



# **GLENDOWIE COLLEGE**

## **Annual Report**

**For the year ended 31 December 2025**

<b>Ministry number</b>	<b>65</b>
<b>Principal</b>	<b>Gordon Robertson</b>
<b>School address</b>	<b>21 Crossfield Road, Glendowie, Auckland 1071</b>
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# Glendowie 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.



Signature of Presiding Member  
Belinda Sutherland



Signature of Principal  
Gordon Robertson

20/5/26

Date

20/05/2026

Date

# Glendowie College

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2025

		2025	2025	2024
	Notes	Actual	Budget (Unaudited)	Actual
		\$	\$	\$
<b>Revenue</b>				
Government Grants	2	16,967,202	16,466,106	16,549,765
Locally Raised Funds	3	2,517,477	2,112,540	2,409,483
Interest		105,157	79,230	167,996
Gain on Sale of Property, Plant and Equipment		1,452	1,000	17,000
<b>Total Revenue</b>		<b>19,591,288</b>	<b>18,658,876</b>	<b>19,144,244</b>
<b>Expenses</b>				
Locally Raised Funds	3	1,293,902	893,285	1,194,260
Learning Resources	4	11,232,531	10,832,553	10,696,358
Administration	5	762,851	785,915	736,905
Interest		8,853	9,490	4,613
Property	6	6,355,589	6,531,222	6,529,916
Loss on Disposal of Property, Plant and Equipment		5,877	-	10,603
<b>Total Expenses</b>		<b>19,659,603</b>	<b>19,052,465</b>	<b>19,172,655</b>
<b>Net Surplus / (Deficit)</b>		<b>(68,315)</b>	<b>(393,589)</b>	<b>(28,411)</b>
Other Comprehensive Revenue and Expenses		-	-	-
<b>Total Comprehensive Revenue and Expenses</b>		<b>(68,315)</b>	<b>(393,589)</b>	<b>(28,411)</b>

The Statement of Comprehensive Revenue and Expense should be read in conjunction with the accompanying notes.

# Glendowie College

## Statement of Changes in Net Assets/Equity

For the year ended 31 December 2025

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
<b>Equity at 1 January</b>	<b>4,729,442</b>	<b>4,729,442</b>	<b>4,757,853</b>
Total comprehensive revenue and expenses for the year	(68,315)	(393,589)	(28,411)
Capital Contributions from the Ministry of Education: Furniture and Equipment Grant	180,944	-	-
<b>Equity at 31 December</b>	<b>4,842,071</b>	<b>4,335,853</b>	<b>4,729,442</b>
Accumulated Comprehensive Revenue and Expenses	4,842,071	4,335,853	4,729,442
<b>Equity at 31 December</b>	<b>4,842,071</b>	<b>4,335,853</b>	<b>4,729,442</b>

The Statement of Changes in Net Assets/Equity should be read in conjunction with the accompanying notes.

# Glendowie College

## Statement of Financial Position

As at 31 December 2025

		2025	2025	2024
	Notes	Actual	Budget (Unaudited)	Actual
		\$	\$	\$
<b>Current Assets</b>				
Cash and Cash Equivalents	7	949,695	369,126	501,207
Accounts Receivable	8	948,532	1,031,180	943,614
GST Receivable		23,295	30,000	45,803
Prepayments		37,752	36,075	61,648
Inventories	9	218,428	245,806	244,204
Investments	10	2,163,837	1,582,566	2,738,566
		<b>4,341,539</b>	<b>3,294,753</b>	<b>4,535,042</b>
<b>Current Liabilities</b>				
Accounts Payable	12	1,092,569	1,059,002	1,064,404
Revenue Received in Advance	13	905,450	652,000	709,854
Provision for Cyclical Maintenance	14	141,886	83,709	218,679
Finance Lease Liability	15	43,111	46,737	42,008
Funds Held in Trust	16	532,308	439,507	714,394
Funds Held for Capital Works Projects	17	50,219	-	252,434
		<b>2,765,543</b>	<b>2,280,955</b>	<b>3,001,773</b>
<b>Working Capital Surplus/(Deficit)</b>		<b>1,575,996</b>	<b>1,013,798</b>	<b>1,533,269</b>
<b>Non-current Assets</b>				
Property, Plant and Equipment	11	3,853,954	3,681,159	3,544,915
		<b>3,853,954</b>	<b>3,681,159</b>	<b>3,544,915</b>
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	14	424,223	188,647	227,993
Finance Lease Liability	15	109,656	116,457	60,749
Funds Held in Trust	16	54,000	54,000	60,000
		<b>587,879</b>	<b>359,104</b>	<b>348,742</b>
<b>Net Assets</b>		<b>4,842,071</b>	<b>4,335,853</b>	<b>4,729,442</b>
<b>Equity</b>		<b>4,842,071</b>	<b>4,335,853</b>	<b>4,729,442</b>

The above Statement of Financial Position should be read in conjunction with the accompanying notes.

# Glendowie College

## Statement of Cash Flows

For the year ended 31 December 2025

	2025	2025	2024
Note	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
<b>Cash Flows from Operating Activities</b>			
Government Grants	2,929,350	2,811,540	2,831,615
Locally Raised Funds	1,673,243	1,156,753	2,049,789
International Students	1,089,377	859,096	939,149
Goods and Services Tax (net)	22,508	15,803	(47,250)
Payments to Employees	(2,152,368)	(2,375,296)	(2,296,084)
Payments to Suppliers	(2,998,832)	(2,902,673)	(2,949,912)
Interest Paid	(8,853)	(9,490)	(4,613)
Interest Received	126,383	69,316	111,805
<b>Net Cash from / (to) Operating Activities</b>	<b>680,808</b>	<b>(374,951)</b>	<b>634,499</b>
<b>Cash Flows from Investing Activities</b>			
Proceeds from Sale of Property Plant & Equipment	1,452	1,000	-
Purchase of Property Plant & Equipment	(234,838)	(327,943)	(300,080)
Purchase of Investments	(1,783,340)	(600,000)	(2,521,000)
Proceeds from Sale of Investments	2,358,069	1,756,000	1,763,133
<b>Net cash from / (to) Investing Activities</b>	<b>341,343</b>	<b>829,057</b>	<b>(1,057,947)</b>
<b>Cash Flows from Financing Activities</b>			
Furniture and Equipment Grant	180,944	-	-
Finance Lease Payments	(47,316)	(52,866)	(62,684)
Funds Administered on Behalf of Other Parties	(707,291)	(533,321)	185,767
<b>Net Cash from / (to) Financing Activities</b>	<b>(573,663)</b>	<b>(586,187)</b>	<b>123,083</b>
<b>Net Increase / (Decrease) in Cash and Cash Equivalents</b>	<b>448,488</b>	<b>(132,081)</b>	<b>(300,365)</b>
Cash and Cash Equivalents at 1 January	7 501,207	501,207	801,572
<b>Cash and Cash Equivalents 31 December</b>	<b>7 949,695</b>	<b>369,126</b>	<b>501,207</b>

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 Statement of Cash Flows should be read in conjunction with the accompanying notes.

# Glendowie College

## Notes to the Financial Statements

### For the year ended 31 December 2025

#### 1. Statement of Accounting Policies

##### a) Reporting Entity

Glendowie 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 purposes.

##### 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.

#### *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*

These 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*

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

#### *Other Ministry Grants for directly funded programs*

These 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.

#### *Use of land and buildings grant*

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) 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.

#### **e) 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.

#### **f) 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.

#### **g) Inventories**

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

#### **h) 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.

### **i) 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

### **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:

Board owned Buildings and Leasehold Improvements	50 years
Furniture and Equipment	5-10 years
Information and Communication Technology	3 years
Motor Vehicles	5 years
Leased Assets held under a Finance Lease	3-4 years
Library Resources	15.5% diminishing value

### **j) 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*

Property, plant, and equipment held at cost that have a finite useful life are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable. If such indication exists, the School estimates the asset's recoverable service amount. An impairment loss is recognised for the amount by which the asset's carrying amount exceeds its recoverable service amount. The recoverable service amount is the higher of an asset's fair value less costs to sell and value in use.

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.

#### **k) 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.

#### **l) 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.

#### **m) 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.

#### **n) 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.

#### **o) Funds held for Capital Works**

The School receives funding directly 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.

**p) Provision for Cyclical Maintenance**

The property from which the School operates is owned by the Crown, and is vested in the Ministry. The Ministry has gazetted a property occupancy document that sets out the Board's property maintenance responsibilities. The Board is responsible for maintaining the land, buildings and other facilities on the 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 10 year period. The economic outflow of this is dependent on the plan established by the School to meet this obligation and is detailed in the notes and disclosures of these accounts.

**q) Financial Instruments**

The 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 liabilities. Financial liabilities are initially recognised at fair value and subsequently measured at amortised cost using the effective interest method. Interest expense and any gain or loss on derecognition are recognised in surplus or deficit.

**r) Goods and Services Tax (GST)**

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

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.

**s) Budget Figures**

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

**t) 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 these services in the Statement of Comprehensive Revenue and Expense.

# Notes to the Financial Statements

## For the year ended 31 December 2025

### 2. Government Grants

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Government Grants - Ministry of Education	2,881,158	2,763,350	2,786,758
Teachers' Salaries Grants	8,684,056	8,026,000	8,087,424
Use of Land and Buildings Grants	5,353,796	5,628,566	5,628,566
Other Government Grants	48,192	48,190	47,017
<b>Total Government Grants</b>	<b>16,967,202</b>	<b>16,466,106</b>	<b>16,549,765</b>

### 3. Locally Raised Funds

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
<b>Revenue</b>			
Donations	454,465	440,500	427,159
Fees for Extra Curricular Activities	451,502	50,175	428,980
Trading	259,497	261,000	266,036
Other Revenue	389,166	444,065	360,593
International Student Fees	962,847	916,800	926,715
	2,517,477	2,112,540	2,409,483
<b>Expenses</b>			
Extra Curricular Activities Costs	574,292	153,345	507,653
Trading	195,731	187,050	211,408
Other Locally Raised Funds Expenditure	43,236	47,690	43,496
International Student - Employee Benefits - Salaries	189,566	204,250	191,655
International Student - Other Expenses	291,077	300,950	240,048
	1,293,902	893,285	1,194,260
<b>Total Locally Raised Funds (net)</b>	<b>1,223,575</b>	<b>1,219,255</b>	<b>1,215,223</b>

School donations at \$379k make up the majority of the Donations figure with the balance from grants for school sports equipment and production (\$21k), funding of student scholarships (\$13k), student cultural and Year 13 activities (\$12k), commission income (\$11k), rowing donations (\$10k) and a \$5k Tui Tuia Chinese Language Grant.

International Student - Other Expenses includes \$54k of marketing costs covering four trips by the Director of International Students (Taiwan/Hong Kong/China; Chile/Argentina/Brazil; Thailand and Japan/Vietnam). In addition \$126k was paid to agents for placing students with Glendowie College and \$77k was for internal recharges of fees and uniform costs.

### 4. Learning Resources

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Curricular	509,085	597,553	464,246
Information and Communication Technology	231,702	235,420	231,101
Employee Benefits - Salaries	10,045,141	9,566,810	9,579,583
Staff Development	102,387	117,470	95,401
Depreciation	335,412	305,000	316,864
Other Learning Resources	8,804	10,300	9,163
<b>Total Learning Resources</b>	<b>11,232,531</b>	<b>10,832,553</b>	<b>10,696,358</b>

Two senior staff attended the 2025 International Baccalaureate Global Conference in Singapore in March 2025, at which they had been invited to present a paper. The \$10k cost is shown under Staff Development. The costs were funded by the Board.

## 5. Administration

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Audit Fees	19,182	19,000	18,531
Board Fees and Expenses	23,305	22,100	9,658
Operating Leases	4,332	-	-
Legal Fees	270	1,000	1,176
Other Administration Expenses	157,658	176,765	131,354
Employee Benefits - Salaries	516,510	525,950	535,841
Insurance	41,594	41,100	40,345
<b>Total Administration</b>	<b>762,851</b>	<b>785,915</b>	<b>736,905</b>

## 6. Property

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Consultancy and Contract Services	324,204	352,320	295,840
Cyclical Maintenance	150,057	44,360	80,575
Heat, Light and Water	123,286	131,680	121,021
Repairs and Maintenance	201,802	179,576	208,895
Use of Land and Buildings	5,353,796	5,628,566	5,628,566
Employee Benefits - Salaries	85,591	81,170	81,408
Other Property Expenses	116,853	113,550	113,611
<b>Total Property</b>	<b>6,355,589</b>	<b>6,531,222</b>	<b>6,529,916</b>

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	949,695	369,126	501,207
<b>Total Cash and Cash Equivalents</b>	<b>949,695</b>	<b>369,126</b>	<b>501,207</b>

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

Of the \$950k Cash and Cash Equivalents and \$2,164k Investments (note 10):

- \$50k is held by the School on behalf of the Ministry of Education being Funds held for Capital Works Projects (note 17). These funds have been provided by the Ministry as part of the School's 5 Year Agreement funding for upgrades to the School's buildings; and
- \$586k is held by the School acting as an agent on behalf of a third party, such as a student. These funds are held in trust (note 16) to pay items such as homestay fees, for overseas trips, and for the School rowing programme.

**8. Accounts Receivable**

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Receivables	80,214	168,598	129,761
Interest Receivable	13,045	44,185	34,271
Teacher Salaries Grant Receivable	855,273	818,397	779,582
<b>Total Accounts Receivable</b>	<b>948,532</b>	<b>1,031,180</b>	<b>943,614</b>
Receivables from Exchange Transactions	93,259	212,783	164,032
Receivables from Non-Exchange Transactions	855,273	818,397	779,582
<b>Total Accounts Receivable</b>	<b>948,532</b>	<b>1,031,180</b>	<b>943,614</b>

**9. Inventories**

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
School Uniforms	218,428	245,806	244,204
<b>Total Inventories</b>	<b>218,428</b>	<b>245,806</b>	<b>244,204</b>

**10. Investments**

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Short-term Bank Deposits	2,163,837	1,582,566	2,738,566
<b>Total Investments</b>	<b>2,163,837</b>	<b>1,582,566</b>	<b>2,738,566</b>

**11. Property, Plant and Equipment**

	1 Jan 2025 Net Book Value \$	Additions \$	Disposals \$	Transfers \$	Depreciation \$	31 Dec 2025 Net Book Value \$
<b>2025</b>						
Board Owned Buildings and Leasehold Improvements	2,594,534	329,314	-	-	(66,859)	<b>2,856,989</b>
Furniture and Equipment	706,902	151,700	(895)	1,710	(171,295)	<b>688,122</b>
Information and Communication Technology	78,083	33,259	-	-	(49,752)	<b>61,590</b>
Motor Vehicles	6,361	783	(419)	-	(2,065)	<b>4,660</b>
Leased Assets	83,962	97,326	(1,035)	-	(37,483)	<b>142,770</b>
Library Resources	43,430	11,440	(3,529)	-	(7,958)	<b>43,383</b>
Work in Progress	31,643	26,507	-	(1,710)	-	<b>56,440</b>
	<b>3,544,915</b>	<b>650,329</b>	<b>(5,878)</b>	<b>-</b>	<b>(335,412)</b>	<b>3,853,954</b>

	2024			2025		
	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
Board Owned Buildings and Leasehold Improvements	3,105,616	(511,082)	<b>2,594,534</b>	3,434,934	(577,945)	<b>2,856,989</b>
Furniture and Equipment	2,937,894	(2,230,992)	<b>706,902</b>	3,002,346	(2,314,224)	<b>688,122</b>
Information and Communication Technology	507,345	(429,262)	<b>78,083</b>	379,097	(317,507)	<b>61,590</b>
Motor Vehicles	182,558	(176,197)	<b>6,361</b>	182,342	(177,682)	<b>4,660</b>
Leased Assets	218,066	(134,104)	<b>83,962</b>	204,065	(61,295)	<b>142,770</b>
Library Resources	146,663	(103,233)	<b>43,430</b>	146,183	(102,800)	<b>43,383</b>
Work in Progress	31,643	-	<b>31,643</b>	56,440	-	<b>56,440</b>
	<b>7,129,785</b>	<b>(3,584,870)</b>	<b>3,544,915</b>	<b>7,405,407</b>	<b>(3,551,453)</b>	<b>3,853,954</b>

The net carrying value of furniture and equipment held under a finance lease is \$143k (2024: \$84k).

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.

## 12. Accounts Payable

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Creditors	202,193	229,002	250,103
Employee Entitlements - Salaries	860,896	800,000	785,778
Employee Entitlements - Leave Accrual	29,480	30,000	28,523
<b>Total Accounts Payable</b>	<b>1,092,569</b>	<b>1,059,002</b>	<b>1,064,404</b>
Payables for Exchange Transactions	1,092,569	1,059,002	1,064,404
<b>Total Accounts Payable</b>	<b>1,092,569</b>	<b>1,059,002</b>	<b>1,064,404</b>

The carrying value of payables approximates their fair value.

## 13. Revenue Received in Advance

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
International Student Fees in Advance	834,234	650,000	707,704
Other Revenue in Advance	71,216	2,000	2,150
<b>Total Revenue Received in Advance</b>	<b>905,450</b>	<b>652,000</b>	<b>709,854</b>

**14. Provision for Cyclical Maintenance**

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
<b>Provision at 1 January</b>	<b>446,672</b>	<b>446,672</b>	<b>373,837</b>
Increase to the Provision during the Year	150,057	44,360	80,575
Use of the Provision during the Year	(30,620)	(218,676)	(7,740)
<b>Provision at 31 December</b>	<b>566,109</b>	<b>272,356</b>	<b>446,672</b>
Cyclical Maintenance - Current	141,886	83,709	218,679
Cyclical Maintenance - Non-current	424,223	188,647	227,993
<b>Provision at 31 December</b>	<b>566,109</b>	<b>272,356</b>	<b>446,672</b>

The School's Cyclical Maintenance schedule details the painting work to be carried out in each future year. The schedule was updated from a full site painting quote prepared by an external contractor in 2025.

**15. Finance Lease Liability**

	2025 Actual \$	2024 Actual \$
Finance lease payments due:		
Within one year	52,977	48,916
Later than one year	121,965	68,506
	174,942	117,422
Future Finance Charges	(22,175)	(14,665)
<b>Total Finance Lease Liabilities</b>	<b>152,767</b>	<b>102,757</b>
<b>Represented by</b>		
Finance Lease Liability - Current	43,111	42,008
Finance Lease Liability - Non-current	109,656	60,749
<b>Total Finance Lease Liabilities</b>	<b>152,767</b>	<b>102,757</b>

**16. Funds Held in Trust**

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	532,308	439,507	714,394
Funds Held in Trust on Behalf of Third Parties - Non-current	54,000	54,000	60,000
<b>Total Funds Held in Trust</b>	<b>586,308</b>	<b>493,507</b>	<b>774,394</b>

These funds relate to arrangements where the School is acting as an agent on behalf of a third party such as a student. Therefore these amounts are not included in the Statement of Comprehensive Revenue and Expense. The \$586k Funds Held in Trust on behalf of Third Parties is part of the \$950k Cash and Cash Equivalents (note 7) and \$2,164k Investments (note 10) balances.

## 17. Funds Held for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the Capital Works project in the table below. The \$50k Funds held on behalf of the Ministry of Education forms part of the \$950k Cash and Cash Equivalents balance (note 7).

	1 Jan 2025	Receipts from MoE	Payments	Contributions from Board	31 Dec 2025
	\$	\$	\$	\$	\$
<b>2025</b>					
Eddy Partial Window Replacement	252,434	53,339	(598,867)	318,168	25,074
Somerville Library (Block L) Joinery Replacement	-	25,145	-	-	25,145
<b>Total Funds held for Capital Works Projects</b>	<b>252,434</b>	<b>78,484</b>	<b>(598,867)</b>	<b>318,168</b>	<b>50,219</b>
<b>Represented by:</b>					
Funds Held on Behalf of the Ministry of Education	252,434				50,219
	<b>252,434</b>				<b>50,219</b>

Board Contributions are where the Board contributes its own funds to a Ministry funded Capital Works project. This has resulted in a Board-owned asset that is recognised in note 11.

	1 Jan 2024	Receipts from MoE	Payments	Contributions from Board	31 Dec 2024
	\$	\$	\$	\$	\$
<b>2024</b>					
Hammer Block Refurbishment (Learning Centre)	(590)	-	590	-	-
Hammer and Eddy Door and Window Joinery	86,139	-	(86,139)	-	-
Eddy Partial Window Replacement	297,150	171,918	(216,634)	-	252,434
Roof Replacement Multiple Buildings	36,247	-	(36,247)	-	-
<b>Total Funds held for Capital Works Projects</b>	<b>418,946</b>	<b>171,918</b>	<b>(338,430)</b>	<b>-</b>	<b>252,434</b>
<b>Represented by:</b>					
Funds Held on Behalf of the Ministry of Education	419,536				252,434
Funds Receivable from the Ministry of Education	(590)				-
	<b>418,946</b>				<b>252,434</b>

## 18. 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.

## 19. Remuneration

### (a) Key Management Personnel

Comprises all Board members, the Principal and the Senior Leadership Team.

	2025 Actual	2024 Actual
	\$	\$
<b>Remuneration</b>		
Board Members	3,590	2,930
Principal and Senior Leadership Team	928,216	851,837
<b>Total Remuneration</b>	<b>931,806</b>	<b>854,767</b>
<b>Full-time Equivalent Personnel</b>		
Principal and Senior Leadership Team	6.00	5.70

Triennial Board elections were held in 2025 with the new Board taking office for the 17 September 2025 meeting. The previous Board comprised eight members and the Principal. The newly elected Board has seven members and the Principal. One Board member was re-elected for the new term which ends in 2028.

There were nine full meetings of the Board during 2025 while the Finance and Property Committee met seven times in the year. Two ad-hoc meetings were required in 2025 to consider disciplinary matters.

**(b) Principal**

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

	<b>2025</b>	<b>2024</b>
	<b>Actual</b>	<b>Actual</b>
	<b>\$</b>	<b>\$</b>
Salary and Other Payments	221-230	211-220
Benefits and Other Emoluments	0-10	0-10

**(c) Other Employees**

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

<b>Remuneration</b>	<b>2025</b>	<b>2024</b>
<b>\$000</b>	<b>Actual</b>	<b>Actual</b>
	<b>FTE</b>	<b>FTE</b>
100 - 110	30	22
111 - 120	14	11
121 - 130	8	8
131 - 140	2	3
141 - 160	2	0
	<b>56</b>	<b>44</b>

**20. 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 \$nil (2024: \$nil).

**21. Contingencies**

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2025 (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 of specific individuals. As such, this is expected to resolve the liability for school boards.

**Pay Equity and Collective Agreement Funding Wash-up**

In 2025 the Ministry of Education provided collective agreement and pay equity settlement funding. At the date of signing these financial statements, the School's final entitlement for the year ended 31 December 2025 had not yet been advised. The School has therefore not recognised an asset or a liability regarding this funding wash-up, which is expected to be settled in July 2026.

## 22. Commitments

### (a) Capital Commitments

At 31 December 2025 the Board had capital commitments of \$81k as a result of entering the following contracts:

	<b>Original Contract</b>	<b>Variations</b>	<b>Expenditure to Date</b>	<b>Capital Commitment</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>
<b>2025 Contract and Project Details</b>				
Somerville Library Joinery and S6 Heatpump (5YA)	27,939	-	-	27,939
Outdoor Digital Sign	59,867	-	(29,934)	29,933
Tuckshop Quad Shade Sails	46,081	-	(23,040)	23,041
<b>Total Capital Commitments</b>	<b>133,887</b>	<b>-</b>	<b>(52,974)</b>	<b>80,913</b>

In 2024 capital commitments totalled \$670k for the Eddy Partial Window Replacement project.

The Board receives funding from the Ministry of Education for Capital Works which is disclosed in note 17.

### (b) Operating Commitments

There were no operating commitments at 31 December 2025 (2024: \$nil).

## 23. Financial Instruments

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

	<b>2025 Actual</b>	<b>2025 Budget (Unaudited)</b>	<b>2024 Actual</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>
<b>Financial Assets measured at amortised cost</b>			
Cash and Cash Equivalents	949,695	369,126	501,207
Receivables	948,532	1,031,180	943,614
Investments - Short-term Bank Deposits	2,163,837	1,582,566	2,738,566
<b>Total Financial Assets measured at amortised cost</b>	<b>4,062,064</b>	<b>2,982,872</b>	<b>4,183,387</b>
<b>Financial Liabilities measured at amortised cost</b>			
Payables	1,092,569	1,059,002	1,064,404
Finance Leases	152,767	163,194	102,757
<b>Total Financial Liabilities measured at amortised cost</b>	<b>1,245,336</b>	<b>1,222,196</b>	<b>1,167,161</b>

## 24. Events After Balance Date

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

## 25. Comparatives

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

## Independent Auditor's Report

### To the readers of Glendowie College's financial statements for the year ended 31 December 2025

The Auditor-General is the auditor of Glendowie College (the School). The Auditor-General has appointed me, Sefton Vuli, using the staff and resources of Audit New Zealand, to carry out the audit of the financial statements of the School on pages 2 to 19, that comprise the statement of financial position as at 31 December 2025, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

#### Opinion

In our opinion the financial statements:

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

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

#### Basis for our opinion

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

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

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

## **Responsibilities of the Board for the financial statements**

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

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

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

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

## **Responsibilities of the auditor for the audit of the financial statements**

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

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

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

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

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

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.

- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.
- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

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

Our responsibilities arise from the Public Audit Act 2001.

## **Other information included in the Board's Annual Report**

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

The other information obtained at the date of our audit report includes copies of the Statement of Variance, Evaluation of the School's Students' Progress and Achievement, Statement of Compliance with Employment Policy, and Statement of KiwiSport funding.

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

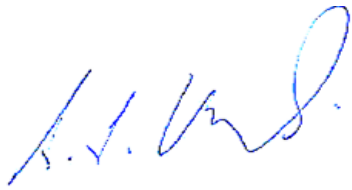
In connection with our audit of the financial statements, our responsibility is to read the other information. In doing so, we consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit, or otherwise appears to be materially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

## **Independence**

We are independent of the School in accordance with the Auditor-General's Auditing Standards, which incorporate the independence requirements of Professional and Ethical Standard 1

International Code of Ethics for Assurance Practitioners (including International Independence Standards) (New Zealand) issued by the New Zealand Auditing and Assurance Standards Board.

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

A handwritten signature in blue ink, appearing to be 'S. Vuli', written in a cursive style.

Sefton Vuli  
Audit New Zealand  
On behalf of the Auditor-General  
Wellington, New Zealand

# Principal's Report 2025

## **Nau mai, haere mai ki te kura tuarua o Taurere/Glendowie**

Glendowie College is an incredibly dynamic and busy place as is expected when there is a community of over 1200 people. At the heart is the teaching and learning programme undertaken. However, teaching and learning is much more than students doing assessments. The parent, student and staff feedback received at the end of term 3 in preparation for the 2026-28 strategic plan consistently wanted not only academic success for students but also to support their wellbeing and to have enhanced extra-curricular opportunities. Much more than a narrow focus on delivering the curriculum and being assessed on that.

That is why the college's vision is to be 'a community empowering ākonga to experience success, ready to embrace their future.' 'Success' has been left deliberately vague. Meeting success can be academic, in the Arts, sport, or living life in a happy and contented manner. It is about preparing for the future – developing positive work habits, learning how to learn, creating friendships and developing those attributes necessary for a positive and productive life.

We have endeavoured to have our values at the core of how we operate as a community. We want a school that is collaborative and family oriented (whānau), which is respectful and caring for all (manaaki), continues to expect its students to be the best they can be (hiranga) and is supportive when things get hard (kaha). These values are the themes of school assemblies throughout the year and were embodied in the spirit of the house haka/waiata competition held at the end of term 3.

There are a broad range of opportunities for students to be involved in the wider life of the school and most take advantage of those opportunities. The college has a vibrant Arts culture with our staff at the forefront of providing opportunities for students. I am truly impressed by the co-curricular involvement of the staff in the Arts faculty. The school production of 'Grease' this year, the te Tuinga Showcase and Culture Night are examples of where students have shown leadership in promoting the Arts. Student talent has been showcased throughout the year with events such as Summerfest, Dramafest, Dance and Music Showcase evenings, KBB Music Festival and the Big Sing to name but a few.

In sport, our participation rates are above regional and national averages. These rates of participation would not be possible without the support of staff, parents, students and outside members of the community. Our sports department does an excellent job organising a wide range of sporting opportunities where, at times, expectations can be comparable to those of professional sport. We need to remember that sport should be more about participation and enjoyment which continues beyond school rather than the creation of elite athletes.

This year, we welcomed Pip Jones into the Senior Leadership Team having been promoted from her prior position as Faculty Leader – Social Sciences. I had the opportunity of being granted a ten-week sabbatical in which I looked at leadership on Middle Years Programmes (MYP) in New Zealand and Australian schools. When compared with the other schools (all private) we offer a quality programme, equal to the others seen. I wish to thank Trudy Gibb for taking on the Acting Principal's role and the rest of the Senior Leadership Team and Ruth Richardson who all had increased workloads because of my absence.

We are very fortunate with the quality of our teaching and support staff. The recent parent and student strategic plan surveys both positively noted the support staff gave to students, using terms such as enthusiastic, passionate, empathetic, respectful and inclusive. It is wonderful knowing the staff are actively espousing the school's values.

The workload and complexity of teaching have increased markedly from when I started in the profession over 40 years ago. The preparation needed, marking load, the pastoral expectations of teachers and the more complex learning and behavioural needs of students now are incomparable to then. I thank all the GDC staff for their commitment and trust you enjoy the rewards the profession brings. Several staff are leaving at the end of the year. I wish you well in your future endeavours.

Changes at ministry and government level has increased uncertainty and caused disquiet in the profession. Changes to the curriculum across all subjects are taking place immediately with minimal consultation. Implementing of quality learning programmes takes time and must take into consideration local circumstances. Expecting English and Maths to start delivering a new curriculum in 2026 when it has yet to be finalised in term four 2025 will compromise the quality of what is being taught.

The proposed replacement of NCEA with the New Zealand Certificate and Advanced Certificate of Education has split the educational community particularly at principal level. My personal view is that while NCEA is not perfect, the changes that were already in the pipeline and some other modifications were all that was needed for it to remain an appropriate qualification to meet the needs of a wide range of learners. The proposed alternative, by losing the flexibility of NCEA will potentially leave a significant percentage of future learners without any meaningful qualifications. For the vast majority of future learners at Glendowie College, they will be fine. No matter what assessment system we have, given the supportive nature of the community, their and the student's expectations, and teachers' determination to do the best for their students combined with the support systems we have in place, the students will meet with success.

Unfortunately, as happens every 2-3 years there are pay negotiations which have a negative impact. Those working in government funded service industries – teachers, doctors and nurses, paramedics, firefighters, seem to be the most adversely affected when trying to negotiate a salary reflective of their qualifications, training and nature of the job. It is concerning to see the decline in teachers' salaries over time when compared with the median wage, the minimum wage and M.P's salaries.

From a principal's perspective there is a significant shortage of potentially quality teachers wanting to enter the profession exacerbated by an aging workforce. The comparative teachers' salaries in Australia, the government and Ministry initiatives outlined previously and the negative comments about teachers from leaders who should know better are not helpful in attracting people into the profession. As I regularly say, teaching is an incredibly rewarding profession that I do not regret being part of. We should be maximising the circumstances to attract the best people. Our children deserve that.

There have been three annual goals this year.

The first is to continue to deliver coherent learning and pedagogical practices across the college. Basically, it is about what we should teach and how we should teach it. Having three separate programmes, MYP in Years 9 and 10, Pathway in Year 11 and NCEA levels 2 and 3 in Years 12 and 13, it is essential that these programmes are linked and there is coherence in what is taught and how the learning takes place. To have this improvement and coherence we are building teacher excellence through shared approaches to teaching.

Combined with this coherent approach we were looking at specifically preparing the Mathematics and English learning programmes for implementation in 2026. However, as previously stated the final curriculum documents had yet to arrive at the start of term 4 which means the implementation in 2026 would be rushed and not of the quality we would wish for.

The second annual goal was to continue to implement practices and programmes to support students to meet success. To achieve this goal, we have expanded ways to use data to track students progress and from that implement interventions that would support achievement. The expanded use of 'Pulse', a wellbeing analytical tool, has helped in the identification of students with

pastoral concerns. Success for our Māori and Pasifika students was targeted through use of learning profiles and continued mentoring support. The final target group identified were our domestic ESOL students. An influx of numbers has led to the need to develop additional structures to support their learning.

The third annual goal is for our school culture to be enhanced by our shared school values and high expectations. At the start of this report our vision, values and nature of the school culture we want to have were clearly stated. This goal was about having a process to make our high expectations and the type of culture we want to have in the school explicit.

It is a privilege to be Principal of Glendowie College. We are a top performing school with high quality teaching staff who are committed to the learning of our students. I wish to thank the former Board for always working in the best interest of the college and its students in a professional collegial manner. The new Board looks like it will carry on that tradition. We are blessed with fine young adults. I look forward to the future with optimism based on those students who come through our gates. Levels of student engagement are excellent, I am always impressed by their involvement in the wider life of the school and the positives attitudes and respect that prevail.

To the students leaving this year – good luck and best wishes. You've been well served by your teachers and families and are now ready to embark on the next stage of your journey through life. Keep safe and keep connected.

Ngā mihi nui  
Gordon Robertson

# Members of the School Board

<b>Board Member</b>	<b>Term ends</b>
Belinda Sutherland Presiding Member	2028
Gordon Robertson Principal	n/a
Phoebe Dobson	2028
Allyn Glasher	2028
Patrick Poon	2028
Aaron Wright	2028
Melanie van Ansem Staff Representative	2028
Pita Alovili Student Representative	September 2026
<i>Bain Hollister</i>	<i>2025</i>
<i>Elizabeth Studholme</i>	<i>2025</i>
<i>Jo-Anne Knight</i>	<i>2025</i>
<i>Murray Stevenson</i>	<i>2025</i>
<i>Stephen Sutherland</i>	<i>2025</i>
<i>Bridget Rothbart</i> <i>Staff Representative</i>	<i>2025</i>
<i>Braxton Savage</i> <i>Student Representative</i>	<i>September 2025</i>

# Review of Strategic and Annual Plans

## *Our Vision*

A community empowering ākonga to experience success, ready to embrace their future.

## *Our Values*

**Whānau** - 'we are family'

**Manaaki** - 'we encourage mana through respect and caring'

**Hiranga** - 'we strive for excellence'

**Kaha** - 'we stay strong'

## *Our Mission*

At Glendowie College we have a school culture which provides a challenging academic education and an extensive co-curricular programme that allows students to flourish, establish their own identity and build relationships in a caring supportive environment.

Our ākonga are confident, articulate, resilient, and globally aware, ready to lead and be of service in a dynamic and changing world.

## 2023 - 2025 Strategic Plan Review

### **Design for Learning**

We will provide an inclusive learning environment that enables all students to be challenged to succeed to the best of their ability academically enabling them to prepare for life beyond school.

Over the next three years the college will:

- Align the curriculum across all year levels to ensure that there is a development of knowledge, skills, attributes and competencies from MYP through the college's year 11 programme to NCEA.
- Modify learning programmes to incorporate changes through the curriculum refresh and NCEA realignment.
- Continue to develop its pedagogical practices to ensure teaching and learning is relevant, engaging and accessible to all.

### **Review Outcomes**

#### ***Curriculum Alignment***

- Creation of a school specific Year 11 Pathway programme.
- Annual goals that focus on curriculum alignment and curriculum coherence.
- Establishment of a cross-faculty Curriculum Coherence Task group to identify implementation strategies.
- Creation of the Glendowie College Curriculum Framework for curriculum alignment and delivery
- Curriculum coherence used for the ERO partnership review.

- Professional learning, both school-wide and in Faculties on coherence at school and subject levels.
- Continued professional learning on the implementation of shared approaches to learning and the extension of MYP approaches to learning (ATLs) into Year 11 Pathway.

### ***Modified Learning Programmes incorporating curriculum and NCEA changes***

- Progress on this sub-goal has been hampered by delays caused by the Ministry and NZQA in curriculum and assessment development
- The decision was made prior to this strategic plan for the college to discontinue with NCEA Level 1 and replace it with a school-based Pathway programme. The school did not implement the NCEA Level 1 changes.
- The updated Aotearoa New Zealand Histories curriculum (ANZHC) was introduced through Social Studies.
- Alignment with the contributing Kahui Ako primary schools on the ANZHC was undertaken.
- Faculties particularly English and Mathematics have continued to keep updated on draft curriculum developments.
- Term 4 2025 - the new Year 0-10 Maths and English curriculums were finalised for implementation in 2026. Other faculties received draft curriculums at this time with finalised ones available in 2026 for 2027 implementation.
- The school and individual staff made submissions on the proposed NZCL and ANZCL.
- Proposed curriculum changes outlined in 2025 will impact on the work undertaken particularly with Aotearoa New Zealand Histories curriculum.

### ***Pedagogical Practices***

- Developed shared approaches to teaching model relating teacher competencies to high impact teaching practices. Professional Learning has addressed the shared approaches to teaching through concept based, Te Mātaiaho based and literacy based inquiries.
- Incorporated Te Mātaiaho essential teaching pedagogies into teaching practices at Faculty and individual levels.
- Meeting the acknowledgement of the importance of Te Tiriti of Waitangi, Te Ao Māori, and Maturanga Māori and the local curriculum through professional learning including marae visits.
- Continue to develop understanding and consistency of practice through the extension of the MYP ATLs (Approaches to Learning) into Year 11 programmes
- Introduction of the POLE (Positive/Optimal Learning Environment) approach to student behaviour management within the shared approaches to teaching model to ensure consistency of practice.
- Implementation of Literacy and Numeracy strategies within Faculties and across the school.
- Increasing teacher understanding in the use of AI.
- Curriculum planning whether this be MYP related, NCEA related, for coherence to support the shared approaches model
- Incorporation of the school values through our learning programmes.
- Building an understanding of neurodiversity and the effect on teaching and learning.

### **School Community**

Promote a culture that is characterised by our values.

Over the next three years the college will:

- Align the curriculum across all year levels to ensure that there is a development of knowledge, skills, attributes and competencies from MYP through the college's year 11 programme to NCEA.

## **Review Outcomes**

### ***Creating an inclusive environment***

- Have the values at the forefront of school assemblies with a value the theme for the term.
- Values displayed on posters in all classrooms.
- Whakawhanaungatanga is part of the shared approaches to teaching.
- Inclusion encouraged through school events targeting all students in the college.
- Peer support and enRICHment wellbeing programmes have activities emphasising inclusion.
- PL on the inclusion of values into teaching programmes.

### ***A school culture focussed on wellbeing***

- Appointment of a Director of Wellbeing
- Time allocated weekly for the student enRICHment programme with year specific wellbeing components
- Annual year specific form teacher PL on the enRICHment programme
- Purchase and implementation of the Pulse student wellbeing assessment tool with analysis and follow up by key staff
- The pastoral case management structure.
- Further development of the kaiarahi and Māori/Pasifika student mentoring roles.
- Widen the scope of the school values to be incorporated in the Sports Plan.
- Increased time for Assistant Deans.
- School values have been interpreted to relate to each house and put on posters.
- Development of a design incorporating the four school values in consultation with local iwi to be visible around the college and on all communications.

### ***Productive community partnerships and relationships***

- Reciprocal relationship with Ruapotaka marae through school fundraising for the Ruapataka food hub, powhiri training and marae involvement in the judging of the house haka/waiata competition.
- Engagement through the school's kaiarahi with Ngati Poua with involvement in the college's PL programme and powhiri in 2026.
- Joint kapa haka with Tamaki and Edgewater Colleges supporting liaison and connections with Ngati Poua.
- Continuation of Taurere Whanau group that has been both school and parent led to gain Māori and Pasifika voice.
- On-going leadership and participation in the Glendowie Kahui Ako with an emphasis on the development of local curriculum.
- Building of partnerships with local employers through Gateway
- MYP Year 10 Community Project having students engage with community groups.
- Refinement of student reporting increasing the number of conferencing opportunities and offering flexibility between face-to-face and online meetings.
- Development of Schoolpoint and weekly emails to inform parents/caregivers of student attendance and academic progress.

## **Treaty of Waitangi**

We demonstrate commitment to the unique place of Māori as tangata whenua of Aotearoa New Zealand and our bi-cultural responsibilities under Te Tiriti o Waitangi.

Over the next three years the college will:

- Provide opportunities for staff and students to build understanding and acknowledge the histories, heritages, languages and cultures of partners to Te Tiriti o Waitangi.

- Engage further with mana whenua and local iwi as a school and as part of the Glendowie Kahui Ako.

## **Review Outcomes**

### ***Understanding of Te Tiriti o Waitangi***

- Professional Learning undertaken to build knowledge of te ao Māori and Matauranga Māori through the development of the local curriculum.
- PL on the historical importance and an understanding of Te Tiriti o Waitangi and what it means to be a good treaty partner.
- Build on local Māori history through visiting Orākei marae.
- Incorporation of Whakawhanaungatanga as part of the shared approaches to teaching.

### ***Engage with mana whenua, local iwi and Glendowie Kahui Ako***

- Reciprocal relationship with Ruapotaka marae through school fundraising for the Ruapataka food hub, powhiri training and marae involvement in the judging of the house haka/waiata competition.
- Engagement through the school's kaiarahi with Ngati Poua with involvement in the college's PL programme in 2026..
- Joint kapa haka with Tamaki and Edgewater Colleges supporting liaison and connections with Ngati Poua.
- Continuation of Taurere Whanau group that has been both school and parent led to gain Māori and Pasifika voice.
- On-going leadership and participation in the Glendowie Kahui Ako with an emphasis on the development of local curriculum.
- Curriculum specific meetings to support coherence between the schools in the core subjects.
- Local curriculum initiatives developed together.
- Ongoing liaison to meet the learning support needs of students transitioning to the college from the Kahui Ako contributing schools

## **Co-curricular**

We will provide increased opportunities for students to participate at all ability levels in a wide range of activities which promotes involvement and enjoyment while sustaining challenges for our high performing students, teams and groups.

Over the next three years the college will:

- Encourage co-curricular participation for all students.
- Explore ways to identify and recruit people to sustain and grow the co-curricular programme.

## **Review Outcomes**

### ***Student co-curricular participation***

- 2025 Sport Goal: Athlete and Code Development: Enhance ongoing development opportunities for athletes and teams across all codes while implementing strategies to sustain and elevate performance standards.
- 2024 Sport Goal: Active Engagement: to facilitate opportunities for increased activity and participation
- Provide opportunities for structured athlete development programmes before school.
- Leadership opportunities with external sources e.g. Blues Development programme
- Provision of new sports to encourage participation eg Girls rugby, touch, Waka Ama

- Expansion of the role of the Sports Council to encourage social lunchtime sport competitions
- Upgrading of facilities e.g. fitness centre , to encourage engagement
- Evening/external events for students and parents on aspects of nutrition, physical and mental health care.

### ***Identify and recruit people for co-curricular programmes***

- 2025 Sport Goal: Active Engagement: Foster inclusive opportunities for involvement, participation, and connection within the GDC Sport community, including students, staff, and whānau.
- 2023 Sport Goal: Sports Culture Promotion : To action strategies to further promote and develop GDC Team Culture, Values and Leadership across all codes.
- Liaison with local clubs to access coaches and facilities and create pathways e.g. College Rifles, Eastern Suburbs, University Cricket.
- Collaborate with external sources for student coaching and referee/umpire training e.g. UWH Sparta Volleyball
- 2025: 40 student coaches and 42 student referees/umpires.
- Coach/manager thank you events
- Resourcing support e.g. coaching handbooks on procedures, school values, sport specific requirements.

### **College Facilities and Infrastructure**

We will plan for, provide and improve the infrastructure and facilities and work towards a more sustainable environment.

Over the next three years the college will:

- Develop a revised campus vision.
- Develop external student spaces which provide seating, shade and shelter and that are environmentally appropriate.
- Develop a plan and associated strategies to ensure that the college is more sustainable in its practices.
- Review and improve the college's digital capabilities.

### **Review Outcomes**

#### ***Revised Campus Vision***

- A task group of staff, students and Board chair was established to discuss campus development priorities for the 2025-30 5YA and 10YPP.
- Priorities were identified and included in the 2025 - 35 10YPP.
- Discussions took place with the Ministry and Watershed to identify priority P2 10YPP projects and then determine finances available for Campus Vision projects.
- The Glendowie College Board has approved the 10YPP.

#### ***Develop external student spaces***

- Identified in successive Property plans.
- Covered shade structure constructed on the north side of Dykes block.
- Funding provided by the 25th Anniversary committee towards shade and seating in the canteen courtyard area.
- Design competition and alumni involvement in plans for the canteen courtyard.
- Establishment of shade in the canteen courtyard - summer 2025/26.

- Initial discussions on the further development of garden areas incorporating water gardens for drainage have taken place.

### ***Sustainable practice strategies***

- Student sustainability group has a high profile with initiatives such as Sustainability Week and maintaining the Enviro corridor
- Sustainability Task Group set up 2024 comprising of students, staff member and Principal
- Audit of possible sustainable practices was completed
- BCTs students built raised garden beds for Sommerville students with support from an Auckland Council grant
- Long-term 15 and 30 year sustainability plans were mooted. These were not investigated due to questionable value because of the timeframe and speed of change.

### ***Improved digital capabilities***

- Updated college website
- Schoolpoint established as the main communication tool for parents, accessible as an app or through the website
- Guidelines and monitoring systems put in place for school-based social media groups
- N4L upgrading of security of school networks
- Further use of Kamar as a means to inform parents and students weekly of attendance and assessment results
- Digital signboard for community communications is in place

## **Staff Retention, Development and Progression**

We will attract and retain high quality staff, investing in their professional development and their hauora.

Over the next three years the college will:

- Continue its investment in staff professional growth through professional learning opportunities.
- Ensure that strategies are in place to maintain and strengthen staff hauora.
- Actively engage in recruitment opportunities so that a quality teaching and support staff is maintained.

## **Review Outcomes**

### ***Staff Professional Learning***

- Developed shared approaches to teaching model relating teacher competencies to high impact teaching practices. Professional Learning has addressed the shared approaches to teaching through concept based, Te Mātaiaho based and literacy based inquiries.
- Incorporated Te Mātaiaho essential teaching pedagogies into teaching practices at Faculty and individual levels.
- Meeting the acknowledgement of the importance of Te Tiriti of Waitangi, Te Ao Māori, and Mātauranga Māori and the local curriculum through professional learning including marae visits.
- Continue to develop understanding and consistency of practice through the extension of the MYP ATLs (Approaches to Learning) into Year 11 programmes
- Introduction of the POLE (Positive/Optimal Learning Environment) approach to student behaviour management within the shared approaches to teaching model to ensure consistency of practice.
- Implementation of Literacy and Numeracy strategies within Faculties and across the school.
- Increasing teacher understanding in the use of AI.

- Curriculum planning whether this be MYP related, NCEA related, for coherence to support the shared approaches model
- Incorporation of the school values through our learning programmes.
- Building an understanding of neurodiversity and the effect on teaching and learning.

### ***Maintain and strengthen staff Hauora***

- Publicising the availability of EAP as a wellbeing provider and sharing the resources they provide.
- Having a staff wellbeing team creating opportunities to support staff wellbeing and collegiality e.g. staff spirit week, Secret Santa, Masterchef, staff waiata.
- Principal and Board finances to support wellbeing e.g. Christmas gifts, subsidy of staff lunch, drinks, Diwali.

### ***Recruitment opportunities***

- Advertising internationally through the I.B website.
- Annually attending Principals Days at Otago and Auckland Universities.
- Ensure we take trainees on practicum particularly in areas difficult to staff. By offering them a positive experience and through word of mouth we have been able to employ recent graduates particularly from Auckland University.
- Joined ASTTP programme for in-school training of graduates. The college has yet to use it.
- Maintaining regular contact with recruitment agencies.

## **2025 Annual Goals Summary**

In 2025 our College goals are:

- Design for Learning
- Student Success
- A Positive School Community

### **Status Colours:**

Progress of strategies is identified by the following colours:

-  achieved and completed
-  making good progress
-  under way
-  scoping still to be done

## Annual Goal #1 *Design for Learning*

Continue to deliver coherent learning and pedagogical practices across the college.

We will:

- *embed coherent learning programmes across the college*
- *continue to support continual improvement in building teacher excellence through shared approaches to teaching*
- *prepare Maths and English learning programmes for implementation in 2026*

### Background

- Over the past decade the college's learning programmes at Years 9 to 11 have evolved with the introduction of MYP and a school-based Year 11 Pathway replacing NCEA Level 1. This evolution has focussed mainly on the structure of the courses, the schemes and units of work.
- In 2022 the college started to work towards curriculum alignment to integrate common elements across all year levels. Key elements identified both at school and national level must be fully integrated into learning programmes at all levels.
- Priorities of the Ministry of Education and NZQA are impacting on the curriculum requirements of the college. Prior to 2024 these include the NCEA realignment, the curriculum refresh which will eventually include all subject areas and Mātauranga Māori initiatives. The Aotearoa New Zealand Histories curriculum has been in schools since 2022 but may change. The curriculum refresh is based on the structure of Understand, Know, Do. This fits well with IB MYP's concept-based approach and the use of Approaches to Learning (ATLs). The coalition government has prioritised the refresh of the Mathematics and English curricula to reflect the emphasis on Numeracy and Literacy. Their revised curricula will be in place for 2026.
- A change of Government in 2024 has led to changes in emphasis. Literacy and Numeracy have a higher priority, and the Science of Learning is now seen as an important component of pedagogical practice. The introduction of the revised NCEA Levels 2 and 3 have been delayed by two years until 2028 and 2029. It is still unknown how these changes will filter through to teaching and learning programmes.
- In 2023 Common Assessment Activities (CAAs) were introduced to replace the 20 credit Literacy and Numeracy requirements gained through tagged Achievement Standards. These tagged standards were to be no longer available after 2025 but have been pushed out to 2027. This will impact how Literacy and Numeracy will be obtained by all students.
- In the college curriculum and pedagogical strategic priorities for the 2023-25 time period have concentrated on ensuring there is coherence in the alignment of the subjects taught and the pedagogical practices undertaken. There has been the continuation of goals across years to reflect the changes and progress made.

### What do we expect to see by the end of the year?

*(What expectations do you have for this goal for this year? What evidence will you see? This can flow on from the expectations listed in your strategic plan for the full 3-years.)*

The expectations for this goal:

- Coherent learning programmes are embedded across the college.
- Shared approaches to teaching will support continual improvement in building teacher excellence.
- Prepare Maths and English learning programmes to incorporate curriculum changes for implementation in 2026.

1.1 Goal: Embed coherent learning programmes across the college				
<b>Actions</b> <i>Detail the key actions you'll take this year to reach your annual target listed above.</i>	<b>Responsibility/ Resources</b> <i>Who's in charge? What resources do we need?</i>	<b>Review / Progress</b> <i>How are we going?</i>	<b>Timeframe</b> <i>We will get this done by...</i>	<b>How will you measure success?</b> <i>Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.</i>
<b>Year 11 Pathway components are incorporated and documented in teaching and learning programmes.</b>	CLT WNP	<ul style="list-style-type: none"> <li>Summary documents have been incorporated into teaching and learning programmes.</li> <li>Components were identified and a template developed for documentation purposes which occurred.</li> </ul>	Term 4	<ul style="list-style-type: none"> <li>Components are incorporated and documented.</li> </ul>
1.2 Goal: Continue to support continual improvement in building teacher excellence through shared approaches to teaching				
<b>Actions</b> <i>Detail the key actions you'll take this year to reach your annual target listed above.</i>	<b>Responsibility/ Resources</b> <i>Who's in charge? What resources do we need?</i>	<b>Review / Progress</b> <i>How are we going?</i>	<b>Timeframe</b> <i>We will get this done by...</i>	<b>How will you measure success?</b> <i>Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.</i>
<b>Faculties contextualise the Shared Approaches to Teaching to their subject areas</b>	CLT WNP GIB	<ul style="list-style-type: none"> <li>Shared approaches were identified by each Faculty.</li> <li>All Faculties identified Sequential Design except English who identified Concept-based Inquiry</li> <li>Faculties were developing their MYP plans in the revised template focussing on their shared approach</li> <li>Discussion on progress took place in CLT.</li> </ul>	Term 4	<ul style="list-style-type: none"> <li>Faculties determine the best approaches to improve student outcomes</li> <li>The approaches are implemented</li> <li>Best practice is shared with CLT</li> </ul>
<b>Teachers identify an area of pedagogical growth to develop through a personal inquiry.</b>	GIB CLT	<ul style="list-style-type: none"> <li>Teachers undertook an inquiry on one of the Approaches to Teaching in term 2.</li> <li>For Term 2, teachers are in cross-curricular inquiry groups for a 10-week inquiry cycle, groups are based on the 6 identified "High Impact Teaching Strategies": Sequential Design, Feedback, High Expectations, Inclusion and Engagement, Concept based inquiry and Data and Reflection.</li> <li>The inquiry was used to inform individual teacher's PGC.</li> <li>PL was provided to new teachers as part of the inquiry cycle groups.</li> <li>All PGCs have been completed.</li> </ul>	Term 2	<ul style="list-style-type: none"> <li>Teachers undertake inquiry in one of the Approaches to Teaching</li> <li>The teacher inquiry informs the individual teacher's PGC</li> <li>PL time is allocated for the inquiry process</li> <li>PL is provided for teachers new to the school on shared approaches to learning</li> </ul>
1.3 Goal: Prepare Maths and English learning programmes for implementation in 2026				

<b>Actions</b> <i>Detail the key actions you'll take this year to reach your annual target listed above.</i>	<b>Responsibility/ Resources</b> <i>Who's in charge? What resources do we need?</i>	<b>Review / Progress</b> <i>How are we going?</i>	<b>Timeframe</b> <i>We will get this done by...</i>	<b>How will you measure success?</b> <i>Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.</i>
<b>Maths and English learning programme reviews are initiated when curriculum changes become available</b>	FL Maths FL English WNP	<ul style="list-style-type: none"> <li>• <i>Revised English and Mathematics curriculums became available in October for implementation in 2026. This is not a timely fashion but one created by the Ministry's timeframes.</i></li> <li>• <i>Term 4 TOD was identified as a day for reviewing and developing revised English and Mathematics programmes.</i></li> <li>• <i>The TOD took place. English and Mathematics focus was on preparation for 2026 implementation.</i></li> <li>• <i>Programmes are in place for 2026. However, there will be on-going review and revision to ensure the programmes are the best quality possible.</i></li> </ul>	on-going	<ul style="list-style-type: none"> <li>• Programme reviews are initiated in a timely fashion</li> <li>• Programme designed ready for implementation in 2026</li> </ul>

## Annual Goal #2 *Student Success*

Continue to implement practices and programmes to support students to meet success.

We will:

- *Use data to track and inform student progress and interventions.*
- *Improve Māori/Pasifika academic success.*
- *Develop additional structures to support learning for the influx of domestic ESOL students.*

### Background

- The last three community consultations for strategic plans have all indicated that all stakeholders identify the most important priority is for students to meet with success in a holistic way rather than being purely academically focussed. The 2022 consultation process led to the development of a new vision; 'A community empowering ākonga to experience success, ready to embrace their future.' The term 'success' was kept deliberately general to encompass all possibilities.
- There are still high expectations that students meet with academic success. The 2025 academic targets are set at 95% of Year 12 students attaining NCEA Level 2 with 70% gaining merit or excellence endorsement. At Year 13 the targets are 95% for Level 3 and 70% endorsement. To maintain these high expectations into the future systems must be maintained to maximise opportunities for academic success. A key component is the use of student data to track and analyse progress and to put in place interventions and strategies appropriate to specific groups and individual students.
- Māori and Pasifika students have been identified nationally as 'at-risk' academically. Glendowie College has created the position of kaiarahi and provided mentoring as part of a structure to support student achievement. Rather than having a deficit model the college wants to implement a value-added structure to support Māori and Pasifika attainment. Māori/Pasifika attainment at the college is one of the Kahui Ako goals.
- With the growth of immigration, a new identified at-risk group are domestic students who have arrived in the country with little or no English. Structures and strategies to meet their needs has been identified as a priority.

### What do we expect to see by the end of the year?

(What expectations do you have for this target for this year? What evidence will you see? This can flow on from the expectations listed in your strategic plan for the full 3-years.)

The expectations for this goal:

- Data is used to track and inform student progress and interventions.
- Improve Māori/Pasifika academic success.
- Develop additional structures to support learning for the influx of domestic ESOL students.

## 2.1 Goal: Data is used to track and inform student progress and interventions.

<b>Actions</b> <i>Detail the key actions you'll take this year to reach your annual target listed above</i>	<b>Responsibility/ Resources</b> <i>Who's in charge? What resources do we need?</i>	<b>Review / Progress</b> <i>How are we going?</i>	<b>Timeframe</b> <i>We will get this done by...</i>	<b>How will you measure success?</b> <i>Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.</i>
<b>Data is used to inform decision making to improve teacher practice and learner progress</b>	WNP Deans FLs Teachers	<ul style="list-style-type: none"> <li>2024 NCEA, Year 11 and MYP subject Achievement data was shared with Faculty Leaders so Faculties can complete analysis of variance for the Faculty Review. This is part of an annual process to identify patterns, successes and areas of concern.</li> <li>New ongoing review process (using EdPotential reports) used by Faculties for their completed standards and units. Feedback from faculties is that it is easy to get the data and reviewing data sooner is more beneficial.</li> <li>Data gathered is used to review courses and teaching practices used.</li> <li>Data is used to provide feedback on student progress.</li> <li>Summary table of all faculty progress created for SLT to discuss with Faculty Leaders.</li> </ul>	On-going	<ul style="list-style-type: none"> <li>Academic achievement data from all sources (e.g.Edpotential, Kamar, entrance testing) is used to inform teachers of all students' progress and identify those of concern</li> <li>Assessment data is used effectively to provide feedback to students</li> <li>Teaching practices and strategies are flexible dependent on the data gathered.</li> </ul>
<b>Student wellbeing tool use is broadened</b> <ul style="list-style-type: none"> <li>The wellbeing tool is extended to include Year 12 students</li> <li>Monitoring is undertaken</li> </ul>	FRA Deans Form teachers	<ul style="list-style-type: none"> <li>Pulse has been extended for students from Years 9 to 12.</li> <li>Pulse data (weekly insights) shared with staff each Wednesday.</li> <li>Student engagement in Pulse is positive. At the end of term 1 only 54 students out of 922 yet to check in.</li> <li>Rangatahi Ora group promoted during clubs expo; Rangatahi Ora group focus for term 2 based on Pulse data "Feelings about after school study/work" as only 69% of students responding positively to this. Aim to help promote and attend HW club (Thursday); present study skills tips in assembly/enRICHment.</li> <li>Māori and Pasifika ethnic groups set up in Kamar. Mentors receive weekly Pulse highlights on groups of students and identify students feeling negative.</li> <li>Dean/form teacher meetings to check form class and house Pulse data regularly; do more check ins; pick up students feeling negative.</li> <li>It was decided to expand Pulse to include Year 13 students in 2026.</li> </ul>	Term 1  On-going Term 2 on	<ul style="list-style-type: none"> <li>Year 9-12 students engage in wellbeing app</li> <li>Pastoral care team uses app to monitor students</li> <li>Rangatahi Ora group uses data to develop initiatives and interventions schoolwide.</li> </ul>

## 2.2 Goal: Improve Māori/Pasifika academic success

<b>Actions</b> <i>Detail the key actions you'll take this year to reach your annual target listed above</i>	<b>Responsibility/Resources</b> <i>Who's in charge?            What resources do we need?</i>	<b>Review / Progress</b> <i>How are we going?</i>	<b>Timeframe</b> <i>We will get this done by...</i>	<b>How will you measure success?</b> <i>Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.</i>
<b>Individual learning profiles for Māori and Pasifika students are used as the basis for student progression</b>	Kaiārahi SLT Mentor Teachers	<ul style="list-style-type: none"> <li>• <i>Individual learning profiles have been developed for all Māori and Pasifika students</i></li> <li>• <i>All Year 12 and 13 Māori and Pasifika students seen by Careers Advisor.</i></li> <li>• <i>Mentoring meetings took place for all Māori and Pasifika students</i></li> <li>• <i>Year 9 and 10 profiles shared with teachers</i></li> <li>• <i>All student reports examined with 'at-risk' students identified and parents contacted to be invited to P/T/S conferencing</i></li> <li>• <i>Inclusion PL run to develop interventions for students with complex needs through inquiry</i></li> <li>• <i>Apart from inclusion PL above, PL was more generalised to support and enhance teaching practices rather than targeting Māori and Pasifika learners.</i></li> <li>•</li> </ul>	Term 1	<ul style="list-style-type: none"> <li>• Individual learning profiles are developed with all Year 12 &amp; 13 Māori and Pasifika students being seen by the Careers Advisor.</li> <li>• The profile is shared with relevant form and subject teachers.</li> <li>• PL is provided for teachers to develop interventions for identified students.</li> <li>• Classroom teaching practices support meeting goal success.</li> </ul>
<b>Mentoring approaches continue to develop and embed effective mentoring strategies</b>	Kaiārahi MET RCD	<ul style="list-style-type: none"> <li>• <i>Mentoring took place throughout the year with regular meetings with all students. Some year level priorities were identified e.g Y10-12 focus on laptops, equity needs and pathway goals, Year 12/13 careers focus.</i></li> <li>• <i>At-risk students identified at report issuing time. They were met with, parents contacted and encouraged to attend P/T/S conferencing.</i></li> <li>• <i>Attendance tracking data downloaded weekly to support coaching priorities.</i></li> <li>• <i>MET going on PL with Youth Mentoring Network NZ, November 11 &amp; 12. Reflections on MET's course and suggestions pending so adaptations to coaching programme for 2026 can be made.</i></li> <li>• <i>A number of Māori students mentored by staff outside the formal mentoring programme to step into leadership roles for a junior-heavy Pōwhiri team for International Student Day. Also will support powhiri training at the start of 2026.</i></li> </ul>		<ul style="list-style-type: none"> <li>• Future opportunities to support student progress are trialled</li> <li>• Informal mentoring systems are investigated within the school</li> </ul>

**2.3 Goal: Develop additional structures to support learning for the influx of domestic ESOL students**

<b>Actions</b> <i>Detail the key actions you'll take this year to reach your annual target listed above</i>	<b>Responsibility/ Resources</b> <i>Who's in charge? What resources do we need?</i>	<b>Review / Progress</b> <i>How are we going?</i>	<b>Timeframe</b> <i>We will get this done by...</i>	<b>How will you measure success?</b> <i>Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.</i>
<b>Data is used to identify language needs of domestic ESOL students</b>	FL English WRN	<ul style="list-style-type: none"> <li>• <i>Diagnostic testing of ESOL students completed and extra funding for ESOL students was applied for.</i></li> </ul>	On-going	<ul style="list-style-type: none"> <li>• Testing is undertaken on arrival and at regular intervals to identify areas of weakness and progress made</li> <li>• Student academic goals are identified and shared with relevant staff</li> </ul>
<b>Strategies are put in place to support the language acquisition progress for foundation students</b>	FL English WRN	<ul style="list-style-type: none"> <li>• <i>New resources to support student progress, preparation for the CAAs and the transitional literacy internal standards have been created and purchased.</i></li> <li>• <i>12ESL course revised for 2025 to offer multiple pathways to literacy co-requisite.</i></li> <li>• <i>ESF course (mixed year level) is now being taught. Where possible, these students have been placed in their year level ESOL class, so they have two option lines to make progress.</i></li> <li>• <i>Progress review took place to determine success of the programme and whether it meets the identified needs. Continuation of the ESF approach planned in the 2026 timetable.</i></li> <li>• <i>The English Language Learning Progressions shared with staff, during a PL session. Teachers now have knowledge of the different stages of English reading, writing, speaking and listening.</i></li> <li>• <i>Increase in number of ESOL classes for 2026 to meet demand</i></li> </ul>		<ul style="list-style-type: none"> <li>• Strategies are put in place and reviewed</li> </ul>

## Annual Goal #3 A positive school culture

Our culture is enhanced by our shared school values and high expectations

We will:

- *Have a strong school culture based on our values.*
- *Value the unique status of tangata whenua within the college*

### Background

- In 2016 the college's DNA was implemented based on the Māori concepts of Whānau (we are family), Hiranga (we give it heaps), Kaha (we keep moving) and Harikoa (we stay positive). A community consultation took place in 2020 which led to the term DNA being replaced by Values, Hiranga's translation being changed to 'we strive for excellence' and Harikoa being replaced by Manaaki (we encourage mana through respect and caring).
- The 2022 Annual Goal 3 was to strengthen a school culture focussed on wellbeing through the promotion of the four values of Whānau, Manaaki, Kaha and Hiranga. Implementation of that goal has identified the need to broaden it so that the values are an integral part of all school practices, to become the college's kaupapa.
- Te Mātaiaho, the refreshed New Zealand Curriculum, the Common Practice Model of pedagogical approaches and the Standards for the Teaching Profession all require the teaching profession to understand and recognise the unique status of tangata whenua in Aotearoa New Zealand and understand and acknowledge the histories, heritages, languages and cultures of partners to Te Tiriti o Waitangi. Mātauranga Māori aspects are expected to be an integral part of learning programmes. To support teachers in meeting these requirements and expectations there is a need for continued professional learning opportunities made available to increase teacher understanding and for the development of appropriate resources.
- Academic achievement and the promotion of the school values requires consistency across the whole school. The consistent maintenance of an optimal learning environment where expectations and values are clear will support improved student outcomes.

### What do we expect to see by the end of the year?

(What expectations do you have for this target for this year? What evidence will you see? This can flow on from the expectations listed in your strategic plan for the full 3-years.)

The expectations for this goal:

- We have a strong school culture based on our values.
- The unique status of tangata whenua is valued within the college.

### 3.1 Goal: Have a strong school culture based on our values

<b>Actions</b> <i>Detail the key actions you'll take this year to reach your annual target listed above.</i>	<b>Responsibility/ Resources</b> <i>Who's in charge? What resources do we need?</i>	<b>Review / Progress</b> <i>How are we going?</i>	<b>Timeframe</b> <i>We will get this done by...</i>	<b>How will you measure success?</b> <i>Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.</i>
<b>Develop a shared understanding of the values and practices that promote the GDC school culture</b>		<ul style="list-style-type: none"> <li>• <i>First enRICHment session with years 10/11/13 activity unpacked the school values and statements.</i></li> <li>• <i>Glendowie College Annual Goal posters are put up in all classrooms. These include the college's vision and values.</i></li> <li>• <i>A design incorporating the school values has been created and a draft shared with staff. It has been shared with Ngati Pāoa.</i></li> <li>• <i>An alternative design commissioned for the overall house competition trophy is also a</i></li> </ul>		<ul style="list-style-type: none"> <li>• Visual representations of the values are prominent through the college.</li> <li>• Each value is unpacked with expectations for staff and for students.</li> <li>• Faculties develop strategies and initiatives to unpack the values within their learning areas.</li> <li>• Staff and students have a clear understanding of the</li> </ul>

		<p><i>possibility. Ngati Pāoa have expressed concern that neither design had their input</i></p> <ul style="list-style-type: none"> <li>• <i>PL on 5/3 and 12/3 focused on the school values, an explanation of the Māori definitions and ways they can be used within Faculty areas</i></li> <li>• <i>In June, consultation with staff and mana whenua around the values and how to connect them to our iwi, school and environment more.</i></li> </ul>		<p>values and use key words regularly.</p>
<p><b>Emphasise our learning culture through positive interactions and high expectations</b></p>		<ul style="list-style-type: none"> <li>• <i>School values and their application in a Sports context are part of the Sport Annual Goals</i></li> <li>• <i>Haka/waiata competition, Te Tuinga showcase and Culture Nights are all examples of school activities being underpinned by the school values.</i></li> <li>• <i>Hiranga (learning, learner attributes, striving for Excellence) is our Term 3 assembly focus.</i></li> <li>• <i>Whanau value displayed during: Student Spirit week ran by Head students in Week 1. Staff Spirit Week ran by wellbeing team in Week 2.</i></li> <li>• <i>Positive Optimal Learning Environment framework further developed to support consistency in student engagement</i></li> <li>• <i>2026 PL priority is for staff to develop whakawhanaungatanga values-based conversations with students.</i></li> </ul>		<ul style="list-style-type: none"> <li>• Staff consistently apply the values to promote positive behaviour and celebrate success.</li> <li>• Activities beyond the classroom reinforce the values to enhance school culture</li> <li>• Student centred conversations are based on values</li> </ul>

### 3.2 Goal: Value the unique status of tangata whenua within the college

<b>Actions</b> <i>Detail the key actions you'll take this year to reach your annual target listed above.</i>	<b>Responsibility/Resources</b> <i>Who's in charge? What resources do we need?</i>	<b>Review / Progress</b> <i>How are we going?</i>	<b>Timeframe</b> <i>We will get this done by...</i>	<b>How will you measure success?</b> <i>Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.</i>
<b>Opportunities for staff to grow knowledge of Te Ao Māori and incorporate it in classroom practice are continued.</b>		<ul style="list-style-type: none"> <li>• <i>PL took place in Term 1 on the four school values particularly hiranga and kaha bringing matauranga Māori into the discussion.</i></li> <li>• <i>Most departments focussing on how to use four school values in behavioural or learning contexts.</i></li> <li>• <i>Te Reo Māori kupu (instructions, praise) provided for Shared Approaches teachers' booklet</i></li> <li>• <i>Te Reo Māori feelings vocabulary on the wall and fridges in the staffroom.</i></li> </ul>	On-going	<ul style="list-style-type: none"> <li>• PL undertaken in aspects of Te Ao Māori (whole staff, new staff) and Mātauranga Māori (faculties)</li> <li>• Staff have an increased knowledge of key Te Reo terms at GDC.</li> <li>• The Te Ao Māori conceptual understanding of 4 school values is finalised and shared.</li> </ul>
<b>Build on existing relationships and connections within and outside the school community to engage further with Ngāti Paoa and tangata whenua</b>	RCD, Principal, Board.	<ul style="list-style-type: none"> <li>• <i>Ngāti Paoa programme being learnt through Kapa Haka group Te Waimokoia Ngāti Paoa contacts being made which can be utilised in future- Matua Harley Wade (Tāmaki College HOD Māori), Whaea Stacey Kepara (Ngāti Paoa office Panmure). Ruapōtaka relationships maintained, as Ngāti Paoa staff are also there.</i></li> <li>• <i>Tour completed of local sites with Ngāti Paoa expert Matua Harley Wade, a valuable PL experience which helped us to engage with Ngāti Paoa mātauranga about the land surrounding the school, and its history.</i></li> <li>• <i>Series of meetings with Drina Paratene from Ngāti Paoa to discuss how we could collaborate. Investigating options. Contract agreements for 20 hours agreed to. Contract still to be sent (10/12)</i></li> <li>• <i>Ngāti Pāoa planning session took place in preparation for 2026 -Pōwhiri training, values design and PL focus.</i></li> <li>• <i>Taurere Whanau Community Kai project launched preparing food for student lunches and for gifting to whanau. This is a proposed revamp of the Taurere Whanau BBQ and offers another way to live out our manaakitanga and whanau values.</i></li> <li>• <i>Taurere Whanau Community Kai project successful with food delivered.</i></li> </ul>		<ul style="list-style-type: none"> <li>• A relationship is established with Ngāti Paoa.</li> <li>• The structure and organisation of Taurere Whanau is revitalised.</li> </ul>

# Analysis of Students' Progress and Achievement

## NCEA Level 2 Results (%)

	2021	2022	2023	2024	2025	NZ	Fewest Equity Band	College Target
<b>Total Achieved</b>	94.2	85.8	87.0	94.8	<b>93.4</b>	70.4	81.1	95
<b>Total M &amp; E Endorsed</b>	77.3	66.9	60.0	68.2	<b>71.7</b>	40.8	60.3	70
<b>Maori Achieved</b>	85.7	82.4	69.2	100.0	<b>85.7</b>	64.2	84.0	95
<b>Maori M &amp; E Endorsed</b>	75.0	21.4	44.4	40.0	<b>33.3</b>	27.2	51.2	70
<b>Pasifika Achieved</b>	100.0	81.8	63.6	83.3	<b>100.0</b>	64.5	83.1	95
<b>Pasifika M &amp; E Endorsed</b>	40.0	22.2	28.6	60.0	<b>35.3</b>	25.7	41.3	70
<b>Female Achieved</b>	93.4	88.6	89.6	93.3	<b>92.0</b>	75.2	87.7	95
<b>Female M &amp; E Endorsed</b>	83.2	77.7	75.6	74.5	<b>81.6</b>	49.5	72.6	70
<b>Male Achieved</b>	95.1	83.1	85.1	96.0	<b>94.6</b>	70.4	75.3	95
<b>Male M &amp; E Endorsed</b>	71.6	56.1	48.3	63.1	<b>63.4</b>	31.8	51.1	70

Overall, the results for NCEA Level 2 and 3 were pleasing and much as expected from the tracking of student achievement undertaken during the year. NCEA Level 2 results were very good. Although the 95% school target was missed by 1.6% with 93.4% attainment the college endorsement rate was above the school target of 70% by 1.7%. The target was raised from 65% to 70% in 2025.

The achievement rate was 12.3% above the average for the Fewest Equity Band and 11.4% above the endorsement equity band average. The only concern is the drop in excellence endorsements compared to the previous years which was more than matched by an increase in merit endorsements. The school will be exploring strategies to raise the excellence endorsement level for this cohort at Level 3.

The pass rate was slightly down on the 2024 pass rate but significantly higher than the previous two years. Overall endorsements increased compared to 2024, but excellence endorsements were lower. Boys had a higher achievement rate than girls although girls had a higher percentage of endorsement grades. Male achievement rates were over 19% higher when compared to the Fewest Equity Index.

Comparisons for Māori and Pasifika students are difficult given the small cohort of both ethnicities in the school. However, achievement rates are up from the previous year with all Pasifika students who attempted Level 2 attaining it.

### NCEA Level 3 Results (%)

	2021	2022	2023	2024	2025	NZ	Fewest Equity Band	College Target
<b>Total Achieved</b>	89.3	92.7	86.3	88.1	<b>91.3</b>	70.4	81.6	95
<b>Total M &amp; E Endorsed</b>	68.5	65.4	58.2	56.2	<b>65.5</b>	41.6	58.7	70
<b>Maori Achieved</b>	57.1	90.9	69.2	80.0	<b>60.0</b>	61.5	85.9	95
<b>Maori M &amp; E Endorsed</b>	62.5	70.0	33.3	40.5	<b>33.3</b>	29.7	46.1	70
<b>Pasifika Achieved</b>	66.7	75.0	66.7	60.0	<b>66.7</b>	66.3	84.4	95
<b>Pasifika M &amp; E Endorsed</b>	50.0	33.3	75.0	16.7	<b>25.0</b>	22.9	37.4	70
<b>Female Achieved</b>	95.3	93.0	90.2	90.9	<b>88.9</b>	73.5	87.9	95
<b>Female M &amp; E Endorsed</b>	80.2	69.9	70.7	71.3	<b>73.9</b>	48.4	66.1	70
<b>Male Achieved</b>	83.0	92.3	82.5	86.1	<b>93.3</b>	67.4	76.1	95
<b>Male M &amp; E Endorsed</b>	54.2	60.4	42.7	44.8	<b>58.9</b>	33.7	51.3	70
<b>University Entrance (female)</b>	91.5	86.8	85.3	85.2	<b>88.9</b>	56.2	80.7	
<b>University Entrance (male)</b>	74.0	86.5	68.9	70.5	<b>87.5</b>	43.4	63.9	
<b>University Entrance (all)</b>	83.0	86.7	77.1	76.7	<b>88.1</b>	49.9	71.7	

NCEA Level 3 results were similar to the Level 2 results. These results showed a significant improvement from the 2024 results. The 95% school target was missed by 3.7% with 91.3% while the college endorsement rate was below the school target of 70% by 4.5%. The school targets were very ambitious with endorsements being raised from 65% to 70% respectively in 2025. The 2024 targets would have been attained. The achievement rate was 9.7% above the average for the Fewest Equity Band and 6.8% above the endorsement equity band average. Within school comparisons showed the pass rate was up on the 2024 pass rate by 2.7% while endorsements increased by 9.1% compared to 2024, with an increase in both merit and excellence endorsements.

The University Entrance pass rate was excellent at 88.1% and increase of 10.5% from the previous year. It was also 16.4% higher than the Fewest Equity band. These results are among our best ever.

Gender results were interesting. A higher percentage of males than females gained Level 3 but a higher percentage of females gained UE. Glendowie male percentages were over 15% higher than the Fewest Equity Band for Level 3, and over 20% higher for UE. As with Level 2 the small numbers of Māori and Pasifika students lead to significant percentage variation between years so comparisons between years is difficult with fewer than 10 students in each group. Looking at the individual students, performance levels were as expected.

## Scholarship Results

Year	2020	2021	2022	2023	2024	2025	College Target
Number	59	33	35	30	54	<b>50</b>	50

The college target of 50 University Scholarships was attained with exactly 50 being gained. Of these three were outstanding and they were spread over 16 subjects. The previous year saw 54 scholarships gained over 15 subjects, so results were similar. The spread of scholarships over a broad range of subjects is pleasing as it reflects a depth in the teaching and learning programmes.

Of the 25 individual students who gained scholarships 19 were year 13 students, five were Year 12 and one was Year 11. A number of students received multiple scholarship awards. One student gained nine while another received five including an outstanding. Two other students received four scholarships including a Year 12 student while another three gained three awards.

Overall the college is pleased with the level of performance and the results gained recognising the hard work and commitment of students and staff involved.

## Literacy and Numeracy

Year	Glendowie College			NZ			Fewest Equity Index		
	Year 11	Year 12	Year 13	Year 11	Year 12	Year 13	Year 11	Year 12	Year 13
<b>Literacy</b>									
2022	6.0	94.4	100.0	81.6	91.2	93.9	77.7	92.1	92.6
2023	91.5	96.5	99.0	82.8	90.8	93.5	83.5	91.4	92.7
2024	88.6	99.1	98.6	76.5	89.0	92.2	83.0	89.9	92.6
<b>2025</b>	<b>90.4</b>	<b>96.3</b>	<b>99.5</b>	<b>78.8</b>	<b>87.7</b>	<b>92.1</b>	<b>86.0</b>	91.7	91.4
<b>Numeracy</b>									
2022	47.8	93.5	99.5	80.8	90.2	93.3	85.8	91.7	91.8
2023	94.5	96.1	99.0	82.3	90.0	93.0	90.4	91.5	93.3
2024	90.2	99.6	98.1	74.5	89.1	92.2	85.2	93.9	93.6
<b>2025</b>	<b>94.3</b>	<b>97.9</b>	<b>99.1</b>	<b>78.1</b>	<b>87.6</b>	<b>92.6</b>	<b>86.5</b>	<b>92.5</b>	<b>95.1</b>

Analysing the data for the past three years nearly every student completing Year 13 gained their Literacy and Numeracy. Year 11 Glendowie College data for 2022 should be excluded from any analysis. NCEA Level 1 was not offered and the CAAs were yet to begin. Most Year 11 students did not have the opportunity to gain Literacy and Numeracy.

When compared with National and Fewest Equity Index percentages in 2025 Glendowie College results are consistently higher from at least 4% to over 16% across all year levels. Year-to-year variations in school data are minor and can be explained by the circumstances of individual students, for instance, the number of domestic ESOL students recently arrived from overseas.

Although the data hasn't been provided, students have the opportunity to gain Numeracy through the CAAs in Year 10. Students do not sit the Literacy CAA until Year 11. Although our students do well comparatively with the CAAs we have concerns that some students are disadvantaged by the

nature and structure of the CAA assessments. For senior ESOL and international students the use of approved NCEA Literacy and Numeracy standards are a fairer way for them to show their abilities and to gain Literacy and Numeracy. It would be useful if this alternative to CAAs continues. When looking at the data by ethnic breakdown the only ethnic group that did not attain 100% literacy by the end of Year 13 were Asian students, while numeracy were Asian and Pasifika students although this was only 1-2 students.

### **Year 11 Analysis**

The college has not entered students for NCEA Level 1. Assessments followed the N/A/M/E NCEA marking structure but as no credits were generated it is not possible to give NCEA grade percentages. The college has undertaken some analysis of the Year 11 assessments undertaken during the year with the distribution of grades shown in the following table.

#### **Assessments Undertaken**

<b>Grade %</b>	<b>Not Achieved</b>	<b>Achieved</b>	<b>Merit</b>	<b>Excellence</b>
<b>Female 2025</b>	13.0	26.5	33.5	31.0
<b>Male 2025</b>	15.0	33.5	30.5	18.0
<b>Total 2025</b>	13.4	29.3	31.5	23.3
<b>Total 2024</b>	9.6	24.9	36.1	29.4
<b>Total 2023</b>	9.9	24.3	32.5	33.3

Comparing the 2024 and 2025 grades shows that there has been an increase in the percentage of not achieved grades with males tracking higher than females. The gender discrepancy is consistent with past years with females having higher merit and excellence percentages than the males. Total achieved grades have risen with a subsequent reduction in merit and excellence percentages when compared with previous years. When compared with NCEA grade distribution endorsement, patterns are very similar showing a consistency of marking at the appropriate level over time and between year levels.

The merit and excellence percentages are down from previous years with a combined endorsement rate of 54.8%. However, 2024 Year 11 had an endorsement rate of 65.5% which increase to 71.7% at NCEA level 2. This Year 11 cohort were identified in Year 9 as being academically weaker than the previous two years which the results confirm.

Results cannot be compared directly with NCEA endorsement percentages due to this data being all assessments rather than the best 60 credits for endorsement. Results are being collated for each subject, so that Faculties will report on patterns and potential areas of strength and concern in their annual reporting documents.

The change to a locally based assessment has had positive feedback from staff. They consider that learning for understanding and to reinforce key concepts and skills has taken priority over students wanting to focus on assessment tasks and the credits they could gain. Teachers could spend longer on key aspects of their courses to reinforce understanding or to modify courses in preparation for Level 2. Over time it will be interesting to see the impact the proposed more prescriptive content-rich curriculum will have on academic results.

## **Year 9 and 10 International Baccalaureate Middle Years Programme Analysis**

The college is accredited to run the I.B. Middle Years Programme. The assessment policy and processes under MYP must follow set guidelines around common practices for using MYP assessment criteria and determining achievement levels, for recording and reporting student achievement and for the use of formative and summative assessment. These requirements avoid ad hoc assessment practices that can be found at junior school level.

As with Year 11, the assessment data collected for Year 9 and 10 students is collated by subject. However, an overall summary of grades across all subjects is shown in the table below.

### **Year 9**

<b>Grade %</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
<b>Female 2025</b>	1.5	1.8	4.0	7.2	13.3	17.8	23.4	22.0	12.4
<b>Male 2025</b>	2.6	3.0	8.0	13.5	19.0	17.4	15.8	12.0	6.2
<b>Total 2025</b>	2.0	2.4	6.4	11.2	16.2	17.6	18.8	17.0	9.2
<b>Total 2024</b>	1.7	2.7	6.4	10.6	15.5	16.3	17.8	17.5	11.4
<b>Total 2023</b>	1.4	1.8	5.5	11.0	15.4	16.7	17.8	18.9	11.4

### **Year 10**

<b>Grade %</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
<b>Female 2024</b>	1.2	1.4	4.0	7.5	13.0	17.2	18.8	20.0	17.1
<b>Male 2024</b>	2.8	3.2	8.0	13.5	19.0	17.6	15.4	12.2	8.2
<b>Total 2025</b>	2.0	2.3	6.0	10.3	16.0	17.4	17.6	16.3	12.9
<b>Total 2024</b>	2.6	3.5	7.0	9.8	14.3	15.6	18.0	18.4	10.8
<b>Total 2023</b>	2.0	2.7	4.8	7.5	13.5	16.3	19.6	19.9	13.6

The grade distribution is very similar across both year levels. The higher percentages are in grades 4-8 with females being in the 5-8 range. While this may seem high it must be remembered that past patterns show that 60 – 70% of students gain either merit or excellence endorsement in NCEA. These grades reflect that pattern. On average female grades are higher with both genders having a higher percentage of grades in the 5-8 range in Year 10 compared to Year 9.

Assessments are marked on a 0-8 scale. For an approximate translation to Year 11 and NCEA N/A/M/E grades; 0-2 would equate to Not Achieved, 3-4 to Achieved, 5-6 to Merit and 7-8 to Excellence.

Faculties report on the results and reflect on future actions in their annual reporting documents. Like Year 11, results will be collated by subject and Faculty leaders will report on trends and patterns as part of the faculty review due in March.

# Te Tiriti o Waitangi in Practice at Glendowie College

Effect has been given to the Treaty of Waitangi through the 2023-2025 Strategic Plan and new 2026-2028 Strategic Plan and the 2025 and 2026 Annual Plans. The 2023-2025 Strategic Plan had a specific Treaty of Waitangi goal. In the October Board meeting the Board passed a resolution committing to ensuring Te Tiriti o Waitangi informs our governance and decision making and so, would continue to give effect to Te Tiriti o Waitangi.

Annual and strategic plan goals are in place to increase understanding and acknowledging Te Tiriti o Waitangi, to work collaboratively with local iwi for professional development purposes and undertake strategies to promote Māori and Pasifika success.

Te reo is offered as a subject from year 9 to year 13. At Years 12 and 13 it is offered through Te Kura. Tikanga is promoted through the house haka/waiata competition, the annual Culture Night, through the curriculum promoting matauranga Māori and the implementation of the Aotearoa New Zealand Histories curriculum. Students can attend external opportunities that promote Te Ao Māori. A joint Kapa Haka schools group with Tamaki College and Edgewater College competed in the 2025 Polyfest. This has provided opportunities to engage with Ngati Paoa as the kapa haka performance is specific to Ngati Paoa as the local iwi.

The school has an established kaiārahi position who works specifically with Māori and Pasifika students and their families to build that whānau bond with the college. Each year new staff and students are welcomed on to the school with a pōwhiri. This has been expanded over the years with the involvement of Ruapotaka marae and now in conjunction with Ngati Paoa. All students involved participate in a full day's training. Staff appointments have also strengthened school knowledge of tikanga and protocols.

# Statement of Compliance with Employment Policy

The headings of this statement of compliance relate to personnel policies and procedures (formerly Nag 3) and what a “good employer” should be as advised by the Human Rights Commission.

## **Leadership, Accountability and Culture**

Professional Growth Cycles have replaced the performance appraisal process as the mechanism to assess teacher performance for the past two years. All teachers have to identify an inquiry project related to one of the Teachers’ Council’s Professional Standards. This is agreed to with the line manager and satisfactory completion is part of the teacher registration process. As Professional Learning time is integrated into the college’s timetable teachers have the opportunity to engage effectively in their Professional Growth Cycle. Most have chosen an inquiry related to the college’s PL priorities which in turn align with the school goals.

Looking at the inquiry projects undertaken that staff share with me as part of the registration process, teachers are genuinely working towards improving their practice. Any competency concerns would follow a totally separate process.

Faculty leaders are required to complete a faculty report and review of the previous year which is discussed by the end of term one. This report includes a review of the previous year’s Faculty goals and the identification of their current year’s goals. These are based on the school goals. As well there is results analysis for all year levels for each subject. This includes comparisons of results and endorsements with the same equity index band. Variations are commented on and future courses of action, if required, are identified.

Staff wellbeing has been an ongoing concern and there has been a conscious effort to manage workloads, provide support and acknowledgements. This year has had its disruptions due to weather, industrial action, and a high level of illness among staff and students. These have all impacted on workload and the managing of deadlines. The backstop of the NZQA derived grade process has reverted back to pre-Covid which has added to assignment pressure. Staff seem more tired than in previous years. However, overall staff morale is positive, and they are a collegial group.

## **Recruitment, Selection and Induction**

Staff turnover decreased last year and there was minimal turnover. The roll increased slightly between 2024 and 2025.

Staff left for a variety of reasons including retirement, medical, and changing schools. We have been generally pleased with the quality of the replacements although the labour market has continued to tighten and the depth of quality staff applying has lessened. Staffing for 2026 is on track with all vacancies filled. All new staff undertake an induction programme led by Linda Tomlinson, the Specialist Classroom Teacher, and the relevant Faculty Leaders. This is full and comprehensive.

## **Employee Development, Promotion and Exit**

The college runs an extensive professional learning and development programme, including Wednesday morning PLD for teachers. Professional Learning has continued as planned with PL on learning programmes, inclusion and staff inquiries that could be related to their Professional Growth Cycles.

Promotion opportunities have been provided for staff. Within school positions were advertised in term 2 and a number of younger staff have taken the opportunity to gain leadership and management experience. Leadership opportunities have arisen through the Kahui Ako Within School Leader positions which have now discontinued and roles within the MYP programme.

## Reporting on the Principles of being a Good Employer

The following statements address key aspects of compliance with a good employer policy	
How have you met your obligations to provide good and safe working conditions?	<i>Yes, there is a designated Health &amp; Safety Officer and procedures for accidents and near misses which are reported at each Board meeting. There are thorough EOTC procedures with a Deputy Principal overseeing this who reports to the Board at each meeting.</i>
What is in your equal employment opportunities programme?  How have you been fulfilling this programme?	<i>There is an EEO policy and procedures which are followed.</i>
How do you practise impartial selection of suitably qualified persons for appointment?	<i>At least two staff including a senior leader are involved in the shortlisting and selection process to eliminate possible bias. Selection criteria including qualifications, experience, work history as well as an interview process for shortlisted candidates..</i>
How are you recognising:  – The aims and aspirations of Māori,  – The employment requirements of Māori, and  – Greater involvement of Māori in the Education service?	<i>If we have any Māori applicants who are suitable we give the opportunity for the interview to be conducted in a way that is more culturally appropriate to them.  With the shortage of Māori in the profession and the need to address te Tiriti appropriately, Māori applicants would be welcome.</i>
How have you enhanced the abilities of individual employees?	<i>Identifying suitable professional learning opportunities. Weekly school-based PL. Provision of leadership opportunities in PL sessions or as part of career advancement. Financial support for further qualifications. Provision of leadership responsibilities within the college.</i>
How are you recognising the employment requirements of women?	<i>The provision of leadership opportunities based on abilities. Currently most of the leaders within the college would be female. Being empathetic towards family arrangements e.g. work from home if possible, flexibility for family related leave.</i>
How are you recognising the employment requirements of persons with disabilities?	<i>Not discriminating as part of the employment process. Ensure the site is accessible to those with disabilities.</i>

**Reporting on Equal Employment Opportunities (EEO) Programme/Policy**

Good employer policies should include provisions for an Equal Employment Opportunities (EEO) programme/policy. The Ministry of Education monitors these policies.	YES	NO
Do you operate an EEO programme/policy?	✓	
Has this policy or programme been made available to staff?	✓	
Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?		✓
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	✓	
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?	✓	
Does your EEO programme/policy set priorities and objectives?	✓	

# Report on Other Special and Contestable Funding

Not applicable.

## Kiwisport Funding

KiwiSport is a Government funding initiative that promotes sport and aims to increase opportunities for school-aged students to participate in organised sport

Glendowie College received \$32,844 Kiwisport Funding as part of its Operational Grant Funding for the year.

This funding has been put towards the employment of two sports co-ordinators and paid sports coaching.