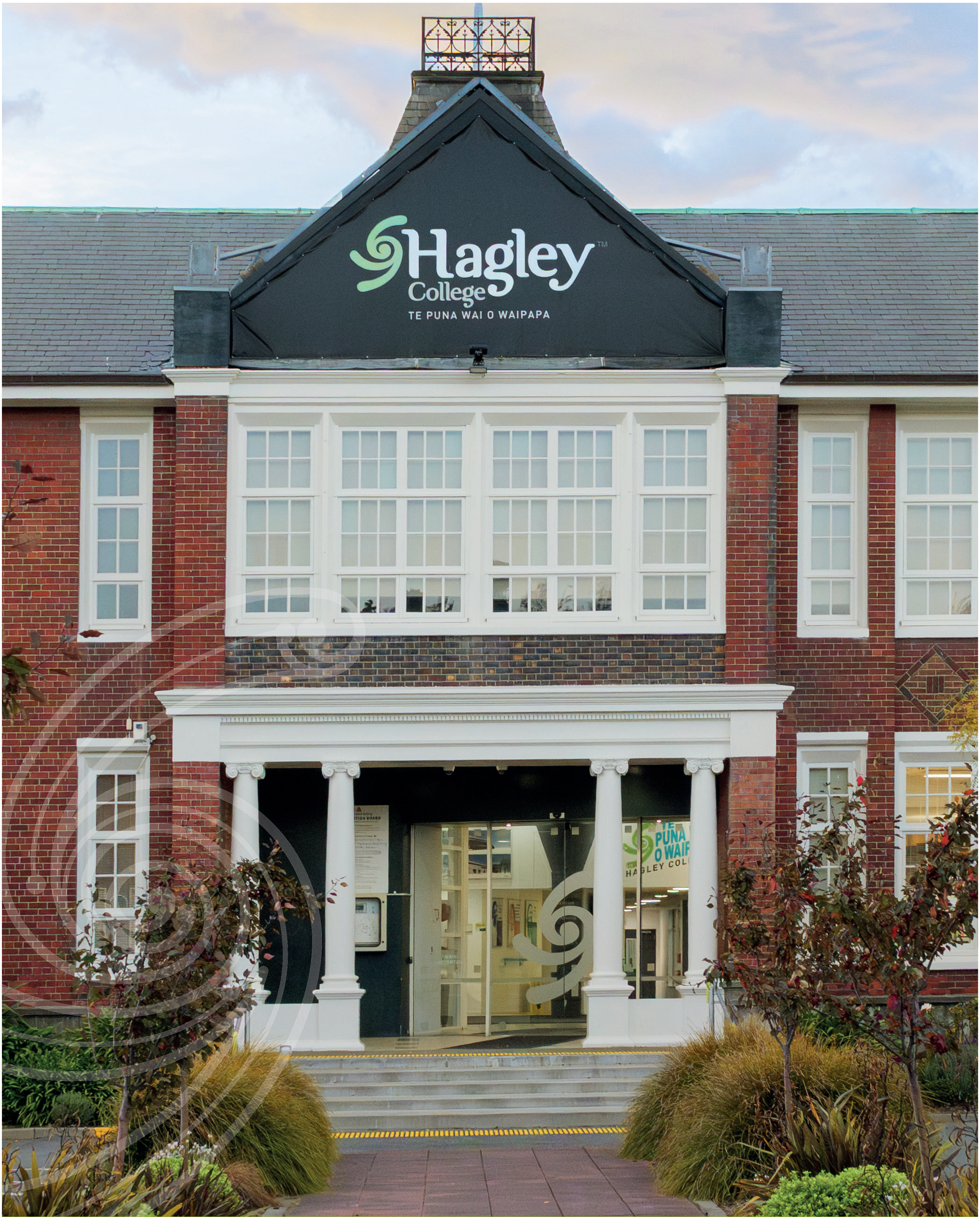

TE PUNA WAI O WAIPAPA
HAGLEY COLLEGE

Annual Report 2025

Te Puna Wai o Waipapa - Hagley College

Te Puna Wai o Waipapa – Hagley College

Annual Report 2025

TE PUNA WAI O WAIPAPA - HAGLEY COLLEGE

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2025

School Directory

Ministry Number:	336
Principal:	Rowan Milburn
School Address:	510 Hagley Ave, Christchurch 8011
School Postal Address:	PO Box 3084, Christchuch 8140
School Phone:	(03) 3793090
School Email:	info@hagley.school.nz

Members of the Board:

Name	Position	How Position Gained	Term Expired/ Expires
Melanie Morris	Presiding Member	Elected	Sept-28
Rowan Milburn	Principal ex Officio		
Trevor Campbell	Parent Representative	Elected	Sept-28
George Blackmore	Parent Representative	Elected	Sept-28
Amy Shipley	Parent Representative	Elected	Sept-28
Phillipa Weir	Parent Representative	Elected	Sept-28
Charles Mullins	Parent Representative	Elected	Sept-28
Kat Anderson	Staff Representative	Elected	Sept-28

TE PUNA WAI O WAIPAPA - HAGLEY COLLEGE

Annual Financial Statements - For the year ended 31 December 2025

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Te Puna Wai O Waipapa - Hagley College

Statement of Responsibility

For the year ended 31 December 2025

The Board accepts responsibility for the preparation of the annual financial statements and the judgements used in these 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 School's financial reporting.

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

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

Melanie Clare Morris
Full Name of Presiding Member

Signature of Presiding Member

28.5.26
Date

Rowan Claire Milburn
Full Name of Principal

Signature of Principal

28.5.26
Date

Te Puna Wai O Waipapa - Hagley College
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2025

	Notes	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Revenue				
Government Grants	2	22,160,497	21,946,181	21,288,504
Locally Raised Funds	3	972,671	811,338	866,230
Interest		213,850	170,000	217,402
Total Revenue		23,347,018	22,927,519	22,372,136
Expense				
Locally Raised Funds	3	302,217	266,500	291,577
Learning Resources	4	17,001,989	17,045,218	16,206,585
Administration	5	1,845,188	1,665,700	1,685,346
Interest		8,278	7,500	7,052
Property	6	4,150,491	3,933,500	4,104,772
Loss on Disposal of Property, Plant and Equipment		4,026	-	2,674
Total Expense		23,312,189	22,918,418	22,298,006
Net Surplus / (Deficit) for the year		34,829	9,101	74,130
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		34,829	9,101	74,130

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

Te Puna Wai O Waipapa - Hagley College
Statement of Changes in Net Assets/Equity

For the year ended 31 December 2025

	Notes	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Equity at 1 January		5,373,227	5,373,227	5,198,251
Total comprehensive revenue and expense for the year		34,829	9,101	74,130
Contribution - Furniture and Equipment Grant		220,344	271,471	100,846
Equity at 31 December		5,628,400	5,653,799	5,373,227
Accumulated comprehensive revenue and expense		5,628,400	5,653,799	5,373,227
Equity at 31 December		5,628,400	5,653,799	5,373,227

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

Te Puna Wai O Waipapa - Hagley College
Statement of Financial Position
As at 31 December 2025

	Notes	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Current Assets				
Cash and Cash Equivalents	7	129,645	92,400	281,965
Accounts Receivable	8	1,280,477	1,265,100	1,275,181
GST Receivable		39,888	12,000	12,170
Prepayments		2,640	2,500	2,583
Inventories	9	5,996	5,900	5,903
Investments		3,898,500	3,975,834	3,293,000
		5,357,146	5,353,734	4,870,802
Current Liabilities				
Accounts Payable	12	1,992,583	1,814,145	1,870,566
Revenue Received in Advance	13	274,911	278,360	292,195
Provision for Cyclical Maintenance	14	-	80,000	-
Finance Lease Liability	15	91,520	92,000	90,889
Funds held in Trust	16	216,450	191,800	195,348
Funds held for Capital Works Projects	17	-	-	-
Funds held on behalf of School Cluster	18	14,242	-	(6,734)
		2,589,706	2,456,305	2,442,264
Working Capital Surplus/(Deficit)		2,767,440	2,897,429	2,428,538
Non-current Assets				
Property, Plant and Equipment	11	2,916,725	2,786,370	2,974,370
		2,916,725	2,786,370	2,974,370
Non-current Liabilities				
Finance Lease Liability	15	55,765	30,000	29,681
		55,765	30,000	29,681
Net Assets		5,628,400	5,653,799	5,373,227
Equity		5,628,400	5,653,799	5,373,227

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

Te Puna Wai O Waipapa - Hagley College
Statement of Cash Flows
For the year ended 31 December 2025

	Note	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Cash flows from Operating Activities				
Government Grants		6,928,070	6,544,293	6,809,900
Locally Raised Funds		958,107	808,197	772,024
International Students		25,526	(1,242)	60,959
Goods and Services Tax (net)		(27,718)	170	(11,570)
Payments to Employees		(4,432,531)	(4,250,574)	(4,295,754)
Payments to Suppliers		(3,051,794)	(2,734,564)	(2,623,334)
Interest Paid		(8,278)	(7,500)	(7,052)
Interest Received		224,599	170,402	215,009
Net cash from/(to) Operating Activities		615,981	529,182	920,182
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		(4,026)	-	(2,674)
Purchase of Property Plant & Equipment (and Intangibles)		(436,557)	(312,000)	(339,260)
Purchase of Investments		(605,500)	(682,834)	(610,000)
Net cash from/(to) Investing Activities		(1,046,083)	(994,834)	(951,934)
Cash flows from Financing Activities				
Furniture and Equipment Grant		220,344	271,471	100,846
Finance Lease Payments		15,360	1,430	(89,227)
Funds Administered on Behalf of Other Parties		42,078	3,186	320
Net cash from/(to) Financing Activities		277,782	276,087	11,939
Net increase/(decrease) in cash and cash equivalents		(152,320)	(189,565)	(19,813)
Cash and cash equivalents at the beginning of the year	7	281,965	281,965	301,778
Cash and cash equivalents at the end of the year	7	129,645	92,400	281,965

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

Te Puna Wai O Waipapa - Hagley College
Notes to the Financial Statements
For the year ended 31 December 2025

1. Statement of Accounting Policies

a) Reporting Entity
Te Puna Wai O Waipapa - Hagley College (the School) 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 Board is of the view that the School is a public benefit entity for financial reporting

b) Basis of Preparation
Reporting Period
The 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 financial statements have been prepared on a going concern basis, and the accounting policies have been consistently applied throughout the period.

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

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

Presentation Currency
These 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 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 14.

Useful lives of property, plant and equipment
The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School 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 11.

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 School. 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 15. Future operating lease commitments are disclosed in note 23.

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.

c) Revenue Recognition

Government Grants
The School 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 School 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 School has the rights to the funding in the salary period they relate to. The 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 School 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 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 School's 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 Cafeteria products. 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 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.

j) Property, Plant and Equipment
Land and buildings owned by the Crown are excluded from these 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 or directly by the Board 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 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 Statement of Comprehensive Revenue and Expense.

The estimated useful lives of the assets are:

Building Improvements	10 years
Board-owned Buildings	40 - 50 years
Furniture and Equipment	5 – 10 years
Information and Communication Technology	2 – 5 years
Motor Vehicles	5 years
Artwork	100 years
Leased Assets held under a Finance Lease	Term of Lease
Library Resources	12.5% Diminishing value

k) Impairment of property, plant, and equipment
The School does not hold any cash generating assets. Assets are considered cash generating where their primary objective is to generate a commercial return.

Non cash generating assets

Value in use is determined using an approach based on either a depreciated replacement cost approach, restoration cost approach, or a service units approach. The most appropriate approach used to measure value in use depends on the nature of the impairment and availability of information.

If an asset's carrying amount exceeds its recoverable service amount, the asset is regarded as impaired and the carrying amount is written down to the recoverable amount. The total impairment loss is recognised in surplus or deficit.

The reversal of an impairment loss is recognised in surplus or deficit. A previously recognised impairment loss is reversed only if there has been a change in the assumptions used to determine the asset's recoverable service amount since the last impairment loss was recognised.

l) Accounts Payable
Accounts Payable represents liabilities for goods and services provided to the School 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.

m) Employee Entitlements
Short-term employee entitlements
Employee entitlements that are expected to be settled within 12 months after the end of the reporting period in which the employees provide 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.

n) Revenue Received in Advance
Revenue received in advance relates to fees received from international students and grants received where there are unfulfilled obligations for the School 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 School holds sufficient funds to enable the refund of unearned fees in relation to international students, should the School be unable to provide the services to which they relate.

o) Funds Held in Trust
Funds are held in trust where they have been received by the School for a specified purpose, or are being held on behalf of a third party and these transactions are not recorded in the 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) 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 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.

q) Shared Funds
Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. In instances where funds are outside of the School's control, these amounts are not recorded in the Statement of Comprehensive Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose.

r) 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 School site 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.

s) Financial Instruments
The School’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.

The School’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.

t) Goods and Services Tax (GST)
The 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 statement of cash flows.

Commitments and contingencies are disclosed exclusive of GST.

u) Budget Figures
The budget figures are extracted from the School budget that was approved by the Board.

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

2. Government Grants

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Government Grants - Ministry of Education	5,855,458	5,536,358	5,362,693
Teachers' Salaries Grants	12,763,549	13,000,000	12,186,012
Use of Land and Buildings Grants	2,458,543	2,400,000	2,693,854
Other Government Grants	1,082,947	1,009,823	1,045,945
	22,160,497	21,946,181	21,288,504

3. Locally Raised Funds

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

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
Revenue	$	$	$
Donations and Bequests	26,322	17,500	17,687
Fees for Extra Curricular Activities	10,280	13,500	14,865
Café Revenue	244,777	223,000	244,638
Fundraising and Community Grants	105,019	56,000	50,864
Curriculum related Activities - Purchase of goods and services	133,960	120,013	137,696
Other Revenue	427,226	361,325	370,763
International Student Fees	25,087	20,000	29,717
	972,671	811,338	866,230
Expense			
Extra Curricular Activities Costs	10,628	13,500	14,531
Café Costs	278,778	253,000	276,500
Fundraising and Community Grant Costs	8,611	-	-
International Student - Other Expenses	4,200	-	546
	302,217	266,500	291,577
Surplus/ (Deficit) for the year Locally Raised Funds	670,454	544,838	574,653

4. Learning Resources

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Curricular	737,949	713,370	733,520
Information and Communication Technology	353,236	365,789	325,236
Employee Benefits - Salaries	15,302,453	15,384,059	14,543,098
Staff Development	95,376	75,000	60,885
Depreciation	505,557	500,000	537,710
Other Learning Resources	7,418	7,000	6,136
	17,001,989	17,045,218	16,206,585

5. Administration

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Audit Fees	9,458	11,000	11,724
Board Fees and Expenses	20,691	19,200	15,036
Operating Leases	22,049	24,000	23,738
Legal Fees	5,365	10,000	3,360
Other Administration Expenses	530,603	447,000	449,912
Employee Benefits - Salaries	1,206,599	1,102,000	1,131,492
Insurance	50,423	52,500	50,084
	1,845,188	1,665,700	1,685,346

6. Property

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Heat, Light and Water	422,642	420,000	426,404
Rates	72,636	69,000	64,675
Repairs and Maintenance	356,122	210,000	134,725
Use of Land and Buildings	2,458,543	2,400,000	2,693,854
Employee Benefits - Salaries	761,711	766,500	716,495
Other Property Expenses	78,837	68,000	68,619
	4,150,491	3,933,500	4,104,772

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. Cash and Cash Equivalents

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	$	$	$
Bank Accounts	89,645	92,400	81,965
Short-term Bank Deposits	40,000	-	200,000
Cash and cash equivalents for Statement of Cash Flows	129,645	92,400	281,965

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

Of the $129,645 Cash and Cash Equivalents $89,645 is subject to restrictions for the following reasons:

• $12,146 of advance fees relating to the 2026 in-school provision attendance service funding. This is included in Revenue in Advance in note 13.
• $31,681 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 13.

8. Accounts Receivable

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	$	$	$
Receivables	15,160	16,100	23,931
Receivables from the Ministry of Education	24,075	37,000	36,733
Interest Receivable	31,653	42,000	42,402
Teacher Salaries Grant Receivable	1,209,589	1,170,000	1,172,115
	1,280,477	1,265,100	1,275,181
Receivables from Exchange Transactions	46,813	58,100	66,333
Receivables from Non-Exchange Transactions	1,233,664	1,207,000	1,208,848
	1,280,477	1,265,100	1,275,181

9. Inventories

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	$	$	$
Cafeteria	5,996	5,900	5,903
	5,996	5,900	5,903

10. Investments

The School's investment activities are classified as follows:

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
Current Asset	$	$	$
Short-term Bank Deposits	3,898,500	3,975,834	3,293,000
Total Investments	3,898,500	3,975,834	3,293,000

11. Property, Plant and Equipment

2025	Opening Balance (NBV) $	Additions $	Disposals $	Impairment $	Depreciation $	**Total (NBV)** $
Buildings	1,137,450	16,397	-	-	(46,402)	**1,107,445**
Building Improvements	61,865	77,927	-	-	(13,808)	**125,984**
Furniture and Equipment	1,150,126	190,390		-	(201,082)	**1,139,434**
Information and Communication Technology	377,137	79,545	(1,672)	-	(152,749)	**302,261**
Motor Vehicles	67,492	-	-	-	(24,007)	**43,485**
Artwork	7,582	-	-	-	(98)	**7,484**
Leased Assets	133,740	75,167	-	-	(61,269)	**147,638**
Library Resources	38,978	12,512	(2,354)	-	(6,142)	**42,994**
	2,974,370	451,938	(4,026)	-	(505,557)	**2,916,725**

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.

	Cost or Valuation $	Accumulated Depreciation $	Net Book Value $	Cost or Valuation $	Accumulated Depreciation $	Net Book Value $
Buildings	2,203,180	(1,095,735)	**1,107,445**	2,186,783	(1,049,333)	**1,137,450**
Building Improvements	621,801	(495,817)	**125,984**	543,874	(482,009)	**61,865**
Furniture and Equipment	3,066,712	(1,927,278)	**1,139,434**	2,916,862	(1,766,736)	**1,150,126**
Information and Communication Technology	2,371,540	(2,069,279)	**302,261**	2,293,890	(1,916,753)	**377,137**
Motor Vehicles	184,267	(140,782)	**43,485**	184,267	(116,775)	**67,492**
Artwork	9,847	(2,363)	**7,484**	9,847	(2,265)	**7,582**
Leased Assets	250,415	(102,777)	**147,638**	239,060	(105,320)	**133,740**
Library Resources	248,062	(205,068)	**42,994**	250,692	(211,714)	**38,978**
	8,955,824	(6,039,099)	**2,916,725**	8,625,275	(5,650,905)	**2,974,370**

12. Accounts Payable

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	$	$	$
Creditors	264,947	200,260	207,895
Accruals	155,349	153,885	202,541
Employee Entitlements - Salaries	1,451,727	1,350,000	1,349,576
Employee Entitlements - Leave Accrual	120,560	110,000	110,554
	1,992,583	1,814,145	1,870,566
Payables for Exchange Transactions	1,992,583	1,814,145	1,870,566
	1,992,583	1,814,145	1,870,566

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	$	$	$
Grants in Advance - Ministry of Education	12,146	30,000	31,621
International Student Fees in Advance	31,681	10,000	31,242
Other revenue in Advance	231,084	238,360	229,332
	274,911	278,360	292,195

14. Provision for Cyclical Maintenance

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	$	$	$
Provision at the Start of the Year	-	-	-
Use of the Provision During the Year	-	80,000	-
Provision at the End of the Year	-	80,000	-
Cyclical Maintenance - Current	-	80,000	-
	-	80,000	-

15. Finance Lease Liability

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

	2025	2025	2024
	Actual	Budget (Unaudited)	Actual
	$	$	$
No Later than One Year	91,520	92,000	90,889
Later than One Year	55,765	30,000	29,681
	147,285	122,000	120,570
Represented by			
Finance lease liability - Current	91,520	92,000	90,889
Finance lease liability - Non current	55,765	30,000	29,681
	147,285	122,000	120,570

16. Funds held in Trust

	2025	2025	2024
	Actual	Budget (Unaudited)	Actual
	$	$	$
Funds Held in Trust on Behalf of Third Parties - Current	216,450	191,800	195,348
	216,450	191,800	195,348

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

17. Funds Held for Capital Works Projects

During the year the School 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 in note 7, and includes retentions on the projects, if applicable.

2025	Opening Balances $	Receipts from MOE $	Payments $	Board Contributions / Transfers $	Closing Balances $
Rhino Fire and Security Upgrade	-	17,216	(17,216)	-	-
Painting work to existing building	-	98,957	(98,957)	-	-
Totals	-	116,173	(116,173)	-	-
Represented by:					
Funds Held on Behalf of the Ministry of Education					-
Funds Receivable from the Ministry of Education					-

2024	Opening Balances $	Receipts from MOE $	Payments $	Board Contributions $	Closing Balances $
Rhino Fire and Security Upgrade	-	185,146	(185,416)	-	-
LS Visual Property Modifications - Project 240787	-	235,669	(235,669)	-	-
Totals	-	420,815	(421,085)	-	-
Represented by:					
Funds Held on Behalf of the Ministry of Education					-
Funds Receivable from the Ministry of Education					-

18. Funds Held on Behalf of Kahui Ako Te Taura Here o Otautahi Cluster

Te Puna Wai O Waipapa - Hagley College is the lead school funded by the Ministry of Education to provide services to its cluster of schools.

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Funds Held at Beginning of the Year	(6,734)	-	13,821
Funds Received from Cluster Members	70,000	-	50,400
Funds Received from MOE	47,062	-	78,147
Total funds received	110,328	-	142,368
Funds Spent on Behalf of the Cluster	96,086	-	149,102
Funds Held at Year End	14,242	-	(6,734)

19. Related Party Transactions

The School is a controlled entity of the Crown, and the Crown provides the major source of revenue to the School. The School 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 school 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 School 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.

20. Remuneration

Key management personnel compensation

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

	2025 Actual $	2024 Actual $
Board Members		
Remuneration	3,830	3,665
Leadership Team		
Remuneration	667,896	665,865
Full-time equivalent members	4	4
Total key management personnel remuneration	671,726	669,530

There are seven members of the Board excluding the Principal. The Board has held nine full meetings of the Board in the year. The Board also has Finance (three members) committees that meet monthly respectively. 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	230 - 240	210 - 220
Benefits and Other Emoluments	5 -10	5 - 10
Termination Benefits	-	-

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
100 - 110	35.00	36.00
110 - 120	27.00	18.00
120 - 130	11.00	12.00
130 - 140	0.00	0.00
140 - 150	3.00	2.00
150 - 160	0.00	1.00
	76.00	69.00

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

21. 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:

	2025 Actual	2024 Actual
Total	$50,000	-
Number of People	1	-

22. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2025 (Contingent liabilities and assets at 31 December 2024: nil).

Holidays Act Compliance – Schools Payroll
The Ministry of Education performs payroll processing and payments on behalf of boards, through payroll service provider, Education Payroll Limited.

The Ministry continues to review the Schools Sector Payroll to ensure compliance with the Holidays Act 2003. An initial remediation payment has been made to some current school employees. The Ministry is continuing to perform detailed analysis to finalise calculations and the potential impacts for specific individuals. As such, this is expected to resolve the liability for school boards.

Contingent liability - cyclical maintenance
The School Board has an obligation to the Ministry of Education to maintain in good order and repair at all times the land and buildings and other facilities on the school site. The Ministry have informed the school that there will be a significant redevelopment of the school site under the Canterbury Schools Rebuild Programme. The scope and timing of this has not yet been defined and expected to be completed by 31 December 2027. Until such time as there is more information available on the scope of the redevelopment the school cannot make a reliable estimate of the future maintenance requirements of its buildings. As a result the school has not recorded a cyclical maintenance provision.

23. Commitments

(a) Capital Commitments

At 31 December 2025, the Board hasn't entered into any contract agreements for captial works (Capital commitments at 31 December 2024: $0)

(b) Operating Commitments

As at 31 December 2025, the Board has entered into the following contracts:

(a) operating lease of a EFTPOS Machine;

	2025 Actual $	2024 Actual $
No later than One Year	3,600	3,879
Later than One Year and No Later than Five Years	10,800	15,518
	14,400	19,397

The total lease payments incurred during the period were $3,600 (2024: $3,879).

24. Financial Instruments

The carrying amount of financial assets and liabilities in each of the financial instrument categories are as follows:

Financial assets measured at amortised cost

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	$	$	$
Cash and Cash Equivalents	129,645	92,400	281,965
Receivables	1,280,477	1,265,100	1,275,181
Investments - Term Deposits	3,898,500	3,975,834	3,293,000
Total financial assets measured at amortised cost	5,308,622	5,333,334	4,850,146

Financial liabilities measured at amortised cost

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
Payables	1,992,583	1,814,145	1,870,566
Finance Leases	147,285	122,000	120,570
Total financial liabilities measured at amortised cost	2,139,868	1,936,145	1,991,136

25. Events After Balance Date

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

26. Comparatives

There have been a number of prior period comparatives which have been reclassified to make disclosure consistent with the current year.

Presiding member's report

As Presiding Member of the Board, it is my privilege to present this annual report, reflecting on the journey of Te Puna Wai o Waipapa | Hagley College throughout 2025. This year has been one of continued progress, thoughtful governance, and navigating both opportunities and challenges within an evolving educational landscape.

I would like to acknowledge the commitment and professionalism of our Principal, Senior Leadership Team, staff, and Board members, alongside the resilience and engagement of our ākonga and wider community.

Key Highlights of 2025

Board Leadership & Governance

The Board elected Melanie Morris as Presiding Member and Philippa Weir as Deputy Presiding Member for 2025. Over the course of the year, we strengthened governance capability through Board training, engagement with Te Whakaroputanga Kaitiaki Kura o Aotearoa (NZSTA) , and ongoing review of Board processes and responsibilities.

A significant milestone in 2025 was the Board elections held in September. We were delighted to welcome new Parent Trustees George Blackmore and Amy Shipley, alongside James Howey as Student Representative and Kat Anderson who joined as Staff Representative. Melanie Morris, Philippa Weir and Charles Mullins were re-elected, providing valuable continuity for the Board. In November, Trevor Campbell was co-opted to the Board, taking on the role of Finance Committee Chair and Parent Trustee.

I would also like to take this opportunity to acknowledge and sincerely thank our previous Board members for their contribution and service to the kura. In particular, we acknowledge Suzanne Waters for her long-standing commitment and service as Staff Representative. Her contribution to the Board and the wider College community has been significant and deeply appreciated.

Financial Stewardship

The Board maintained a strong focus on financial sustainability. Through careful monitoring and improved reporting, the College remained in a stable financial position, with positive working capital and a year-to-date surplus achieved during the year.

We also navigated the ongoing implications of changes to the Part-Time Student Grant, advocating on behalf of the College while developing both short- and long-term financial strategies to ensure the sustainability of our unique model.

Strategic Planning & Future Focus

Significant progress was made on the development of the 2026 Strategic Plan and associated Implementation Plan, with dedicated Board sessions focused on ensuring alignment with the College's designated character and future direction. This will hold the Board in good stead when it comes to the presentation of the 2027-2029 strategic plan, where the Board and Principal are being supported through the work of the Springboard Trust.

Policy & Compliance

The Board continued its commitment to robust policy governance through SchoolDocs, streamlining policy review and ensuring compliance with legislative requirements. Key areas of focus included health and safety, behaviour management, and reaffirmation of Te Tiriti o Waitangi, which was formally communicated to the College community.

Staffing & Wellbeing

The Board supported a range of staffing matters including appointments, leave, and succession planning. We recognise the increasing pressures on the education sector and remain committed to supporting staff wellbeing, professional development, and maintaining a strong, caring culture within the College.

Student Achievement & Engagement

The Board continued to review student achievement data and initiatives, with a particular focus on attendance, engagement, and equitable outcomes. Student voice remained an important part of our discussions, with valuable contributions from our Student Representative helping to inform Board decisions and initiatives.

Student Wellbeing & School Culture

Student wellbeing remained a priority, with initiatives such as the trial of free snacks to support engagement and wellbeing, alongside ongoing work in pastoral care and attendance.

Property & Infrastructure

The rebuild programme continued to progress throughout 2025. The Board acknowledges the significant work undertaken to ensure the successful delivery of these projects, which will enhance the learning environment for our students and staff. The highlight was the opening of our third new build, Pūkaki, a whare ako space which was opened on the first day of Term 4.

Community Engagement & Designated Character

Te Puna Wai o Waipapa | Hagley College continues to be recognised for its unique designated character, strong community connections, and inclusive approach to education.

Looking Ahead

As we move into 2026, the Board remains committed to:

- Ensuring long-term financial sustainability in a changing funding environment
- Supporting staff wellbeing and capability
- Delivering on our 2027–2029 Strategic Plan

- Strengthening student achievement, attendance, and engagement
- Delivering equitable outcomes for ākonga Māori
- Upholding our designated character and commitment to Te Tiriti o Waitangi
- Continuing to build strong community partnerships

Acknowledgements

I would like to extend my sincere thanks to my fellow Board members for their dedication and governance throughout the year. My thanks also to our Principal, Rowan Milburn, and the Senior Leadership Team for their leadership and commitment to the College.

To our staff, thank you for the care, expertise, and passion you bring to your roles each day. To our students, thank you for your voice, your engagement, and the contribution you make to our vibrant learning community.

He waka eke noa – we are all in this together.

Melanie Morris

Presiding Member / Chair

Te Puna Wai o Waipapa | Hagley College Board

Principal's report

Successes

2025 was another successful year for Te Puna Wai o Waipapa – Hagley College.

We experienced roll growth, with a March 1 roll return of 1360, which was up from 1326 in 2024. Specific areas of growth included our compassionate consideration enrolments in Year's 10 and 11, English Language Learning, After 3 Adult Education programmes and specialist Pre-professional programmes. We still have demand for places throughout the secondary college. The challenge with ongoing and continuous enrolments is our ability to provide an appropriate course/pathway for students who join us throughout the year. We continuously enrolled through 2025, where we had places available in programmes, and the students met our designated character criteria. This made a big difference to our retention of students and therefore roll numbers. Our retention of students in 2024 was a drop of 92 students from our March 1 roll return to our September roll return. In 2025 we had a drop of 85 students so we improved again in our ability to retain students considering in previous years it was not uncommon to be losing 50 students per term. This may reflect the unemployment rate New Zealand was facing in 2025 and exist into 2026.

Attendance was not so much a strength area in 2025 but more about maintaining attendance rates from 2024. Our actual attendance rates are still well below the attendance targets of the Ministry of Education but our attendance management plan that we established and shared with our community is in line with the Governments STAR (Stepped Attendance Response) attendance plan. We designed targets that are incrementally getting us closer to the Government targets and clarified the school's roles and responsibilities with respect to student attendance. This included ensuring parents are notified consistently and in a timely way when their young person is absent from school as well as providing parents and whānau with a weekly attendance summary every Friday evening for the concluded week, regularly sending a document outlining support services for students and whānau related to attendance and informing whānau when attendance has reached a point where the young person is at risk of not achieving their goals. The goal for 2025 was to have robust systems in place to support students and whānau to attend regularly and to be well prepared for the Government's STAR attendance programme by implementing targets and an attendance management plan a year ahead before it being a school requirement. 2025 was also about understanding how attendance data was collected by the Ministry of Education and ensuring we were well set up to have accurate data in 2026. This included preparing staff with a clear outline of roles and responsibilities within attendance for classroom teachers, tutor teachers, Year Advisers and Senior Leaders. We also appointed an attendance mentor with support from the Ministry of Education to support students and whānau in a proactive manner to begin in 2026.

Attendance rate comparison per Term for 2024 and 2025 - Percentage attending 90-100% and (percentage of chronic absence >70%)

	2024	2025
Term 1	38% (39%)	38% (30%)
Term 2	27% (23%)	28% (38%)
Term 3	22% (36%)	20% (40%)
Term 4	27% (24%)	31% (37%)

There is a full section in this report dedicated to student achievement but I would like to highlight the NCEA scholarships that four of our students received in 2025, with one of these being an outstanding scholarship. This was a highly significant achievement as we had no scholarships awarded in 2024.

Literacy and numeracy have been a strong focus in 2025, and preparing students for the CAA has dominated this space. Alongside our schoolwide approach to subject specific literacy to support students' success and growth in their literacy and numeracy skills we implemented targeted accelerated literacy and numeracy small group classes within our Kete Wana option structure. Students who would benefit from specialised teaching in a small group were approached, alongside their families. to opt into the programme. Almost all students who were approached opted in. These classes are taught by Learning Support specialist teachers. We will be in a position to measure how these current Year 9 students do in the CAA exams in 2026. The statement of variance breaks down value added in the junior school and, in support of value added, we were pleased that just over 50% of our Year 10 students achieved literacy and numeracy in Year 10 via the CAA. This offers those students a head start for NCEA Level 1 in 2027.

Another success was the gathering of student voice through a range of means. Wellbeing surveys for Year 9 and 10 were conducted using the Me and My School Survey Tool. The survey results emphasised that students generally feel safe at school and feel respected by peers and teachers, and teachers in particular respect their culture. Students also reported that they feel supported by teachers, teachers help them learn and that they feel they are making progress in their learning. This affirms that teachers are building trust and delivering effective teaching. Another means of gathering ākonga Māori voice is through Te Urungi, a steering group made up of a Board member, the Principal, Senior Leadership, kaiako Māori, ākonga Māori and whānau Māori. This is a monthly opportunity to discuss important kaupapa relating to the wellbeing and outcomes of Māori. Interviews were also conducted with three year 9 students and these students will be tracked through their time at our kura. These student interviews have provided excellent insight into their experiences. Although they are very different, what became very clear was that these three students all prioritised building friendships over everything else in Year 9. They could articulate what specific teacher actions helped promote these relationships and these actions have been shared with staff.

The strength and collaboration of our Kāhui ako ‘Te Taura here o Ōtautahi was a continued success in 2025. The highlight again was the shared PLD experience that is ‘The Big Day Out’ This included Welby Ings as our keynote speaker, and workshop sessions that were staff planned and staff led. The event was a great success and re-introduced our staff to the goals and work of the kāhui ako. It remains a challenge to engage with all kura and ECE’s in our kāhui ako but our philosophy has been to work with the willing, and successes included the following:

- Excellent within school teachers and across school leads
- Staff applying for positions within our kāhui ako
- PLD opportunities for ECE’s and opportunities for those head teachers to come together
- Mentoring and coaching of Within School teachers from Te Puna Wai College and Ao Tawhiti
- Termly hui as a governance group of Principals

It was hugely disappointing to learn that Kāhui ako would be disestablished at the end of 2025.

We were extremely grateful to have our third building project come online for students on the first day of Term 4, 2025. Our whare ako, named Pūkaki, serves both as a welcome space and classrooms, and also has the capacity for noho marae. This building sits proudly on the corner of our site and is very visible to our community, so staff and new students and staff can be welcomed onto our site following appropriate tikanga. The building project has also included a long overdue refurbishment of the Gym.

Challenges

The 2025 Budget announced by the Government provided the school’s biggest ongoing challenge with the removal of the Part Time Student Grant for Te Puna Wai o Waipapa – Hagley College. We have been the only school to receive this funding since 2008. The grant recognised that, because of our designated special character whereby we offer significant programmes of second chance learning to older adolescents and adults who wish to study part time, funding by FTE student numbers didn’t satisfactorily cover the financial costs of providing services such as learning support to students who are physically onsite and learning in part time programmes. For example, we may have 2200 students physically in the college but our FTE funding is based on 1360. The grant was a significant contribution towards our operating costs and was awarded to school's with more than 20% of their students as part time enrolments. Although the grant will be phased out over three years, we are working hard to ensure that programmes we offer that reflect our special character are not impacted by the reduction in funding. This is not easily achieved and 2026 will see us look to raise additional income through increasing our international student enrolments, maximising enrolments in our After 3 programme as well as utilising facilities in a hire capacity.

Managing and maintaining a site where there are very old buildings alongside new ones remains a challenge. We are still in the Christchurch Rebuild Programme with building still under consideration and this continues to put pressure on our planning and maintenance of certain areas of the College. There is work to be done around carparking areas, a leaking Science block, remedial works to our older buildings and importantly an upgraded boiler. We are due to exit the Christchurch Rebuild Programme at the end of 2026 so we will transition into a ten year property plan with support from our Ministry of Education Property Adviser at this point.

Student attendance, remains a challenge. Students come to our kura for many reasons at many points in their education journey and this can at times be reflected in lower attendance due, for example, to mental health and anxiety. In 2025 we concentrated on understanding the Everyday Matters data and we were also reviewing what the change to our timetable might have had on attendance. Indications seem to be that it made some difference to attendance for senior students. A key support for students with significant mental health barriers is the continued employment of our Mental Health Nurse. Due to funding cuts we reduced from a four day a week mental health nurse and a four day a week social worker to solely a four day a week mental health nurse. This resource supports both Ao Tawhiti and Hagley College and was initially hired under our kāhui ako. With the decision to disestablish Kāhui ako, a Trust was set up to further support the resourcing of these roles. The absence of a social worker on staff has meant that our refugee families in particular have not had access to the supports that a social worker can access. Students living independently have also had their support reduced. These are two incredibly vulnerable communities within our school and getting a social worker back on our staff is a high priority.

It has become increasing clear that students choose Hagley at all year levels for many different reasons. In 2025 we had an ERO visit and although it was a generally positive outcome for the school there was major frustration in the measures of success being too narrow for Hagley. NCEA annual achievement data tells one story of achievement which is the one reported by ERO. We realise the limitations in this as the only measure of success as students are often reintegrating back into secondary education and their learning goals differ from those who have taken a more traditional secondary education pathway. Our leavers data gives us a fuller picture in that it recognises that students are all on their own learning journey and the qualification they leave with is more important than when they achieved it and in what year. We will focus more on leavers data as a measure of successful outcomes in 2026. The best measure of success for a student is if they individually achieve the learning goals they have set for themselves in collaboration with whānau and their tutor teacher. Strong mentorship of students towards their goals beyond the current two conferencing opportunities are next steps in ensuring students are well supported to achieve their goals. The leadership team then needs to have a robust process to analyse the student goal setting data. This will be an accurate success measure of student achievement that can sit alongside NCEA year by year data and leavers data.

Our Pre- professional course numbers remain a challenge in that we have a great deal of competition from other tertiary providers. Our Pre- professional courses target students with a specific interest to learn in that context for most or all of their programmes and often targets 18-22 year olds. These courses contribute to the special character of our school and numbers have tended to fluctuate in the time they have been running. We continued to run taster days and continued to analyse our student numbers. What has become clear is that programmes which have a certification and clear pathway sitting alongside the course programme, programmes with a related placement and therefore work experience opportunity and a full time 18 hours plus seem to make the courses more attractive and sustainable. A programme with a long standing highly successful reputation, our Theatre School, was reimagined in late 2024 and this has had a very positive outcome.. Much rests on the tutor in making these courses successful as they are the main teacher and the person in charge of student welllbeing. In 2026 we will utilise the expertise of an experienced teacher to mentor and support the tutors running these programmes.

Similar challenges face our Tertiary Pathways programmes. We begin the year with Catch up College and in 2025 we had students from Christchurch and beyond enrol in our Catch Up College programme in January. The challenge with Catch up College is our school's ability to staff the range of curriculum areas to make it meaningful for students who have very individualised University Entrance needs. The cost to the school is significant, but the benefit of this service to 65 students in 2025 and to the wider community is also highly significant and deserves better recognition in terms of Ministry of Education funding. We will continue to review this programme and its financial viability alongside the additional challenge to the programme's longevity, the change of qualification proposed for 2030.

Our education provision for students from migrant and refugee families remains both a success and a challenge for our kura. We have a very well led and strong English Language Learning department and 2024 saw students opt into a Monday afternoon programme that supported students' life skills development. Students could opt into, for example, Gym classes, sewing, gardening, computer skills classes as contexts for their English language learning and this was a very useful addition for our ELL learners. We are a popular school for former refugee families as in many cases whole families are educated at Hagley and we have multi- level English Language programmes. The success is our numbers and outcomes for students and the challenge is to offer the wrap- around support for students who often present with trauma related backgrounds. The needs of these students are varied and significant. Our ELL teachers and bilingual support workers are often faced with issues including social work understanding, immigration advocacy and counselling. This remains a challenging space to meet student needs with the resource of a 'normal' secondary school. Fast growing numbers of adolescent ELL classes will be an area to review in 2025 as trends show these classes grow through the year to almost unmanageable numbers and additional staffing is difficult to provide for these 20hour programmes over the course of the year. It is a challenge to maintain our community focussed service work in this area, given the funding models which are designed for more traditional schools.

Board members

Board member names	Date that the board member's term finishes
Melanie Morris (Presiding Member)	14th September, 2028
Phillipa Weir (Deputy Presiding Member)	14th September, 2028
Amy Shipley	14th September, 2028
Charles Mullins	14th September, 2028
George Blackmore	14th September, 2028
Trevor Campbell	14th September, 2028
Kat Anderson (staff)	14th September, 2028
James Howey (student)	14th September, 2026

Statement of Variance 2025

INTRODUCTION

Our strategic goals set out how we give effect to the priorities our school has collectively established.

Our priorities are centered on realising our students' high levels of engagement and achievement; on achieving equity in educational opportunity; on developing transferable skills critical for developing learners who live, learn, work and contribute as active members of their communities; and on giving effect to Te Tiriti o Waitangi. Our goals place an emphasis on the growth and improvement of our Te Puna Wai o Waipapa - Hagley College staff as a critical step in order to achieve our student-centered goals. Our goals also reflect our mandate and responsibility to act as a designated character school, meeting the needs of learners of all ages across our region.

Our goals are closely aligned to the National Education and Learning Priorities and the New Zealand Curriculum.

Each year, we undertake a collaborative process to review and set our goals so that everyone is informed and connected to them.

OUTCOMES

We want all Te Puna Wai o Waipapa – Hagley College students to be successful learners. There are four key intended outcomes to enable students to be successful: engagement, retention, achievement and transitions.

1. Engagement: Improving our students' engagement in school and in their learning are fundamental to our work. This involves the active development of student wellbeing, built on understandings about how our students feel about their school and their learning. We focus on authentic relationships and on our teachers becoming significant adults in the lives of their students.

2. Retention: Students being connected to their learning is vital to retention and success. We are committed to retaining students in their programmes and to reaching goals they have co-constructed with their teachers. These goals include qualifications, pathways and transitions to further learning, training or employment.

3. Achievement: The development of transferable learning skills and the gaining of qualifications are fundamental to success in students' lives at and beyond Te Puna Wai o Waipapa.

4. Transitions: We play a role in establishing appropriate pathways for students and supporting them in transitioning into their 'next steps'. Positive outcomes for all our students are the advancement to further learning, training or employment.

STRATEGIC GOALS

To meet our commitment to improve engagement, achievement, retention, and transitions, the following strategic goals for 2025 were identified:

- Strengthen culturally responsive teaching practice to give effect to Te Tiriti o Waitangi
- Strengthen student's achievement in their learning
- Strengthen student's sense of wellbeing to increase success in learning

STRATEGIC GOAL 1

Strengthen culturally responsive teaching practice to give effect to Te Tiriti o Waitangi

What we expect to see

1. Decrease in variability n culturally responsive teaching and understanding
2. Lift in the baseline of Te Reo and Tikanga Māori for both kaiako and kaimahi
3. Improvement in ākonga Māori attendance and engagement in our kura

2025 Action	Success Indicators	Comment
Progression of professional learning and development for all staff • Teaching staff sessions • Targeted support staff sessions • Development of self assessment tool	Cultural competence progress tracked through self assessment tool at three key points in the year for all kaiako Shift in teaching practice as observed by HoD's HoD and kaiako participation and engagement in PLD sessions. Teaching staff PLD and opt-in PLG Support staff attend and engage in PLD Self assessment tool represented in PGC conversations	Kaiako complete the self assessment tool at least three times in the year and are encouraged to share their results with their HoD during the year. HoD's shared with SLT the range of capability that is measured in the department through the assessment tool at the end of year. This information will be used to track progression and assess need for further support. Culturally responsive practice progressions are observed during HoD walkthroughs and are discussed in PGC conversations. A start of year Culturally Responsive Practice session for leaders and HoD's engaged them in assessing the direction and needs of their team/ learning area. Contd. CRP PLD with teaching staff. Focus included interpreting our data, subject-specific CRP, and applying a 'Wayfinding' navigational approach to our next steps with CRP. Support staff were offered cultural capability PLD – this was mostly for TA's in 2025 End of year hui with HoD's contained questions directly linked to how teachers in the department had progressed on cultural competence and 90% of staff were reported to have made progress across the year.
Kaiako Professional growth cycle conversations reflect growth in use of culturally responsive practices • SLT work with leaders to best equip leaders for change in PGC practice and documentation • PGC conversations have a culturally responsive focus	Professional Growth Cycle documentation Mid year check in End of term 1 set up and check in	This was collated at the end of the year by a DP with the bicultural portfolio. HoD's responded to set questions which looked at how the Department had progressed and in many cases this was linked to the Department Inquiry process. All departments reported progress made across their teams. End of year hui with HoD's contained questions directly linked to how teachers in the department had progressed on cultural competence and 90% of staff were reported to have made progress across the year.
Sharing of student voice and experience through a range of means and includes learners such as	Student and whānau responses and engagement with the school	Te Urungi again provided a voice for students and whānau and this voice was shared with teachers through a range of means.

- Pacific students - Learning support and neurodiverse learners - Māori learners	Tracking action plans across time to measure progress Measure initiatives as a response to student voice	Engagement of whānau Māori grew steadily in 2025 as measured by attendance at termly hui ā-whānau. Our use of Pūkaki as a new space has proven attractive to whānau who have not previously attended our engagement and connection kaupapa. Te Manawa, the vertical tutor group, is another useful source of student voice. Numbers in Te Manawa were up in 2025 from 2024. Student voice was reported back to staff as part of PLD and reflections of practice. Pacific student voice was captured during Aiga tutor time twice a year and then also at our twice yearly Fono. Pacific students report high satisfaction with school, however most students that responded through this event were in Aiga, a vertical tutor group with strong Pacific leadership. Our learning support student voice was only collected through Yr 9 and 10 responses of the Me and My School Survey so not as a specific priority group. In the Me and My School Survey data one question that had one of the most overwhelmingly positive results was that students feel their culture is respected here. This was a stand out statement for staff and evidence we are making progress.

STRATEGIC GOAL 2

Strengthen student's achievement in their learning

What we expect to see:

1. A clear progression of learning is established and reported on in the Junior College to best prepare students for NCEA
2. Attainment of higher achievement in all 3 NCEA levels
3. A focus on literacy and numeracy in years 9-10 to support achievement in learning in NCEA

2025 Action	Success Indicators	Comment
To track student achievement over the course of the year to be able to awhi and wero students depending on their progress Track student attendance (commented under the wellbeing goal)	Identification of students at risk of not achieving and respond with actions in a timely way Achievement checkpoints are established and met Tutor and YA engagement with a tracking tool Increase in achievement rates across the senior school	Each member of SLT had a specific year level to work alongside the Year Adviser to support achievement across the year. Students were identified as at risk, and an individualised plan was implemented. Our twice yearly conferencing meant almost all students in year's 11-13 had a learning goal and a personal goal they were working towards. This was recorded for Year 12 and 69% of students achieved the learning goal they set for themselves. This is a measure that can sit alongside NCEA given that it wasn't the learning goal for all students. A tracking tool that meets our needs is still a barrier to ensuring students that are at risk are picked up and supported in a timely way. Our achievement rates showed an increase in NCEA Level 1 although the way data was reported as participation data makes a comparison challenging. Year 11 participation achievement was at 72.9%, which was up from 69% the year before. This result was at the national average for NCEA achievement. NCEA L2 achievement was at 55.6% down 1.4% from the previous year, but interestingly just over 50% of this cohort started this year without Level 1. Also at least 50 new students joined this cohort for 2025, many who needed a 2nd chance at secondary schooling. NCEA L3 was at 44.6% up from 40% the year before. Over 100 new students joined this cohort, many of whom were seeking a 2nd chance at secondary education. This impacts achievement rates. UE achievement was at 30% up from 26% the year before. In 2026 Year 13's will be asked at the end of term 1 and midway through term 3 to identify those who are targeting UE to give us a better indication as to the numbers actually participating in this qualification. Of those students who were with us for 5 years their NCEA achievement rate was at 49%, up 5% on whole cohort data and the UE achievement rate was at 38% up 8% from the whole cohort data.

		We had 4 students receive scholarships up from 0 in 2024. This was a great result. **CAA literacy and numeracy data:** **Year 10:** **Reading:** 80% of students who sat the CAA reading achieved. **Writing:** 67% of students who sat the CAA writing Assessment achieved.
Estimated student achievement in NCEA to support achievement	Tutors engage with the estimated grade process and it supports further learning conversations Achievement checkpoints are established and met Increase in achievement rates across the senior school	Staff engaged in the estimated grade process and it meant tutor conversations were more informed with parents and students knowing who might require extra support at an earlier stage. It was very useful for Year Advisors and SLT to get a clearer picture of who needed an immediate intervention to support achievement and who might be need a longer timeframe to complete a qualification. Our NCEA results may have improved due to this but it wasn't the only variable so it is challenging to determine what made the difference.
Teachers and depts to use junior achievement data to help inform learning design throughout the year. This will be used to support individual, class and cohort learning	Feedback from staff, students and whānau on reporting of student progress Evidence of teachers using data to inform their practice Evidence of 'value added' in English, Maths and Social Sciences	Clear evidence that teachers were reporting on junior learning outcomes. Being our first year we don't have comparative data. The asTTle grades for English and Maths were shared with staff and discussed at our annual class profile meetings to ensure teaching staff had a good understanding of students' learning and capabilities to inform their programmes of work. **Maths Junior Achievement data:** The 2025 year 9 cohort started with 54% of students at level 4B or above and ended with 68%. This is a 14% percentage gain. The 2025 year 10 cohort started with 40% of students at level 5B or above and ended with 56%. This is a 16% percentage gain **Junior Science data:** Three year ten classes sat the NZCER senior science thinking with evidence assessment in 3 of the four terms and all students made progress. **Writing data** The 2025 year 9 cohort started with 33% of students at level 4 or above and ended with 51%. Which is an 18% percentage gain The 2025 year 10 cohort started with 24.5 % of students at level 5 or above and ended with 34%. An increase of around 10% gain. **CAA literacy and numeracy data:** **Year 10:**

		Reading: 80% of students who sat the CAA reading achieved. **Writing:** 67% of students who sat the CAA writing Assessment achieved. **Numeracy:** 59% of Year 10 students (147) achieved the CAA assessment
Culturally responsive teachers creating a learning culture that is based on relationships and high expectations	Progress through the self assessment tool at two key points in the year Shift in teaching practice See the self assessment tool represented in PGC's	End of year hui with HoD's contained questions directly linked to how teachers in the department had progressed on cultural competence and 90% of staff were reported to have made progress across the year.

STRATEGIC GOAL 3

Strengthen student's sense of wellbeing to increase success in learning

What we expect to see:

1. Students and staff are supported in restorative practices through key staff
2. Clear roles and responsibilities and accountability around the role of the tutor, which is the backbone of the pastoral system
3. Designating specific PLD time for tasks related to the tutor role
4. A quality second chance education for students across Ōtautahi

2025 Targets	Success Indicators	Comment
Clarify and promote the role of the tutor as the foundation of the school's pastoral care system This includes PLD and building in time for the role	Tutors have clear roles and responsibilities Tutors being allocated extra PLD time to complete tutor tasks with support from YA's Students are well supported by their tutor in terms of both academic and wellbeing support Evidence of a school home partnership	The role of the tutor has been worked through with staff as we have continued developing a timeline of tutor responsibilities across the year. We scheduled two sessions a term for tutors to work on processes such as preparation and follow up from conferencing. Our goal setting process and academic conferencing shows that our tutors are very engaged in the learning and wellbeing outcomes for their students. The number of parents attending conferencing grows every year and goal setting data is in our system for 95% students; however not all those are completed with a parent. Our 2025 conferencing booking numbers are: 740 in Term 1, and 668 in Term 3.
Review the current timetable to best meet the learning and wellbeing needs of our staff and students	Student, whānau and staff voice is collected to support change A review is conducted taking into account staff allocation and consultation A new and more responsive timetable is ready to go for 2024	The timetable was reviewed and feedback was sought from staff and students. This resulted in a change to the timing of morning tea. The timetable didn't seem to make a big difference to attendance but student achievement has improved slightly and attendance rates improved later in the year. This was a key driver for the changes.
Review of Year 11 Hauora Programme	Staff, whānau and student voice collected and feedback is used to inform the programme in 2026	A comprehensive review was conducted which involved surveying students, teachers and parents. The recommendations have been taken on board for 2026.
Track students attendance with support and oversight from Year Advisers	Staff understanding their role in improving attendance Familiarity with schoolwide targets Student attendance increases Case loads of Mental Health adviser and social worker	Implemented an attendance management plan with attendance targets and clear roles and responsibilities for attendance. Highlight was attendance lifting 9% for Term 4 of students attending 90-100% Other terms were on par with 2024.

Evaluation and analysis of the school's students' progress and achievement

Overview

This report presents an evaluation of student progress and achievement across the New Zealand Curriculum and NCEA during 2025. It draws on a range of assessment data to identify areas of success, ongoing challenges, and priorities for improvement as the kura continues to respond to curriculum and qualification changes at a national level.

Junior School Achievement (Years 9–10)

Literacy and Numeracy Progress

E-AsTTle assessments in Reading and Mathematics were used to identify entry points for Year 9 students and to measure progress through Years 9 and 10.

- **Year 9 Mathematics**:
  54% of students began the year at Level 4B or above, increasing to **68% by the end of the year**.

- **Year 10 Mathematics**:
  40% began the year at Level 5B or above, increasing to **56% by year's end**.

At the end of Year 10:

- **52%** of students achieved the NCEA Literacy corequisite.

- **57%** achieved the NCEA Numeracy corequisite.

As these assessments sit at upper Level 4 and lower Level 5 of the curriculum, the results are comparable to those of 2024 and are considered a positive and stable outcome for the kura.

Targeted Literacy and Numeracy Support

In response to identified need, the school introduced **Year 9 Literacy and Numeracy classes within the Kete Wana programme** to provide targeted acceleration for students well below curriculum expectations. These small-group programmes focused on building foundational skills to improve engagement and long-term outcomes.

While the full impact of this initiative will become clearer once these students sit the corequisite assessments in 2026, additional staffing has been allocated to strengthen this provision moving forward as we try and meet the needs of the students who join our school well below curriculum levels for their age.

In the senior school, **Year 12 and 13 Literacy and Numeracy classes** were established for students who had yet to achieve the corequisite requirements:

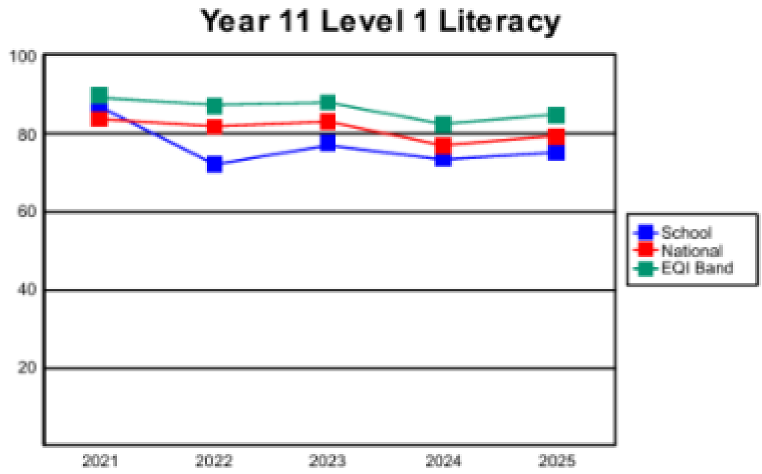
- The Numeracy programme was more successful, with teachers effectively using Mathematics achievement standards to convert existing tagged credits.

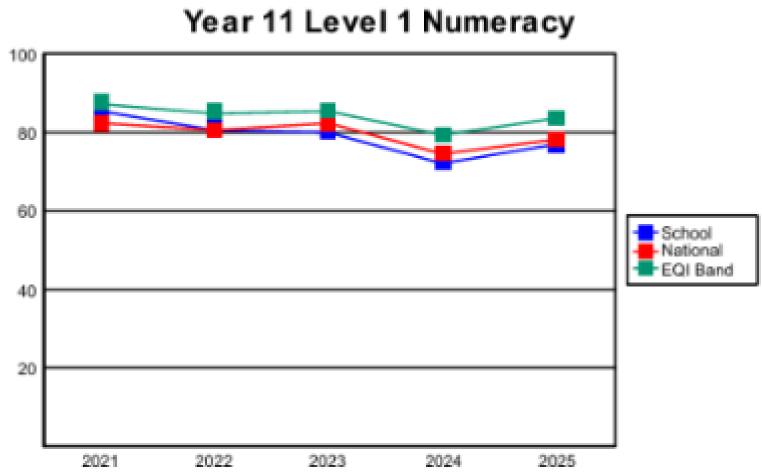
- Literacy proved more challenging, with greater emphasis placed on preparation for the corequisite examinations themselves.

Both programmes will continue in 2026, with English also introducing a **Year 11 course with a strong Literacy focus**.

Overall, Literacy and Numeracy results in 2025 remained consistent with previous years and broadly aligned with national averages. Numeracy at Year 11 showed the strongest improvement, increasing by nearly 5% compared with 2024

2025 Year 11 Level 1 Literacy and Numeracy Data





Curriculum Alignment and Progress Monitoring

All junior departments continued using **NZ Curriculum-aligned learning outcomes** for the second consecutive year, with expectations set at:

- **Level 4** for Year 9
- **Level 5** for Year 10

Using two years of data has enabled departments to better evaluate programme effectiveness and refine curriculum design. Learning outcomes were also used consistently for reporting to whānau, with end-of-year reports clearly indicating individual student progress against each outcome.

Mathematics and English have begun transitioning to the **refreshed curriculum** for 2026. Other learning areas will receive updated curriculum documentation during 2026, with full implementation expected in 2027–28. Alongside this, further information about the new national qualification system (from 2028) will require careful planning and professional learning across departments.

Example of Departmental Analysis

Analysis from the Social Sciences department examining a 2024 cohort across Years 9 and 10 shows a **clear improvement in achievement**, particularly in assessment skills aligned with Level 5 expectations. While progress between years was evident, the data also highlights that **only around half of students are meeting curriculum expectations**, indicating a continued need for targeted curriculum and pedagogical development.

Learning Support

The demand for learning support services continued to grow:

- Students on the Learning Support caseload increased from **118 in 2024 to 140 in 2025**.
- **126 students** were approved for Special Assessment Conditions (SAC) for NCEA (not including Year 10 students using SAC for corequisite assessments).

Support structures included:

- Teacher aide support in all Year 9 classes
- Individual Education Plans (IEPs) and Individual Learning Plans (ILPs)
- Class profile meetings to support inclusive pedagogy

From 2026, the deployment of teacher aides will shift to **better target Literacy and Numeracy support in Years 9–11**, reflecting strategic priorities.

Learning Support key numbers over the last 5 years

	2021	2022	2023	2024	2025
Special Assessment Conditions (SACs)	110	132	146	140	126*
Outside agency support (including application, co-ordination of relevant parties, oversight of support plan)	4	10	18	21	25
Learning Support Caseload (identified students who will need ongoing support for at least a school year - support is coordinated by a LSS teacher)	54	73	93	118	140
Dual enrolment (including enrolment support, ongoing communication with agency/home, programme supervision)	*Health School: 16 Te Kura: 2*	*Health School: 24 Te Kura: 5*	*Health School: 15 Te Kura: 21*	*Health School: 19 Te Kura 15*	*Health School: 12 Te Kura: 15*

** Years 11-13 only: Does not include year 10 students who accessed SAC for CAAs as no formal NZQA application needed*

Provision for Gifted and Talented Learners

Provision for gifted and talented students focused on **acceleration and extension**, including:

- Year 10 students accessing NCEA Level 1 courses where appropriate
- Senior students advancing a level ahead in selected subjects
- Year 13 students enrolling in **UC STAR courses** as an alternative to some Level 3 subjects
- Student participation in NCEA **Scholarship** exams

These decisions were made on a case-by-case basis in consultation with whānau.

Additional extension opportunities included:

- **UC Kiwi Exams** in Mathematics, English, and Science for students working at Level 5 or above
- Participation in **Junior Thinkers Day (Thriving Minds)** for selected Year 9 students

Further development of extension pathways within Kete Wana will be explored during 2026.

Senior School Achievement

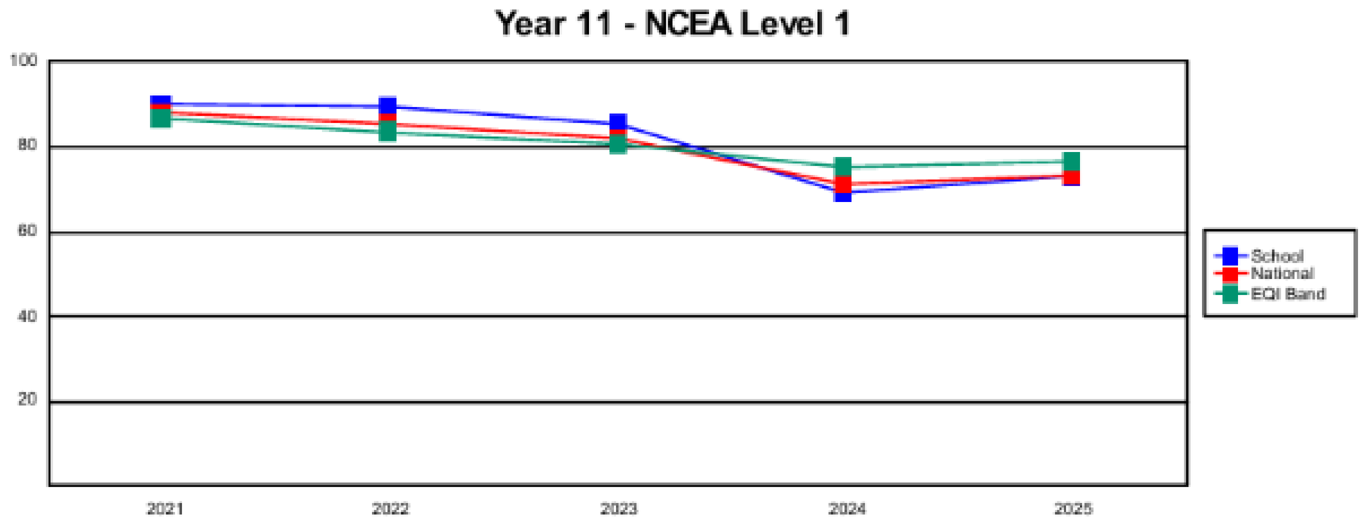
Year 11 – NCEA Level 1

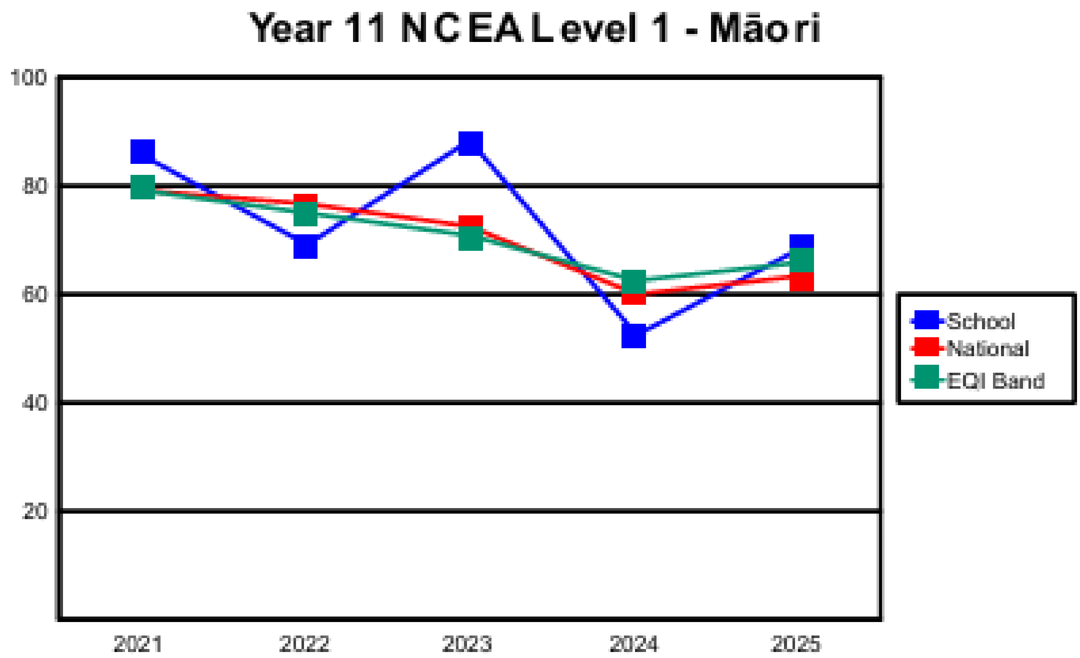
NCEA Level 1 achievement in 2025 was **72.9%**, aligning with the national average. This result reflects the sustained focus on junior curriculum alignment and preparation for NCEA. It's also important to note that NCEA level 1 is now reported as participation data which differs from the roll-based data that is used for NCEA levels 2 and 3.

While Māori achievement was slightly below the school average, it remained **well above the national Māori average**. Addressing the remaining disparity will be a key focus in 2026.

This was also the second year of full implementation of the new Level 1 Achievement Standards, with teachers reporting increased confidence and improved assessment design.

2025 NCEA Year 11 Level 1 Data





Year 12 – NCEA Level 2

NCEA Level 2 achievement was **55.6%**, down 1.4% from 2024. Just over half of this cohort began the year without NCEA Level 1, reflecting the kura's role as a provider for second-chance learners.

Students new to the school significantly influence results:

- Around **80 new students** enrolled at the start of the year
- **58 arrived without any NCEA qualification**
- **18 of these students** achieved an NCEA qualification by the end of the year

Beyond formal achievement, goal-setting through tutor conferences showed that **69% of students achieved their self-identified learning goal**.

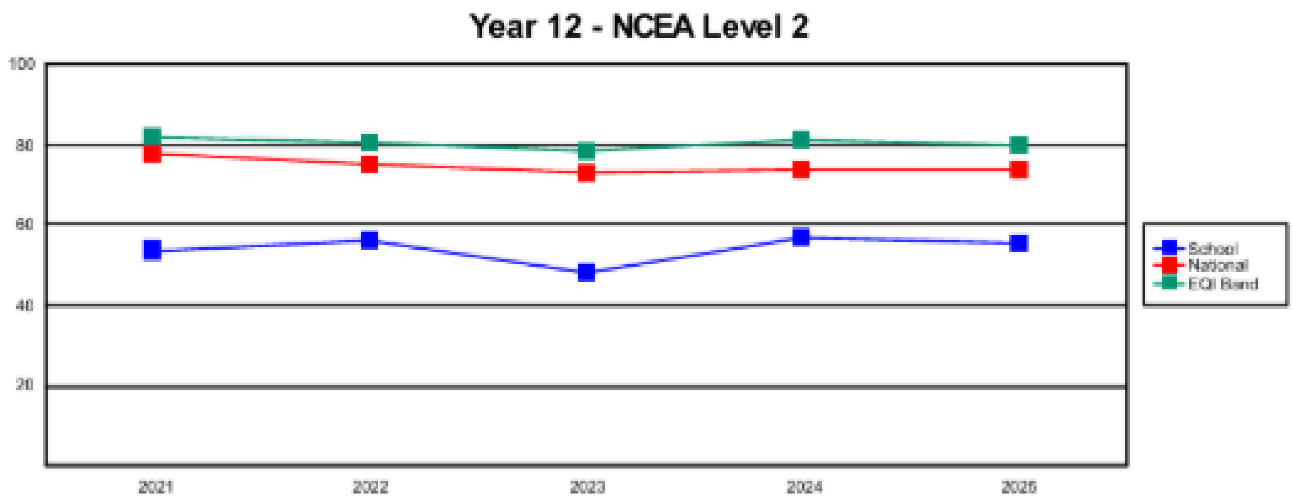
Literacy and Numeracy support classes were introduced for new senior students:

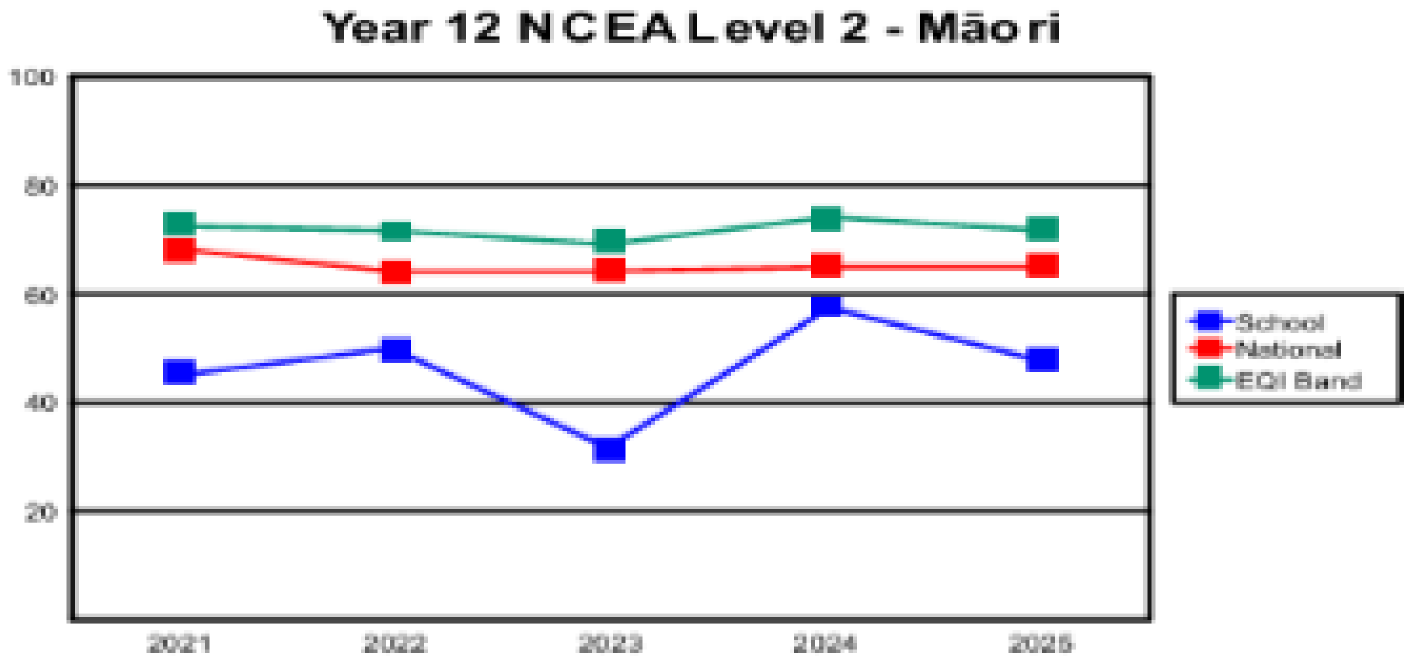
- 8 of 28 students gained Literacy
- 15 of 43 students gained Numeracy

While these outcomes were modest, these courses provided the students with a chance to try and pass these very influential exams. The courses will be reviewed for effectiveness over 2026.

Māori achievement declined in 2025, widening the gap with national Māori data. Targeted strategies to address this will be prioritised in 2026.

2025 NCEA Year 12 Level 2 Data





Year 13 – NCEA Level 3 and UE

- **NCEA Level 3** achievement increased to **44.6%** (up from 40%)
- **University Entrance (UE)** increased to **30%** (up from 26%)

In 2026, work will be undertaken to gain a better understanding of those who in Year 13 are aiming to achieve UE via our goal setting in Tutor conferences.

Of the 91 new under-19 students in the cohort:

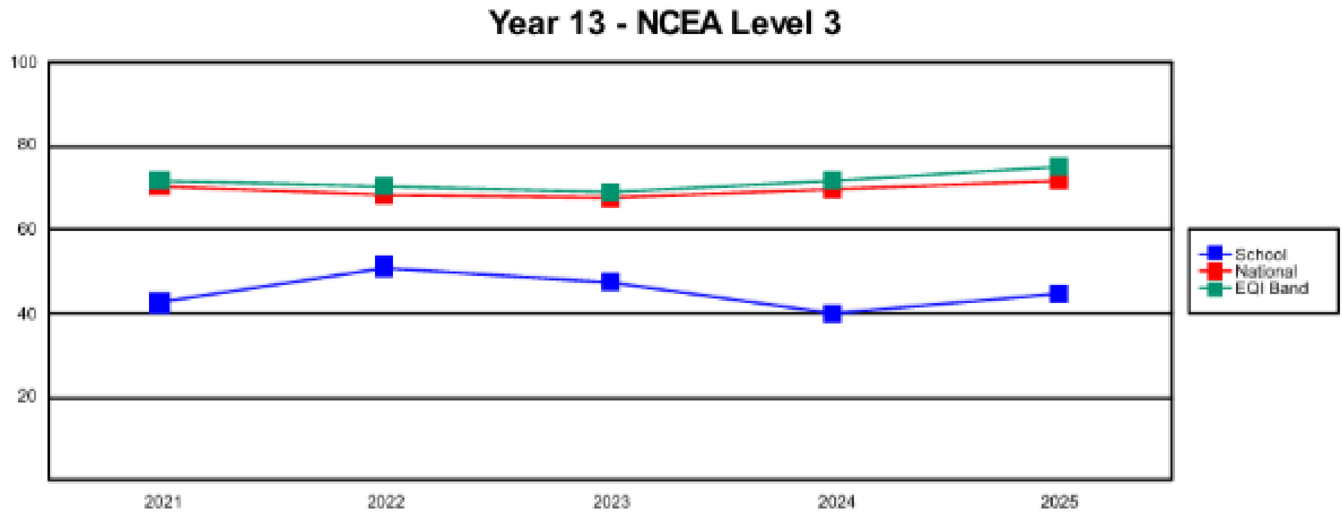
- 38 began the year with no NCEA qualification
- 11 achieved a qualification by year's end
- 26 new students gained NCEA Level 3

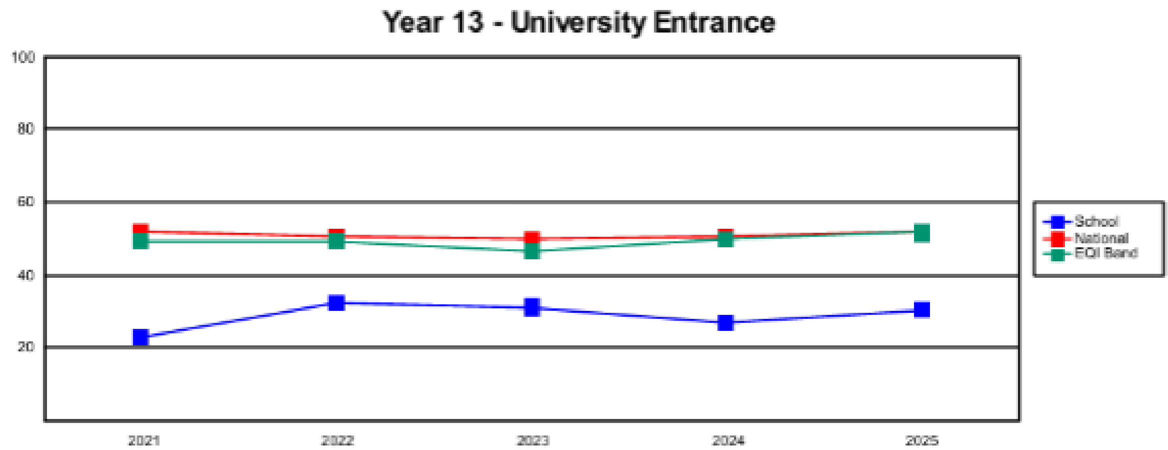
Students who had been at the kura for five years achieved:

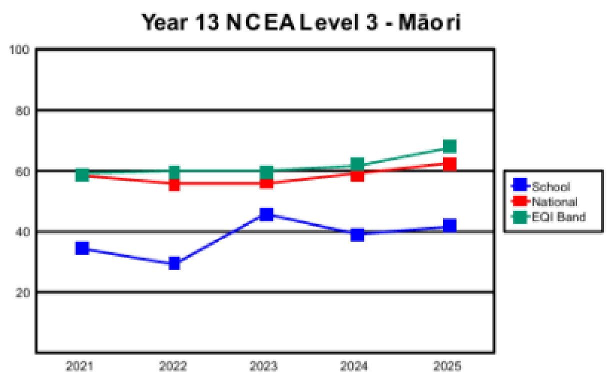
- **49% NCEA Level 3**
- **38% UE**

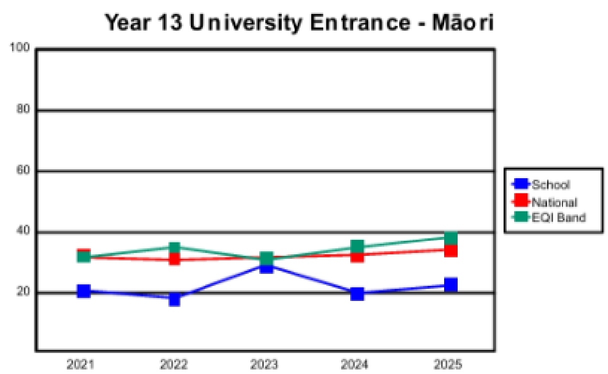
These results were very positive for the school as a whole, highlighting the value for those students who spent 5 years with the school. However the results also obscure the extent to which NZQA's publication of roll data at Levels 2 and 3 fails to recognise Te Puna Wai o Waipapa's significant contribution as a second chance education provider for a large number of students.

2025 Year 13 NCEA Level 3 & UE Data









Scholarship Achievement

In 2025, **four students were awarded New Zealand Scholarships** in:

- Psychology (including one Outstanding Scholarship)
- Te Reo Māori
- Physics

The kura is extremely proud of these achievements and will continue to promote Scholarship pathways for students seeking academic extension.

Tertiary Pathways and Catch Up College

The 2026 Summer Catch Up College enrolled **40 students** from across Canterbury and beyond.

- Students completed **202 credits**
- **97%** completed their standards by the Semester 1 entry deadline

Achievement rates compare very favourably with other providers and highlight the commitment of both staff and students.

	January Intensive enrolments	Completed qual. or course entry requirements	Completion	Jan. Intensive students from Hagley	Transferred to longer-term Catch Up enrolments
2026	40 (including TPWOW students reported as late results)	39	97.5%	7	1
2025	81 (including TPWOW students reported as late results)	77	95%	7	2 +1 UC@Hagley for prep
2024	81 (including TPWOW students reported as late results)	73	90.1%	12	7
2023	67	57	85.1%	8	5
2022	51	51	100%	1	8

Additional tertiary-focused courses continued to include:

- Academic Writing and Study Skills
- FastPath Mathematics and Physics
- Fine Arts Pathway
- Tertiary Preparation

Looking Ahead to 2026

Key strategic initiatives include:

- A whole-school Literacy focus, including explicit writing strategies (PEEL)
- Improved tracking of effort, participation, and attendance (STAR)
- Strengthening junior classroom routines (learning intentions, lesson structure)

- Revised delivery of CAA assessments for Year 10
- Implementation of new curriculum and SMART assessments
- Enhanced tracking of NCEA and UE pathways
- Increased Literacy and Numeracy provision within Kete Wana and Year 11 Literacy.
- Looking at how we further support Māori and boys' achievement across the school.

Giving effect to Te Tiriti o Waitangi

Section 127(1)(d) of the Education and Training Act 2020

In 2025, Te Puna Wai o Waipapa – Hagley College continued to strengthen our practice in giving effect to Te Tiriti o Waitangi. References have been made above within the Principal's report, statement of variance, and strategic goals to our work as a school to give effect to Te Tiriti o Waitangi so the following includes information not previously covered, as well as our reflections and identified next steps. Outlined are the specific initiatives, areas for improvement, and our strategic direction to ensure equitable outcomes and culturally sustaining learning for ākonga Māori and in partnership with their whānau.

Te Reo Māori and Tikanga Māori Instruction

All Year 9 and 10 students (approximately 300 ākonga) receive two hours per week of timetabled instruction in te reo Māori and tikanga Māori. Additional opportunities include:

- **Kete Wana Option Classes** (3 hours/week):
  - *Te Ara Matatau (the pathway to fluency)* – advanced te reo Māori with a particular focus on preparing students to study te reo Māori at NCEA level.
  - *Mahi Toi (Māori Visual Arts)* – students explore Māori art forms and methods.
  - *Kapa Haka* – Te Ao Haka and Māori performing arts.

All senior students in Years 11-13 have access to instruction in te reo Māori me ōna tikanga in the following NCEA courses:

- NCEA Te Reo Māori (Levels 1-3) in two classes, L1 standalone, and L2/3 combined.
- Mātauranga Māori (Level 1-3) – a senior, multi-level class where students learn a number of aspects of Te Ao Māori, including tikanga, kawa, values and perspectives, and significant events.
- Kapa Haka (Levels 1-3) - this NCEA course is connected with the Junior Kete Wana option. Senior students receive four hours of instruction per week in this timetabled course.
- In 2025, 46 senior students were enrolled in NCEA Kaupapa Māori courses (Te Reo, Kapa Haka, Mātauranga Māori).

Reflections and next steps:

- Junior Kete Wana kaupapa Maori, Te Ara Matatau and Toi Māori attracted higher student numbers than we've seen before and this led to our highest number of students selecting Level 1 Te Reo Māori going into 2026.
- Kapa Haka numbers dropped significantly. Attraction and retention of ākonga will be supported by a staffing addition in 2026.
- Tracking progress and curriculum outcomes were embedded in Junior te reo Māori.
- Continue to promote wider cross-curricular reo Māori use.

- Continue to promote and ensure clearer visibility of te reo Māori learning pathways for students and whānau.

Embedding Local Tikanga Māori, Mātauranga Māori, and Te Ao Māori

Our kaiako have engaged with mana whenua and iwi-led PLD, including:

- **Tuahiwi Education Workshops.**
- **All staff took part in the opening of our new whare ako, Pūkaki, led by Te Taumata Tapu o Tūāhuriri.**
- **Marae visits took place and these engagements include PLD for kaiako at Rehua and Rāpaki marae.**

Curriculum areas are now more intentionally embedding local content, and this is especially evident with the inclusion of the new NCEA Level One standards which require mana ōrite mō te Mātauranga Māori.

Reflections and next steps:

- Social Sciences and Art learning areas are leading the way in engaging with mana whenua and iwi to create EOTC opportunities for our ākonga at Junior and Senior levels.
- The de-funding of Te Ahu o Te Reo Māori ki Ngāi Tahu has created a gap in PLD opportunities for kaiako, in particular with te reo Māori, tikanga, and mātauranga Kāi Tahu.
- Continue to build consistency across departments in embedding local iwi knowledge.
- Develop departmental action plans to include local mātauranga ahead of and beyond NCEA Level One programme design.
- Continue investing in iwi-facilitated PLD and curriculum co-design, and seek out new opportunities to do so.

Whānau Māori Engagement and Partnership

We work closely with whānau Māori through:

Termly whānau hui – open to all Māori families and parents of students in kaupapa Māori courses. While these hui are a formal opportunity for the school to engage with whānau Māori, we also experience positive engagement through our tutor system where tutors are in regular contact with whānau- often over a five-year period. The twice-yearly academic conferencing events promote kanohi-ki-te-kanohi partnership with whānau Māori.

Te Urungi Steering Committee – monthly hui involving Māori students, whānau, Māori staff, leadership, representative of the Board of Trustees. The purpose of this group is to collaborate as partners- our leadership team and BoT, with whānau and ākonga Māori, on making school-wide improvements and initiating kaupapa which better serve our hapori Māori. These monthly hui provide opportunities for curriculum feedback and co-design, discussions on Māori student wellbeing and pastoral care as well as actioning whānau aspirations for learning and opportunities.

Reflections and next steps:

- Expand participation and access to whānau forums.
- Strengthen follow-through mechanisms- from whānau feedback to practice.
- Establish Pūkaki as a positive engagement point for whānau Māori with the kura.
- Continue to share the expectation with kaiako and tutors that communication with whānau Māori needs to be founded in whakawhanaungatanga, and 'email-only' interactions are not appropriate practice.

Māori Learner Outcomes and Achievement

In 2025, we implemented:

- Culturally responsive teaching strategies across classrooms
- Regular capture of Māori student voice on wellbeing and success
- Strengthened support systems informed by this data
- Investigation of ākonga Māori participation in Senior NCEA Mathematics courses

Reflections and next steps:

- Develop a Māori Learner Success Plan to target literacy, numeracy, and NCEA success.
- Monitor Māori student progress more consistently and involve ākonga and whānau in this process.
- Further embed and improve access to Māori mentoring and academic support.

Pastoral and Wellbeing Practices Reflecting Te Tiriti o Waitangi

We have made deliberate efforts to reflect Te Tiriti principles in our school pastoral and wellbeing procedures:

- Ākonga Māori and whānau may choose a Māori staff member for their Year 9 enrolment interview.
- Disciplinary processes include support from Māori pastoral staff, restorative whānau hui grounded in tikanga Māori and co-developed responses to incidents that aim to be mana-enhancing for all.
- Ākonga Māori can opt to join a vertical tutor group (different to our standard horizontal structure), Te Manawa o Te Anamata, which is led by a kaiako Māori and utilises a kaupapa Māori approach in carrying out the functions of pastoral care within our tutor system.
- School-wide restorative practices aim to centralise relationships as the foundation of teaching and learning interactions.

Reflections and next steps:

- Audit school-wide policies for Te Tiriti alignment.
- Expand culturally grounded practices into career planning and transitions, including the initiation of careers guidance at an earlier point- likely Year 11 for 2026.
- Establish a kaupapa Māori Year 9 tutor group as an opt-in for all new ākonga joining the kura in 2026.

Summary

The mahi undertaken in 2025 illustrates our commitment to ongoing reflection and action to honour Te Tiriti o Waitangi, support our ākonga Māori, and work in true partnership with mana whenua and whānau Māori. This commitment is visible in our curriculum, student support, whānau engagement, and professional learning priorities. We continue to seek input from ākonga and whānau to guide our school-improvement work, and to increase the cultural capability of our kaiako and kaimahi. Pūkaki has begun to serve as the beacon for Te Tiriti partnership within the kura and the expanded use of this space for multiple kaupapa will provide opportunities for improved practice to extend to other areas of the school.

Statement of compliance with employment policy

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	Responsive to staff feedback when it comes to working conditions. We follow the Collective Agreement and staff have the opportunity to respond to the Health and Safety Committee on a monthly basis by submitting a form with their concerns. We build PLD time into the school timetabled day and make every effort to work collaboratively with our branch of the union to provide the best conditions we can for staff. The school supports staff members with external counselling now that EAP is no longer contracted by the MoE.
What is in your equal employment opportunities programme? How have you been fulfilling this programme?	We work hard to support staff with barriers to work and promote roles with reference to our multi-cultural community in our advertising and promotional material. We use appropriate tikanga around appointments. We aim for our staff to be representative of our community. We offer support to neurodivergent staff to reduce barriers and challenges and for work to be a safe space for them.
How do you practise impartial selection of suitably qualified persons for appointment?	By having a carefully selected appointment panel and ensure that we follow good practice guidelines when appointing. This may include a Board member or a representative from mana whenua. This aligns with our appointment process. We also run applicants for positions past our EEO representative.
How are you recognising, – The aims and aspirations of Māori, – The employment requirements of Māori, and – Greater involvement of Māori in the Education service?	As above, ensure our material around appointments represents appropriate tikanga and we have strong numbers in kaupapa Māori programmes and have the staff to support those which means kaiako Māori are well supported. We would take the opportunity to employ Māori with the right experience and qualifications when the opportunity arises.
How have you enhanced the abilities of individual employees?	Through appropriate career planning as part of PGC and provided relevant PLD opportunities. Work with middle leaders on how they can mentor their staff for career progression. We have utilised UC's opportunities to promote with staff for micro credentialling towards a Masters qualification.
How are you recognising the employment requirements of women?	Women are well represented in leadership and within our kura. 4 out of 5 of the senior leaders are women and women are in the majority of HoD roles. We promote this particularly through having a female Principal of a co-ed school.
How are you recognising the employment requirements of persons with disabilities?	We reduce barriers and provide solutions to challenges. Staff with disabilities are an asset to our kura and represent our wider community. We continue to work on the accessibility of our site. This has been assisted through our rebuild buildings.

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

Kiwisport funding

KiwiSport is a Government funding initiative to support students' participation in organised sport. In 2025 the school received a total KiwiSport funding of $37,139.49 (excl GST). The funding was spent on a variety of things that includes:

· Payment of school levy

· Sport entry fees

· New uniforms

· Paying student/non-staff referees

· New equipment for recreation and sport

· Junior Athletics prizes

· Costs associated with organised school activities such as Cross Country that include prizes and trophies.

· Sports trophy and medal engraving

· Recreation competition prizes

· Sports prizes

· Player of the day gift vouchers

· Gift vouchers for sport helpers

The number of ākonga participating in organised Sport decreased from 424 in 2024 to 329 in 2025. Our percentage of participants decreased from 48.96% in 2024 to 37% in 2025.

Please see the figures below:

PARTICIPATION #

	Total numbers	**Boys**	**Girls**
2021	226	124	102
2022	168	89	79
2023	212	102	110
2024	424	180	244
2025	329	156	173

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