 150	87.3	86 / 108	79.6	63 / 108	58.3	71.7	66.9	44.7	79.3	67.9	42.6
2025	167 / 194	86.1	85 / 109	78.0	57 / 109	52.3	71.5	68.7	45.6	76.8	70.1	44.3
Female												
2021	187 / 209	89.5	146 / 168	86.9	120 / 168	71.4	79.8	74.0	57.7	83.9	76.7	56.7
2022	145 / 156	92.9	134 / 159	84.3	101 / 159	63.5	76.6	70.5	55.3	82.6	73.7	55.4
2023	145 / 161	90.1	112 / 129	86.8	95 / 129	73.6	74.7	70.3	54.9	80.5	71.7	52.2
2024	202 / 224	90.2	111 / 134	82.8	88 / 134	65.7	75.6	71.9	56.1	83.3	75.0	56.6
2025	169 / 188	89.9	154 / 177	87.0	119 / 177	67.2	76.0	74.3	58.1	82.8	78.8	58.0

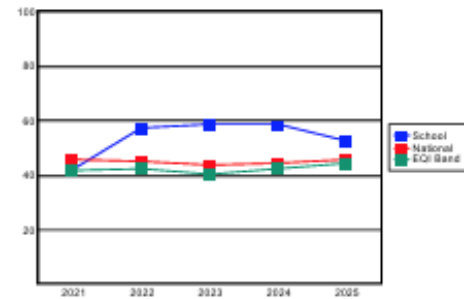
Year 12 NCEA Level 2 - Male



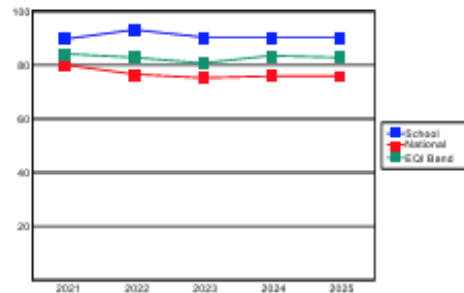
Year 13 NCEA Level 3 - Male



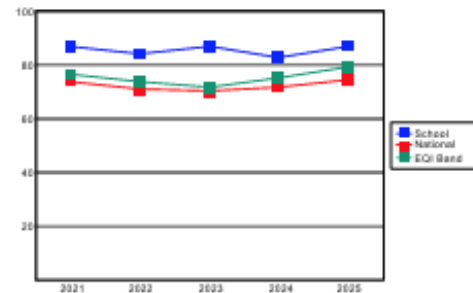
Year 13 University Entrance - Male



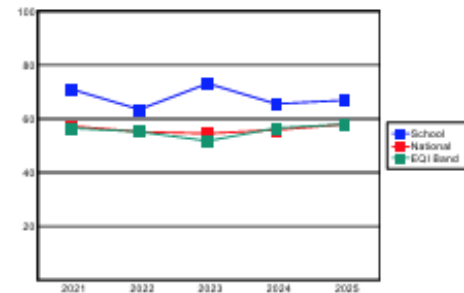
Year 12 NCEA Level 2 - Female



Year 13 NCEA Level 3 - Female



Year 13 University Entrance - Female



5 Year Gender Comparison (boys vs girls)

Level 1 (Year 11): girls outperform boys every year on average by one or two percent, with the gap widening in 2024–2025 to 14.7%.

- 2025: Boys 76.2% vs Girls 91.9%

Level 2 (Year 12): girls remain consistently ahead of boys across the 5 years.

- 2025: Boys 86.1.% vs Girls 89.8%

Level 3 (Year 13): the gender gap is more pronounced across the 5 years at Level 3.

- 2025: Boys 78.0% vs Girls 87.0%

UE: this qualification has the largest and most strategically significant gender gap.

- 2025: Boys 52.3% vs Girls 67.2%

Implication: improving boys' achievement is not just a Level 1 issue, it accumulates through to a University Entrance risk, especially when University Entrance is close to the 60% target overall.

Equity Comparison

Achievement in NCEA and UE: Otumoetai College

Generated 27-Mar-2026

PR1 - Participation Based Cumulative Results by Ethnicity

Academic Year	Otumoetai College			National			Average Socioeconomic Barriers (School Equity Index Band)		
	Year 11 NCEA L1	Year 11 NCEA L1	Year 11 Participated	Year 11 NCEA L1	Year 11 NCEA L1	Year 11 Participated	Year 11 NCEA L1	Year 11 NCEA L1	Year 11 Participated
Asian									
2021	92.3	24	26	92.7	5,704	6,151	91.4	691	756
2022	94.4	17	18	90.8	5,936	6,540	89.8	705	785
2023	96.4	27	28	86.3	6,483	7,508	84.0	805	958
2024	89.2	33	37	75.4	5,058	6,712	77.5	859	1,108
2025	73.9	34	46	78.0	5,384	6,901	81.4	1,119	1,374
European									
2021	93.3	139	149	90.8	29,228	32,206	88.7	6,143	6,926
2022	93.6	132	141	88.3	28,904	32,744	85.6	6,059	7,075
2023	88.3	166	188	85.7	28,854	33,651	83.3	6,275	7,530
2024	81.9	286	349	77.6	22,075	28,441	78.3	5,634	7,196
2025	88.9	271	305	79.3	22,777	28,730	79.5	5,888	7,409
Māori									
2021	85.9	61	71	79.8	9,188	11,513	79.6	1,694	2,128
2022	91.5	54	59	76.6	9,009	11,766	75.0	1,632	2,175
2023	79.5	66	83	72.6	9,062	12,474	71.0	1,644	2,315
2024	72.5	58	80	60.4	7,323	12,133	62.4	1,318	2,112
2025	73.1	49	67	63.3	7,808	12,334	66.4	1,479	2,227
Middle Eastern/Latin American/African									
2021	75.0	3	4	88.4	947	1,071	85.4	123	144
2022	100.0	3	3	85.2	918	1,077	80.6	125	155
2023	100.0	3	3	81.7	975	1,194	80.8	135	167
2024	76.9	10	13	71.3	734	1,029	74.5	152	204
2025				70.8	811	1,146	70.6	163	231
Other Ethnicity									
2021	94.3	183	194	92.2	648	703	96.9	126	130
2022	94.7	178	188	90.1	584	648	87.5	63	72
2023	92.8	128	138	83.9	570	679	73.7	70	95
2024	100.0	7	7	76.3	383	502	74.1	83	112
2025	100.0	1	1	78.5	344	438	82.3	93	113
Pacific Peoples									
2021	100.0	12	12	77.9	4,882	6,271	75.9	491	647
2022	83.3	5	6	73.2	4,747	6,484	70.8	522	737
2023	65.0	13	20	67.6	4,712	6,968	63.1	481	762
2024	68.8	11	16	54.6	3,552	6,506	54.3	360	663
2025	75.0	18	24	56.8	3,892	6,847	60.7	536	883

Achievement in NCEA and UE: Otumoetai College

Generated 12-Mar-2026

PR2 - Enrolment Based Cumulative Results by Ethnicity

Academic Year	Otumoetai College						National			Average Socioeconomic Barriers (School Equity Index Band)		
	Year 12 NCEA L2	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 NCEA L3	Year 13 UE	Year 13 UE	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
Asian												
2021	30 / 33	90.9	14 / 19	73.7	8 / 19	42.1	81.1	76.2	63.4	87.7	81.5	61.5
2022	22 / 23	95.7	28 / 34	82.4	24 / 34	70.6	76.0	73.6	61.3	86.2	74.8	60.1
2023	17 / 22	77.3	21 / 26	80.8	20 / 26	76.9	70.7	70.1	58.1	77.5	73.2	56.4
2024	27 / 30	90.0	17 / 25	68.0	11 / 25	44.0	70.1	69.6	57.9	79.5	71.8	56.5
2025	34 / 38	89.5	25 / 29	86.2	18 / 29	62.1	72.7	72.3	59.8	78.7	75.7	58.5
European												
2021	226 / 255	88.6	138 / 176	78.4	113 / 176	64.2	81.2	73.2	57.2	83.6	72.9	52.0
2022	119 / 131	90.8	151 / 185	81.6	108 / 185	58.4	79.4	71.6	56.0	82.4	72.8	52.2
2023	116 / 127	91.3	88 / 102	86.3	76 / 102	74.5	78.0	71.4	55.5	81.4	71.1	49.5
2024	148 / 166	89.2	92 / 110	83.6	74 / 110	67.3	78.6	72.8	55.6	84.2	74.3	52.6
2025	289 / 325	88.9	193 / 224	86.2	148 / 224	66.1	78.2	74.2	56.6	82.8	76.8	54.4
Māori												
2021	58 / 72	80.6	34 / 49	69.4	23 / 49	46.9	68.3	58.5	31.7	73.1	59.1	31.3
2022	37 / 47	78.7	42 / 50	84.0	20 / 50	40.0	64.1	55.7	30.9	71.9	59.7	34.6
2023	45 / 51	88.2	27 / 33	81.8	16 / 33	48.5	64.6	56.3	31.2	69.7	59.9	30.9
2024	58 / 71	81.7	31 / 36	86.1	14 / 36	38.9	65.4	59.0	31.9	74.0	62.0	34.8
2025	57 / 68	83.8	36 / 51	70.6	17 / 51	33.3	65.4	62.4	33.7	72.1	68.0	37.6
Middle Eastern/Latin American/African												
2021	3 / 3	100.0	2 / 2	100.0	2 / 2	100.0	78.0	70.3	56.0	83.0	72.3	56.9
2022	3 / 4	75.0	2 / 2	100.0	2 / 2	100.0	73.3	67.4	51.4	78.5	62.9	41.7
2023	3 / 5	60.0	3 / 4	75.0	3 / 4	75.0	69.4	66.9	51.4	76.6	68.1	47.8
2024	3 / 3	100.0	3 / 4	75.0	3 / 4	75.0	69.5	67.6	52.9	71.7	70.2	52.4
2025	12 / 14	85.7	2 / 4	50.0	2 / 4	50.0	70.0	68.7	52.6	71.4	65.4	40.3
Other Ethnicity												
2021	69 / 84	82.1	57 / 71	80.3	46 / 71	64.8	78.5	72.9	55.1	84.6	75.5	59.2
2022	139 / 158	88.0	52 / 60	86.7	38 / 60	63.3	77.0	66.3	53.4	88.5	69.0	53.5
2023	103 / 113	91.2	72 / 83	86.7	52 / 83	62.7	73.9	65.5	48.7	76.0	76.9	53.8
2024	121 / 131	92.4	72 / 86	83.7	60 / 86	69.8	74.4	72.3	56.7	86.9	78.1	60.0
2025	1 / 1	100.0	2 / 3	66.7	1 / 3	33.3	74.9	71.2	55.2	82.7	74.3	45.7
Pacific Peoples												
2021	10 / 13	76.9	3 / 5	60.0	2 / 5	40.0	71.5	64.9	33.0	70.5	61.4	32.4
2022	10 / 11	90.9	6 / 7	85.7	1 / 7	14.3	67.3	59.4	28.7	69.7	57.1	30.4
2023	6 / 7	85.7	5 / 7	71.4	4 / 7	57.1	65.0	60.4	29.8	66.4	57.4	25.0
2024	12 / 16	75.0	3 / 6	50.0	1 / 6	16.7	65.8	64.6	32.2	67.5	55.5	25.1
2025	12 / 13	92.3	8 / 11	72.7	6 / 11	54.5	66.0	67.7	35.3	65.7	67.1	34.3

5 Year Equity Comparison

Equity remains the key risk: Māori and Pacific achievement is generally below overall school rates, with the most significant concern at Level 1 and UE, especially for Māori UE in 2025 (provisional).

Māori student achievement

Level 1: Māori achievement declines across the period from a height of 91.5% in 2022. and is well below the school's 85% target (noting the Level 1 disruption 2024-25).

- 2025: 73.1% (school Māori) vs 65.4% (national Māori) vs cohort 84.7%

Level 2: Māori achievement exceeded the target in 2023, but is below 85% in most years and trends down in 2025.

- 2025: 83.8% (school Māori) vs 65.4% (national Māori)) vs cohort 88.0%

Level 3: Māori results are variable (stronger in 2022–2024, then a notable drop in 2025).

- 2025: 70.6% (school Māori) vs 62.4% (national Māori)) vs cohort 83.6%

UE (highest concern): Māori UE is persistently low relative to the 60% school target.

- 2025: 33.3% (school Māori) vs 33.7% (national Māori)) vs cohort 61.5%

Summary Our Māori students are often above national Māori averages, but are typically below their cohort comparisons. This is especially true for University Entrance which remains a major equity gap and a strategic priority.

Pacific student achievement

Note: there are 38 Pacific students across years 11, 12 and 13 in 2025.

Level 1: Pacific achievement shows a marked decline across the five years, from the five year high in 2021 of 100%. 2025 shows an encouraging rise in achievement compared to 2023 and 2024, and sits far below the 85% target in 2024–2025.

- 2025: 75.0% (school Pacific – 18 students) vs 56.8% (national Pacific) vs cohort 84.7%

Level 2: Pacific results are highly variable but include strong years (notably 2022 and 2025).

- 2025: 92.3% (school Pacific – 13 students) vs 66.0% (national Pacific) vs cohort 88.0%

Level 3: Pacific results show volatility due to the lower numbers in students.

- 2025: 72.7% (school Pacific – 11 students) vs 67.7% (national Pacific) vs cohort 83.6%

UE: is also volatile, with some cohorts achieving strongly and others significantly below target.

- 2025: 54.5% (school Pacific) vs 35.3% (national Pacific) vs cohort 61.5%

Implication: Pacific outcomes appear cohort sensitive, due to the relatively small cohort numbers, making assumptions somewhat precarious.

Key Insights and Implications for Strategic Planning

1) Treat Level 1 as a transition qualification requiring tighter monitoring for the next two years.

Focus:

- earlier identification of students at risk of not meeting co requisite requirements
- term by term tracking of literacy/numeracy co-requisite progress alongside subject credit accumulation,
- planned “catch-up windows” that do not depend on end of year recovery.

2) Focus equity strategy where the gap is most consequential: UE for Māori and boys

Even with strong relative performance at Levels 2 and 3 compared with national, UE for Māori and UE for boys are the major leverage points:

- strengthen UE course-planning from Year 12 (pre-approval of UE-ready programmes),
- increase mentoring and academic coaching for Māori learners on UE literacy/subject requirements,
- ensure whānau communication is explicit about UE prerequisites and timelines.

(This is strongly indicated by Māori UE rates and the boys vs girls UE gap.)



How we have given effect to

Te Tiriti o Waitangi



How will our targets and actions give effect to Te Tiriti o Waitangi

Regulation 9(1)(g)

Understanding the realms of Kawanatanga and Rangatiratanga gives the foundation of how we continue to grow our capacity to give effect to Te Tiriti o Waitangi.

As a school we sit within the Kawanatanga space and thus are obligated to enable and enact the principles of Te Tiriti o Waitangi to allow Rangatiratanga for local hapū, iwi as tangata whenua and all Māori. By virtue of this, we are required to provide a way for all non-Māori staff and students to embody the bi-cultural aspect of our society through Te Tiriti o Waitangi. With this in mind, Ōtūmoetai College has developed these goals to give effect to Te Tiriti o Waitangi across the school, through governance, school operations, school culture, teaching and learning, and physical symbolism.

Tikanga and kawa of mana whenua in our school policy provides the beginning of what governance can enable. This instils a deliberate recognition of the presence of mana whenua in our school and helps to 'open the way' for many taonga that our school has embedded into our way of being.

- Our school Values give the essence of whakatauki life as a pou to centre all that we do and are.
- Our staff professional learning around Mana Orite, Mana Orite mo te mātauranga Māori, and Cultural Relationships for Responsive Pedagogy allow all to grow understanding of where inequity may lie, and how we can approach school life to enable equity through learning, and connecting.
- Our school's Hauora Framework, 'Te Muka Miro o Ōtūmoetai', carries connection to 'Te Pūtiki Wharanui a Tamatea Arikiniui', the framework of Aspiration of Ngāti Ranginui, our local iwi.
- The Kaitiaki Deputy Principal role enacts oversight over both the Kawanatanga and Rangatiratanga spaces for taura Māori and Whanau Māori to have a living presence and active voice in decision making in our school.

Other aspects that Ōtūmoetai College is giving effect to Te Tiriti o Waitangi:

- Our school emblem, 'Ahi Kā', depicts kōrero gifted by Ngai Tamarāwaho that enacts a sense of community, identity, and potential.
- Our school Tauparapara, places identifying land marks of mana whenua with those of our school together, at the centre, to bring us together as a place, a people, a school.
- Our Whare system brings to life the kōrero and characteristics of the different maunga that border the land of mana whenua in each whare as tools for student connection, belonging and aspiration.
- Poutama, our pastoral support network enables tuākana teina programmes of leadership development in a Māori context.
- Our celebrations are led by tikanga and kawa to bring together our community with inclusion.

Each of these taonga provide our ability to give effect to working in partnership with Ngai Tamarāwaho and Ngāti Ranginui as tangata whenua as well as all our whanau Māori. They enable us as a school to participate in knowledge, history, tikanga and kawa alongside our mana whenua and all Māori. We are also able to protect the essence of mana whenua knowledge through how we 'live' at Ōtūmoetai College.

Statement of Compliance with Employment Policy

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

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

Reporting on the principles of being a Good Employer	
<p>How have you met your obligations to provide good and safe working conditions?</p>	<p>To meet our obligations to provide good and safe working conditions, Ōtūmoetai College adheres to the Health and Safety at Work Act 2015 and other relevant legislation. In so doing we undertake to:</p> <ul style="list-style-type: none"> • Conduct regular risk assessments to identify potential hazards in the school environment. This includes classroom safety, laboratory safety, workshop safety, and outdoor areas. • Develop and implement health and safety policies and procedures that are in line with national regulations. This includes clear guidelines on how to handle accidents and emergencies. • Provide training for staff and students on health and safety issues, including how to use equipment safely and what to do in an emergency. • Ensure that the school's infrastructure, such as buildings and equipment, is regularly maintained and safe for use. • Establish and practice emergency procedures, including evacuation drills, to ensure everyone knows how to respond in various emergency situations. • Provide necessary resources such as personal protective equipment, first aid kits, and access to health services. • Keep detailed records of incidents and injuries, and have a clear process for reporting and investigating these. • Address student well-being by creating a supportive environment that includes mental health resources and anti-bullying programs. • Involve staff, students, and their families in discussions about health and safety to foster a community that values a safe school environment.
<p>What is in your equal employment opportunities procedure? How have you been fulfilling this procedure?</p>	<p>Our equal employment opportunities procedure includes the following key points:</p> <p>Rationale: We strive to provide equal access, consideration, and encouragement in areas such as recruitment, selection, promotion, conditions of employment, and career development.</p> <p>Purpose: We are dedicated to being an Equal Employment Opportunities employer, aiming to create a workplace that attracts, retains, and values diversity.</p> <p>Guidelines: This involves ensuring equal access and consideration in employment processes, treating all applicants equally without discrimination, appointing the most suitable candidates based on merit, being sensitive to cultural values, and adhering to relevant legislation such as the State Sector Amendment Act 1989.</p> <p>Conclusion: We are committed to eliminating barriers that cause or perpetuate inequality in employment.</p>

	<p>In fulfilling this procedure, we actively ensure that our recruitment and employment practices align with these principles. This includes:</p> <ul style="list-style-type: none"> • Implementing unbiased recruitment and selection processes. • Providing equal professional development opportunities to all staff. • Adhering to legislation that supports equal employment opportunities. • Continuously reviewing our practices to identify and remove any barriers to equality. <p>By doing so, we aim to foster an inclusive environment where all individuals have equal opportunities to succeed and contribute to Ōtūmoetai College.</p>
<p>How do you practise impartial selection of suitably qualified persons for appointment?</p>	<p>To meet our obligations to practice impartial selection of suitably qualified persons for appointments, Ōtūmoetai College adheres to principles of fairness, equality, and merit-based selection. In so doing we undertake to:</p> <ul style="list-style-type: none"> • Develop a clear and detailed job description prior to the recruitment process beginning, outlining the necessary qualifications, experience, skills, and attributes required for the role. • Advertising widely to ensure a diverse pool of applicants. • Ensure that the language in the job posting does not unconsciously favour a particular group of candidates. • Form an Impartial Selection Panel that is diverse and understands the importance of impartiality in the recruitment process. • Having a consistent application process where all candidates submit the same information. • Ensure merit-based shortlisting of candidates based solely on their qualifications, experience, and suitability for the role as outlined in the job description. • Conduct structured interviews where each candidate is asked the same set of questions and assessed against the same criteria. • Perform reference checks to verify the qualifications, experience, and claims of the candidates. • Document the decision-making process to ensure that it is transparent and that the selection is based on merit. • Provide constructive verbal feedback to unsuccessful candidates to demonstrate the fairness of the process. • Ensure that the selection process complies with all relevant New Zealand legislation, including the Human Rights Act 1993, which prohibits discrimination on a variety of grounds.
<p>How are you recognising,</p> <ul style="list-style-type: none"> – The aims and aspirations of Māori, – The employment requirements of Māori, and – Greater involvement of Māori in the Education service? 	<p>To meet our obligations to recognise the aims and aspirations of Māori, the employment requirements of Māori, and encourage greater involvement of Māori in the education service, Ōtūmoetai College undertakes to:</p> <ul style="list-style-type: none"> • Ensure that our curriculum acknowledges and incorporates Māori perspectives, history, and Te Reo Māori as well as promoting Māori culture through regular events, celebrations, and acknowledgments in the school calendar. • Actively recruit and support Māori teachers. • Provide professional development opportunities that enable all staff to understand and value Māori culture and educational aspirations. • Support our Kaitiaki Deputy Principal to provide guidance and support for both staff and students. • Offer Te Reo Māori language classes and incorporate Māori knowledge across all subject areas.

	<ul style="list-style-type: none"> • Adopt teaching methodologies that resonate with Māori learning styles, incorporating whanaungatanga (relationships), and tuakana-teina (peer mentoring). • Build strong relationships with local iwi, hapū, and Māori organisations to support educational pathways and opportunities for Māori students. • Engage with Māori parents and whānau through regular consultation, making sure their voices are heard and acted upon in school decision-making. • Facilitate and support initiatives like Poutama that involve Māori students and their whānau. • Include Māori representation on our board and in senior leadership roles. • Encourage Māori students to take on leadership roles within the school, such as student council positions, cultural group leaders, and peer mentors. • Provide tailored support programmes for Māori students to achieve academic success, such as our Takitimu homework club, tutoring, and mentorship programmes. • Monitor and address any disparities in achievement between Māori students and other student groups. • Implement strategies to maintain and improve Māori student engagement and reduce dropout rates. • Collaborate with tertiary institutions, industries, and Māori organisations to create pathways for Māori employment. • Support Māori students in gaining work experience and skills that are in demand within the workforce.
<p>How have you enhanced the abilities of individual employees?</p>	<p>To meet our obligations to enhanced the abilities of individual employees, Ōtūmoetai College undertakes to:</p> <ul style="list-style-type: none"> • Offer a range of professional development opportunities tailored to different roles within the school, including teachers, middle and senior leaders, and support staff. These programmes focus on skill enhancement, pedagogical practices, and leadership development. • Develop a robust performance appraisal system that provides constructive feedback and identifies areas for improvement and growth. • Create an environment that encourages innovative thinking and allows staff to explore new teaching methods, technologies, and ideas. • Engage with staff regularly to understand their professional development needs and aspirations.
<p>How are you recognising the employment requirements of women?</p>	<p>To meet our obligations to recognise the employment requirements of women Ōtūmoetai College undertakes to:</p> <ul style="list-style-type: none"> • Ensure that all job postings, promotions, and career development opportunities are equally accessible to women and men, and that selection processes are free from gender bias. • Develop family-friendly workplace policies that could include flexible working arrangements, such as part-time work and job sharing, to support work-life balance. • Offer maternity leave that goes beyond the minimum legal requirements, as well as support for those returning to work after maternity leave. • Provide assistance with onsite childcare to allow parents to attend pre-school PLD. • Provide a private area for breastfeeding or expressing milk.

	<ul style="list-style-type: none"> • Have a clear, robust policy against sexual harassment and discrimination, ensuring it is enforced with an accessible reporting system and effective resolution procedures. • Strive for gender representation across all levels of school governance and leadership, reflecting the diversity of the staff and student body.
How are you recognising the employment requirements of persons with disabilities?	<p>To meet our obligations to recognise the employment requirements of persons with disabilities, Ōtūmoetai College undertakes to:</p> <ul style="list-style-type: none"> • Ensure that job advertisements are accessible and encourage applications from people with disabilities. • Ensure that the school's physical environment is accessible to people with disabilities, including ramps, elevators, accessible restrooms, and modified workspaces. • Work with employees with disabilities to identify and provide reasonable accommodations that will support them in performing their job effectively. • Review and update school policies and procedures to ensure they do not inadvertently discriminate against persons with disabilities. • Adapt performance management systems to be fair and supportive, taking into account the impact of disabilities on performance and productivity. • Ensure that emergency evacuation procedures include provisions for the safety of persons with disabilities.

Good employer policies should include provisions for an Equal Employment Opportunities (EEO) procedure. The Ministry of Education monitors these policies:

Reporting on Equal Employment Opportunities (EEO) Programme/Policy	YES	NO
Do you operate an EEO procedure?	✓	
Has this procedure been made available to staff?	✓	
Does your EEO procedure include training to raise awareness of issues which may impact EEO?	✓	
Has your EEO procedure appointed someone to coordinate compliance with its requirements?	✓	
Does your EEO procedure provide for regular reporting on compliance with the procedure?	✓	
Does your EEO procedure set priorities and objectives?	✓	



Kiwisport Funding

For the year ended 31 December 2025



Ōtūmoetai College Kiwisport

For the Year Ended 31 December 2025

Kiwisport is a Government initiative to support students' participation in organised sport. In 2025, the school received total Kiwisport funding of \$53,899 (excluding GST). The funding is spent on providing a wide range of sporting opportunities for all students at all levels. Funds have been put towards a dedicated sports office manned by four staff organising teams, coaches, equipment and uniforms. Fifteen sports were offered in 2025 with the number of students participating in organised sport being 44% of the school roll.