HOWICK COLLEGE

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2025

Ministry Number:	87
Principal:	Dale Burden
School Address:	Sandspit Road, Howick, Auckland
School Postal Address:	Sandspit Road, Howick, Auckland
School Phone:	09 534 4492
School Email:	secretary@howick.school.nz
Accountant / Service Provider:	S.A.J. Services Ltd

Members of the Board:

Name	Position	How Position Gained	Term Expired/ Expires
Miles Stratford	Presiding Member	Elected	Sept-25
Peter Cunningham	Presiding Member	Elected	Nov-26
Dale Burden	Principal ex Officio	Appointed	Current
Peter Cunningham	Parent Representative	Elected	Sept-25
Bruce Barrett	Parent Representative	Elected	Nov-26
Carin Newbould	Parent Representative	Elected	Nov-26
Michele Heywood	Parent Representative	Elected	Sept-25
Rebecca Rose	Parent Representative	Elected	Sept-28
Mel Goodwright	Parent Representative	Elected	Sept-28
Dr Pedro Silva	Parent Representative	Elected	Sept-28
Kerryn Strong	Parent Representative	Elected	Sept-28
Sachi Siope-Taniue	Student Representative	Elected	Sept-25
Honey Waiwai	Student Representative	Elected	Sept-26
Sharon King	Staff Representative	Elected	Sept-25
Zubin Irani	Staff Representative	Elected	Sept-28

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Howick 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.

Peter Cunningham	Dale Burden
Full Name of Presiding Member	Full Name of Principal
Signature of Presiding Member	Signature of Principal
26 May 2026	26 May 2026
Date	Date

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

	Notes	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Revenue				
Government Grants	2	23,385,727	22,471,852	22,804,691
Locally Raised Funds	3	2,277,813	1,911,770	1,915,804
Interest		51,658	60,000	79,780
Total Revenue		25,715,198	24,443,622	24,800,275
Expense				
Locally Raised Funds	3	1,108,308	1,079,288	1,110,505
Learning Resources	4	17,725,850	17,018,401	17,395,977
Administration	5	977,888	1,132,201	871,180
Interest		14,401	15,000	10,270
Property	6	5,002,542	5,005,544	5,335,556
Loss on Disposal of Property, Plant and Equipment		1,068	-	15,911
Total Expense		24,830,057	24,250,434	24,739,399
Net Surplus / (Deficit) for the year		885,141	193,188	60,876
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		885,141	193,188	60,876

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

Howick College
Statement of Changes in Net Assets/Equity
For the year ended 31 December 2025

	Notes	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Equity at 1 January		2,127,957	1,983,807	2,067,081
Total comprehensive revenue and expense for the year		885,141	193,188	60,876
Contribution - Furniture and Equipment Grant		265,838	-	-
Contributions from the Ministry of Education		40,532	-	-
Equity at 31 December		3,319,468	2,176,995	2,127,957
Accumulated comprehensive revenue and expense		3,319,468	2,176,995	2,127,957
Equity at 31 December		3,319,468	2,176,995	2,127,957

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

Howick College
Statement of Financial Position
As at 31 December 2025

	Notes	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Current Assets				
Cash and Cash Equivalents	7	1,651,445	944,679	737,399
Accounts Receivable	8	1,441,721	225,942	1,449,957
GST Receivable		40,897	72,257	26,273
Prepayments		57,414	55,494	39,826
Inventories	9	57,880	99,811	110,992
Investments	10	1,200,000	1,027,074	700,000
Funds Receivable for Capital Works Projects	18	311,772	-	246,001
		4,761,129	2,425,257	3,310,448
Current Liabilities				
Accounts Payable	12	1,843,123	535,685	1,785,974
Borrowings	13	64,962	96,311	96,311
Revenue Received in Advance	14	745,764	559,407	587,951
Provision for Cyclical Maintenance	15	55,718	70,121	164,246
Finance Lease Liability	16	60,669	111,003	63,716
Funds held in Trust	17	492,433	313,286	338,799
Funds held for Capital Works Projects	18	-	30,210	-
		3,262,669	1,716,023	3,036,997
Working Capital Surplus/(Deficit)		1,498,460	709,234	273,451
Non-current Assets				
Property, Plant and Equipment	11	2,627,449	2,051,624	2,469,229
		2,627,449	2,051,624	2,469,229
Non-current Liabilities				
Borrowings	13	-	2,771	42,714
Provision for Cyclical Maintenance	15	691,205	500,930	555,960
Finance Lease Liability	16	115,236	80,162	16,049
		806,441	583,863	614,723
Net Assets		3,319,468	2,176,995	2,127,957
Equity		3,319,468	2,176,995	2,127,957

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

Howick College
Statement of Cash Flows
For the year ended 31 December 2025

	Note	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Cash flows from Operating Activities				
Government Grants		5,422,744	5,540,373	5,367,959
Locally Raised Funds		1,292,191	1,128,827	1,149,168
International Students		1,141,574	782,943	780,656
Goods and Services Tax (net)		(14,624)	-	55,435
Payments to Employees		(3,114,081)	(3,412,617)	(3,436,589)
Payments to Suppliers		(3,143,720)	(3,441,336)	(3,246,031)
Interest Paid		(14,401)	(15,000)	(10,270)
Interest Received		51,378	60,000	83,105
Net cash from/(to) Operating Activities		1,621,061	643,190	743,433
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(432,382)	(670,031)	(413,521)
Purchase of Investments		(500,000)	-	-
Proceeds from Sale of Investments		-	-	327,074
Net cash from/(to) Investing Activities		(932,382)	(670,031)	(86,447)
Cash flows from Financing Activities				
Furniture and Equipment Grant		265,838	-	-
Contributions from Ministry of Education		40,532	-	-
Finance Lease Payments		(94,803)	398,280	(111,401)
Repayment of Borrowings		(74,063)	-	(65,299)
Funds Administered on Behalf of Other Parties		87,863	-	(163,887)
Net cash from/(to) Financing Activities		225,367	398,280	(340,587)
Net increase/(decrease) in cash and cash equivalents		914,046	371,439	316,399
Cash and cash equivalents at the beginning of the year	7	737,399	573,240	421,000
Cash and cash equivalents at the end of the year	7	1,651,445	944,679	737,399

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

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

Howick College
Notes to the Financial Statements
For the year ended 31 December 2025

1. Statement of Accounting Policies

a) Reporting Entity
Howick 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 15.

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 16. Future operating lease commitments are disclosed in note 23.

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

c) Revenue Recognition

Government Grants
The School receives funding from the Ministry of Education. The following are the main types of funding that the School receives:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The estimated useful lives of the assets are:

Board-owned Buildings	50 years
Furniture and Equipment	50 years
Information and Communication Technology	12 years
Motor Vehicles	5 years
Textbooks	3 years
Leased Assets held under a Finance Lease	Term of Lease
Library Resources	12.5% Diminishing value

k) 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 and intangible assets 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.

In determining fair value less costs to sell, the School engages an independent valuer to assess market value based on the best available information.

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

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

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

m) Employee Entitlements
Short-term employee entitlements
Employee entitlements that are expected to be settled within 12 months after the end of the reporting period in which the employees provide the related service are measured based on accrued entitlements at current rates of pay. These include salaries and wages accrued up to balance date and annual leave earned, by non teaching staff, but not yet taken at balance date.

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

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

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

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

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

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

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

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

CROWE
NEW ZEALAND

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

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

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

r) 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.

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

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

s) Borrowings
Borrowings on normal commercial terms are initially recognised at the amount borrowed plus transaction costs. Interest due on the borrowings is subsequently accrued and added to the borrowings balance. Borrowings are classified as current liabilities unless the School has an unconditional right to defer settlement of the liability for at least 12 months after balance date.

t) Goods and Services Tax (GST)
The financial statements have been prepared on a GST exclusive basis, with the exception of accounts receivable and accounts payable which are stated as GST inclusive.

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

Commitments and contingencies are disclosed exclusive of GST.

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

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

CROWE
NEW ZEALAND

2. Government Grants

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	$	$	$
Government Grants - Ministry of Education	5,261,900	5,404,786	5,134,719
Teachers' Salaries Grants	14,312,638	13,268,649	13,596,431
Use of Land and Buildings Grants	3,646,529	3,662,830	3,946,758
Other Government Grants	164,660	135,587	126,783
	23,385,727	22,471,852	22,804,691

3. Locally Raised Funds

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

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
Revenue	$	$	$
Donations and Bequests	223,621	390,000	213,406
Fees for Extra Curricular Activities	980,394	648,827	951,816
Fundraising and Community Grants	62,071	90,000	72,027
International Student Fees	1,011,727	782,943	678,555
	2,277,813	1,911,770	1,915,804
Expense			
Extra Curricular Activities Costs	600,876	414,100	524,160
Fundraising and Community Grant Costs	24,737	20,000	19,110
International Student - Employee Benefits - Salaries	274,362	402,231	355,887
International Student - Other Expenses	208,333	242,957	211,348
	1,108,308	1,079,288	1,110,505
Surplus/ (Deficit) for the year Locally Raised Funds	1,169,505	832,482	805,299

4. Learning Resources

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	$	$	$
Curricular	668,797	913,690	721,309
Information and Communication Technology	143,552	161,500	142,669
Employee Benefits - Salaries	16,393,121	15,410,511	16,023,296
Staff Development	46,192	70,000	42,213
Depreciation	464,038	450,000	453,367
Other Learning Resources	10,150	12,700	13,123
	17,725,850	17,018,401	17,395,977

5. Administration

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	$	$	$
Audit Fees	12,170	11,874	11,874
Board Fees and Expenses	32,768	51,000	35,437
Operating Leases	48,781	44,616	38,805
Other Administration Expenses	172,654	184,801	99,591
Employee Benefits - Salaries	620,130	780,910	626,330
Insurance	41,159	36,000	38,187
Service Providers, Contractors and Consultancy	50,226	23,000	20,956
	977,888	1,132,201	871,180

6. Property

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	$	$	$
Consultancy and Contract Services	304,663	306,000	304,855
Cyclical Maintenance	138,368	160,000	149,155
Heat, Light and Water	225,369	191,000	187,714
Rates	2,804	1,700	2,661
Repairs and Maintenance	274,183	278,000	348,621
Use of Land and Buildings	3,646,529	3,662,830	3,946,758
Employee Benefits - Salaries	79,821	87,614	82,163
Other Property Expenses	330,805	318,400	313,629
	5,002,542	5,005,544	5,335,556

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	1,651,445	944,679	737,399
Cash and cash equivalents for Statement of Cash Flows	1,651,445	944,679	737,399

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

Of the $1,651,445 Cash and Cash Equivalents $1,238,197 is subject to restrictions for the following reasons:

- $745,764 of international student fees relating to the 2026 school year have been collected by the school and other revenue in advance as per note 14.
- $492,433 is held by the school in Trust. See note 17.

8. Accounts Receivable

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	$	$	$
Receivables	71,323	225,942	69,462
Interest Receivable	10,188	-	9,907
Teacher Salaries Grant Receivable	1,360,210	-	1,370,588
	1,441,721	225,942	1,449,957
Receivables from Exchange Transactions	81,511	225,942	79,369
Receivables from Non-Exchange Transactions	1,360,210	-	1,370,588
	1,441,721	225,942	1,449,957

9. Inventories

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	$	$	$
School Uniforms	57,880	99,811	110,992
	57,880	99,811	110,992

10. Investments

The School's investment activities are classified as follows:

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
Current Asset	$	$	$
Short-term Bank Deposits	1,200,000	1,027,074	700,000
Total Investments	1,200,000	1,027,074	700,000

11. Property, Plant and Equipment

2025	Opening Balance (NBV) $	Additions $	Disposals $	Impairment $	Depreciation $	**Total (NBV)** $
Land	21,591	-	-	-	-	**21,591**
Building Improvements	1,058,606	34,186	-	-	(34,287)	**1,058,504**
Furniture and Equipment	1,022,339	217,918	-	-	(196,398)	**1,043,859**
Information and Communication Technology	247,392	162,457	-	-	(128,113)	**281,737**
Motor Vehicles	7,409	4,210	-	-	(2,680)	**8,938**
Textbooks	1,101	-	-	-	(1,064)	**36**
Leased Assets	57,715	190,943	-	-	(93,293)	**155,366**
Library Resources	53,076	13,613	(1,068)	-	(8,203)	**57,418**
	2,469,229	623,327	(1,068)	-	(464,038)	**2,627,449**

The net carrying value of furniture and equipment held under a finance lease is $155,366 (2024: $57,715)

Restrictions

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

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	2025 Cost or Valuation $	2025 Accumulated Depreciation $	2025 Net Book Value $	2024 Cost or Valuation $	2024 Accumulated Depreciation $	2024 Net Book Value $
Land	21,591	-	**21,591**	21,591	-	**21,591**
Building Improvements	1,803,744	(745,240)	**1,058,504**	1,769,558	(710,952)	**1,058,606**
Furniture and Equipment	4,363,531	(3,319,672)	**1,043,859**	4,145,612	(3,123,273)	**1,022,339**
Information and Communication Technology	3,195,385	(2,913,648)	**281,737**	3,032,927	(2,785,535)	**247,392**
Motor Vehicles	82,442	(73,504)	**8,938**	78,231	(70,822)	**7,409**
Textbooks	3,398	(3,362)	**36**	12,288	(11,187)	**1,101**
Leased Assets	192,292	(36,926)	**155,366**	398,280	(340,565)	**57,715**
Library Resources	199,555	(142,137)	**57,418**	189,760	(136,684)	**53,076**
	9,861,938	(7,234,489)	**2,627,449**	9,648,247	(7,179,018)	**2,469,229**

12. Accounts Payable

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Creditors	312,780	355,118	180,568
Accruals	7,290	180,567	8,874
Banking Staffing Overuse	-	-	3,816
Employee Entitlements - Salaries	1,411,004	-	1,471,025
Employee Entitlements - Leave Accrual	112,049	-	121,691
	1,843,123	535,685	1,785,974
Payables for Exchange Transactions	1,843,123	535,685	1,785,974
	1,843,123	535,685	1,785,974

The carrying value of payables approximates their fair value.

13. Borrowings

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Painting Contract due within one year	64,962	96,311	96,311
Loans due in one year	-	-	-
	64,962	96,311	96,311
Painting Contract due after one year	-	2,771	42,714
Loans due after one year	-	-	-
	-	2,771	42,714

In 2019 the Board signed an agreement with Walker Property Services (the contractor) for an agreed programme of work covering an seven year period. The programme provides for an exterior repaint of the Ministry owned buildings in 2020, with regular maintenance in subsequent years. The agreement has an annual commitment of $96,311

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14. Revenue Received in Advance

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
International Student Fees in Advance	581,326	361,057	451,479
Other revenue in Advance	164,438	198,350	136,472
	745,764	559,407	587,951

15. Provision for Cyclical Maintenance

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Provision at the Start of the Year	720,206	500,930	571,051
Increase/(decrease) to the Provision During the Year	138,368	70,121	149,155
Use of the Provision During the Year	(111,651)	-	-
Provision at the End of the Year	746,923	571,051	720,206
Cyclical Maintenance - Current	55,718	70,121	164,246
Cyclical Maintenance - Non current	691,205	500,930	555,960
	746,923	571,051	720,206

The School's cyclical maintenance schedule details annual painting to be undertaken. The costs associated with this annual work will vary depending on the requirements during the year. This plan is based on the schools 10 Year Property Plan.

16. Finance Lease Liability

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

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
No Later than One Year	60,669	111,003	63,716
Later than One Year	127,822	80,162	16,288
Future Finance Charges	(12,586)	-	(239)
	175,905	191,165	79,765
Represented by			
Finance lease liability - Current	60,669	111,003	63,716
Finance lease liability - Non current	115,236	80,162	16,049
	175,905	191,165	79,765

17. Funds held in Trust

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Funds Held in Trust on Behalf of Third Parties - Current	492,433	313,286	338,799
	492,433	313,286	338,799

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

18. Funds Held for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects.

2025	Opening Balances $	Receipts from MOE $	Payments $	Board Contributions / Transfers $	Closing Balances $
G Block and Library	(172,710)	-	(56,753)	-	(229,463)
Gym & Mini Gym Refurbishment	(50,619)	-	(21,694)	-	(72,313)
Bledisloe Entrance	(22,672)	170,974	(158,299)	-	(9,997)
Totals	(246,001)	170,974	(236,745)	-	(311,772)
Represented by:					
Funds Held on Behalf of the Ministry of Education					-
Funds Receivable from the Ministry of Education					(311,772)

2024	Opening Balances $	Receipts from MOE $	Payments $	Board Contributions / Transfers $	Closing Balances $
G Block and Library	15,840	63,011	(251,560)	-	(172,710)
Gym & Mini Gym Refurbishment	(48,641)	-	(1,978)	-	(50,619)
Fire Hydrant remediation works	(23,800)	26,474	(2,674)	-	-
Bledisloe Entrance	-	-	(22,672)	-	-
Infra-Red Panel Heaters	-	2,851	(2,851)	-	(22,672)
Totals	(56,601)	92,336	(281,736)	-	(246,001)
Represented by:					
Funds Held on Behalf of the Ministry of Education					-
Funds Receivable from the Ministry of Education					(246,001)

19. Related Party Transactions

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

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

20. Remuneration

Key management personnel compensation

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

	2025 Actual $	2024 Actual $
Board Members		
Remuneration	4,160	4,120
Leadership Team		
Remuneration	1,166,647	1,008,407
Full-time equivalent members	7	7
Total key management personnel remuneration	1,170,807	1,012,527

There are 9 members of the Board excluding the Principal. The Board has held 10 full meetings of the Board in the year. The Board also has Finance and Property six that meet seven times during the year. As well as these regular meetings, including preparation time, the Presiding member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

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

	2025 Actual $000	2024 Actual $000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	260 - 270	250 - 260
Benefits and Other Emoluments	5 - 10	5 - 10
Termination Benefits	-	-

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

Remuneration $000	2025 FTE Number	2024 FTE Number
100 - 110	32.00	29.00
110 - 120	27.00	17.00
120 - 130	9.00	9.00
130 - 140	3.00	1.00
140 - 150	5.00	6.00
150 - 160	1.00	0.00
160 - 170	1.00	1.00
	78.00	63.00

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

21. Compensation and Other Benefits Upon Leaving

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

	2025 Actual	2024 Actual
Total	-	-
Number of People	-	-

22. Contingencies

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

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

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

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 the financial statements, the School's final entitlement for the year ended 31 December 2025 has 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.

23. Commitments

(a) Capital Commitments

At 31 December 2025, the Board has no capital commitments (2024:$350,255)

(b) Operating Commitments

As at 31 December 2025, the Board has entered into no contract (2024 nil):

24. Financial Instruments

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

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Financial assets measured at amortised cost			
Cash and Cash Equivalents	1,651,445	944,679	737,399
Receivables	1,441,721	225,942	1,449,957
Investments - Term Deposits	1,200,000	1,027,074	700,000
Total financial assets measured at amortised cost	4,293,166	2,197,695	2,887,356
Financial liabilities measured at amortised cost			
Payables	1,843,123	535,685	1,785,974
Borrowings - Loans	-	2,771	139,025
Finance Leases	175,905	191,165	79,765
Total financial liabilities measured at amortised cost	2,019,028	729,621	2,004,764

25. Events After Balance Date

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

26. Comparatives

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

CROWE NEW ZEALAND

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INDEPENDENT AUDITOR'S REPORT

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

The Auditor-General is the auditor of Howick College (the School). The Auditor-General has appointed me, Kurt Sherlock, using the staff and resources of Crowe New Zealand Audit Partnership, to carry out the audit of the financial statements of the School on pages 2 to 18, 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:

a) present fairly, in all material respects:

- the School's financial position as at 31 December 2025; and
- the School's financial performance and cash flows for the year then ended; and

b) 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 26 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 opinion.

Responsibilities of the Board for the financial statements

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

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

In preparing the financial statements, the Board is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board is also responsible for disclosing, as applicable, matters related to going concern and using the going concern basis of accounting, unless there is an intention to close or merge the School, or there is 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 Analysis of Variance, 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 independence requirements of 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) (PES 1)* issued by the New Zealand Auditing and Assurance Standards Board.

Other than the audit, we have no relationship with or interests in the School.

Kurt Sherlock
Crowe New Zealand Audit Partnership
On behalf of the Auditor-General
Auckland, New Zealand

HOWICK COLLEGE

OUR VALUES: *Courtesy* *Commitment* *Curiosity* *Courage*

Analysis of Variance – Evaluation and Review of Howick College Annual Plan 2025

STRATEGIC GOAL	#	LEADER	ACTIONS/TARGETS	GOAL ACHIEVED/ NOT ACHIEVED	ANALYSIS (Why or why not the goal was achieved)
1. Our curriculum will be future focussed	**1.1**	**BEN**	**AI inquiry will plan and action next steps.**	**Achieved**	An extensive investigation has been completed into AI literacy courses for students. A delivery plan has been established. A website for staff has been established to share AI tools that support student learning or staff planning.
	1.2	**TOM BEN NEL**	**Investigate how the HC capabilities can be integrated into the senior school and reported.**	**Achieved**	We have investigated reporting on the capabilities and concluded that for these to be most effective learning for students they need to have explicit teaching and reflecting on these in all learning areas. With this in mind, we have completed a successful capabilities pilot across Learning Areas with Year 9 students. In 2026 all Year 9 students will reflect on the capabilities in their learning. We are also establishing a curriculum design group to support the integration of capabilities within learning with explicit teaching.
	1.3	**TOM**	**Complete a junior timetable structure review.**	**Achieved**	The Junior Timetable structure was completed. This was an extensive review with recommendations that have been put into place for 2026 onwards. Guiding principles have been established with a particular focus on English and Maths timetabling to ensure we begin a scholarship programme from Year 9 to set students up for success in this and all senior qualifications.
	1.4	**NEL TOM**	**New reporting formats reviewed and refined.**	**Achieved**	New Senior reports and Fortnight Effort Reports for Juniors have been created with positive feedback received from parents and staff. Next steps include the Effort Reports moving from fortnightly to weekly for both Junior and Senior students and being aligned with attendance reporting. Further review of the junior academic reports will be needed in 2026 in line with the Curriculum changes as released by the Ministry of Education. This will see a shift in the language and levels we are reporting on. These are not mandatory until 2027.
2. All students will achieve at their full potential in NCEA	**2.1**	**NEL SLT**	**NCEA pass rate targets at or greater than L1 90%, L2 90%, L3 90%**	**Not Achieved**	**Level 1** - 85.6% **Level 2** -88.6% **Level 3** - 83.5% **Projections prior to externals** Level 1 - 82.5% students will attain Level1 Level 2 - 91% will attain level 2 Level 3 - 81% will attain level 3 **2024 final results were:** **Level 1 (84.6%), level 2 (88.8%), Level 3 (80.2%)**

STRATEGIC GOAL	#	LEADER	ACTIONS/TARGETS	GOAL ACHIEVED/ NOT ACHIEVED	ANALYSIS (Why or why not the goal was achieved)
					We were close to achieving our targets. The predictions prior to the external examinations are noted above. Across 2025 embedding and further alignment of timely reporting to students and parents of NCEA achievement throughout the year was navigated. While EIG comparisons see us outperform similar schools in attainment in all levels (L1 by 12.8%, L2 by 8.8% and L3 by 9.5%), the challenge remains in shifting Regular Attendance across the NCEA centred cohorts to better support NCEA pass rate targets. With Y11(L1) Regular Attendance at 62% in T2 and 56% in T3, Y12 (L2) at 54% in T2 and 51% in T3, and Y13 (L3) at 46% in T2 and 40% in T3, 2025 saw ongoing messaging at year level assemblies addressing students and correlating achievement to "being present". This is in alignment to ongoing attendance reporting and wider communications with parents regarding NCEA. Through curriculum areas we have actioned course assessment statements, along with traditional course outlines, to inform our school wide assessment calendar (established in 2025) finalised and released midway through Term 1. Communications to students and parents, initiated in introductory teacher emails, underpin a process of standard entries for students and expectations of commitment to assessment of learning. This supports ongoing tracking and targeting in each course, for each student, as the year progresses. Focus on overall achievement of NCEA Certification at each year level is further supported by updated termly grade reporting and the ongoing focus on NCEA endorsements and UE across the school. Raising stakes on the importance of external assessment was undertaken in 2025. A name change from Practice Examinations to Derived Grade Exams was made. These exams were mandatory, with students expected to attend. There was clear follow up on absences by the Deputy Principal of Curriculum and Heads of Learning Area's (HOLAs) and catch-up sessions offered. Placing conversations and ownership of these school-based preparations for external assessment within the Curriculum and HOLA group meant teachers engaged in the narrative around why these school-based examinations are central to student's attainment of NCEA.
	2.2	**MAR BEN**	**At least 95% of all students with UE learning pathways or programmes gain the University Entrance qualification.**	**Not achieved**	There was an 8% drop in UE pass rates. 9 UE subjects had 50% or more of the students not gain 14 credits. Externals were a big barrier. Throughout the year, Year 13 students wishing to attend university were identified, tracked and supported. We have already begun identifying which students in the current Year 12 want UE and we are reviewing their 2026 subject choices and their current UE lit credits.

HOWICK COLLEGE

OUR VALUES:	Courtesy	Commitment	Curiosity	Courage

STRATEGIC GOAL	#	LEADER	ACTIONS/TARGETS	GOAL ACHIEVED/ NOT ACHIEVED	ANALYSIS (Why or why not the goal was achieved)
	2.3	NEL SLT	**Merit endorsements at or greater than L1 35%, L2 30%, L3 30%**	**Partially Achieved**	**Level 1** 33% **Level 2** 33.3% **Level 3** 23.5% **Progress prior to external exams:** Level 1 is at 25% **(2024 33.6%)**, Level 2, 35% **(2024 26.8%)** and Level 3, 31% **(2024 27.2%)** (these calculations include potential students requiring 1-10 credits). Endorsements were a curriculum focus for HOLA's and departments through 2025. Raising "Excellence" as an approach, rather than outcome, positioned schoolwide expectations on levels of achievement within courses, as much as it did on a student's overall achievement for their NCEA certification. Level 2 saw an increase of 6.3% Merit endorsement from the year before and bettered the target by 3.1%. Both Level 1 and Level 3 percentages dipped from 2024 and were shy of the target (Level 1 by 2% and Level 3 by 6.5%). Level 3, however, should not be read in isolation (discussed further in Excellence endorsements). Level 1 also includes factors pertaining to the revision to the qualification, made in 2024, that sees only 2 internal and 2 external standards offered per subject/course. This raises the stakes for students to secure the required level of achievement to secure endorsement, both in each course and across their certificate overall. The dips in Merit endorsement track by comparison to both National and our EIG outcomes. Level 1 Merit endorsements saw Howick College better the National outcomes at this level by 5.4% as well as our Equity Index Group by 1.8%.
	2.4	NEL SLT	**Excellence endorsements at or greater than L1 20%, L2 20%, L3 15%**	**Partially Achieved**	**Level 1** 9.6% **Level 2** 14.5% **Level 3** 15.1% **Progress prior to external exams:** Level 1 is at 6%, **(2024 10.9),** Level 2 17%, **(2024 12.6)** and Level 3 16%, **(2024 10.1%)** Level 3 Excellence endorsement met the set target (and bettered 2024 by 5%). This shift, along with the increase in Level 2 Merit endorsements, and the 1.6% lift for Level 2 Excellence endorsements, affirms that the ongoing focus on "excellence as an approach" remains justified and central to incremental lifts in higher academic success and outcomes for our students. Level 1 Excellence endorsements dipped from 2024 by 1.3% but improved 3.6% from progressions mapped prior to external exams. The changes to Level 1, discussed in Merit endorsements, remain a challenge in adjusting approach when targeting Excellence. At

STRATEGIC GOAL	#	LEADER	ACTIONS/TARGETS	GOAL ACHIEVED/ NOT ACHIEVED	ANALYSIS (Why or why not the goal was achieved)
					Level 1 students are required to attain 50+ Excellence credits. If the aim is to secure this with a focus on internal credits, they are limited to 60 possible credits across their 6 subjects/courses. Historically at Level 1 (and currently at Level 2 and 3) subjects/courses could be made up of higher internal credit tallies (for example, 14 to 17 internal credits, before external credits are applied). This shift is reflected in the Level 1 Excellence endorsement data for Howick, as it comparatively looks at the National outcome (10.1%) and other schools in our EIG (10.4%). Greater support of further assessment opportunities across learning areas or different modes/tasks for assessment (as opposed to different standards), in connection to our ongoing "Excellence as an approach", could inform ongoing outcomes. The wicked problems remaining, and felt through 2025, are the NZC changes and the NCEA qualification overhaul/replacement yet to be fully revealed. Percentage increases for Excellence endorsement at Level 2 and Level 3 attest to the fact that key staff are aware of targets, share approach and deliver learning programmes that can leverage higher attainment in outcomes for students.
	2.5	HEA TOM	**Māori and Pasifika achievement rates to be equal or greater than all other student groups at all levels of NCEA and UE.**	**Partially achieved**	**2025 final results were:** **Pasifika** Level 1 - 79.4% Level 2 - 83% Level 3 - 79.6% Pasifika students at Level 1 were 6.2%, Level 2, 5.6% and Level 3, 3.9% lower than all other students. At UE 31% lower. Pasifika students at Level 1 Merit 17.1% lower than all students and 0.5% above for Excellence. At level 2 Merit 9.6% lower and at Excellence .4% higher. At Level 3 Merit 12.2% and Excellence 5.1% lower than all other students. **Māori** Level 1 - 78.7% Level 2 - 89.1% Level 3 - 84.3% Māori students at Level 1 were 6.9%, Level 2, 9.3%lower and Level 3, .8% higher than all other students. At UE 14.2% lower. Māori students at Level 1 Merit 14.8% lower than all students and 1% above for Excellence. At level 2 Merit 9.3% lower and at Excellence .7% higher. At Level 3 Merit 8.1% and Excellence 4.5% lower than all other students.

STRATEGIC GOAL	#	LEADER	ACTIONS/TARGETS	GOAL ACHIEVED/ NOT ACHIEVED	ANALYSIS (Why or why not the goal was achieved)
					Reasons for Variance: ● Attendance issues across Year 11-13 for both Māori and Pasifika are of concern. 49% of Year 11 students who identify as Māori and 34% of Pasifika students attend school regularly. 34% of Year 12 students who identify as Māori and 22% of Pasifika students attend school regularly. 18% of Year 13 students who identify as Māori and 23% of Pasifika students attend school regularly. ● Level 2 and 3 predictions for Māori and Pasifika were accurate. Level 1 prediction within 8%. Interestingly, the predictions included students who had not yet attained Level 1 Literacy. This suggests we have a larger number of Māori and Pasifika students who still require level 1 Literacy and/or Numeracy. ● Greater academic tracking is needed throughout the year, with more emphasis on subject pathways into UE subjects and goals to complete Level 1 Literacy and Numeracy before Level 3. **Projections prior to external exams** **Pasifika NCEA Level 1** • 27 students have Level 1 (58.7%) • 1 are just missing literacy/numeracy CAA (2.2%) • 12 students need 1-10 credits (26.1%) with current projections 87% will attain Level 1 (2024 78%) **Pasifika NCEA Level 2** • 24 students have Level 2 (75%) • 1 are just missing literacy/numeracy CAA (3.1%) • 2 students need 1-10 credits (6.3%) With current projections 84% will attain Level 2 NCEA. (2024 94.1%) **Pasifika NCEA Level 3** • 23 students have Level 3 (67.6%) • 0 are just missing literacy/numeracy CAA (0%) • 4 students need 1-10 credits (11.8%) With current projections 79% will attain Level 3 (2024 71.8) The Pasifika team have had three successful fono throughout the year which has resulted in a parent committee formed. The Pasifika student committee have also created a mentoring proposal for 2026. There is more work to be done on developing this and mentoring of our Pasifika students to raise achievement levels.

STRATEGIC GOAL	#	LEADER	ACTIONS/TARGETS	GOAL ACHIEVED/ NOT ACHIEVED	ANALYSIS (Why or why not the goal was achieved)
					Māori achievement to-date: Year 11 have 77 students who identify as Māori. 66 students have Numeracy; this is 85.7% of Year 11 students who identify as Māori. 83.1%, that is 64 students, have gained this qualification from the Corequisite. 69 students have Literacy; this is 89.6% of Year 11 students who identify as Māori. 80.5%, that is 62 students, have gained this qualification from the corequisite. 42 students, that is 54.5%, have gained Level 1 to-date. Year 12 have 60 students who identify as Māori. Currently 25 Year 12 students who identify as Māori have already gained UE Literacy. Year 13 have 47 students who identify as Māori. Currently 32 Year 13 students who identify as Māori have UE Literacy. **Māori Level 1** • 42 students have Level 1 (54.5%) • 4 are just missing final steps (5.2%) • 11 students need 1-10 credits (14.3%) With current projections 74% will attain Level 1 (2024 78%) **Māori Level 2** 50 students have Level 2 (83.3%) • 1 are just missing final steps (1.7%) • 4 students need 1-10 credits (6.7%) With current projections 91.7% will attain Level 2 (2024 85.7%) Level 3 NCEA **Māori Level 3** • 38 students have Level 3 (80.9%) • 0 are just missing final steps (0%) • 5 students need 1-10 credits (10.6%) With current projections 91.5% will attain Level 3 (2024 78.1%)
	2.6	**JAF**	**Intentional integration of literacy and numeracy skills across the curriculum.**	**Partially Achieved - Key components are drafted but not yet fully integrated (e.g., foundational skills expectations, assessment literacy, subject-specific literacy/numeracy practices).**	A comprehensive schoolwide Literacy and Numeracy Plan has been developed for implementation in 2026. The vision of the plan is to raise student achievement in Literacy and Numeracy across all year levels, strengthening foundational skills in Years 9 – 10 and sustaining success across the curriculum and in NCEA. A key underpinning philosophy is that there is a whole school responsibility for Literacy and Numeracy - i.e. Literacy and Numeracy are the responsibility of every teacher at Howick College. The plan provides a consistent framework for strengthening foundational Literacy and Numeracy skills across all learning areas and reflects the shared strategies many departments have already been embedding through their Professional Learning inquiries this year.

STRATEGIC GOAL	#	LEADER	ACTIONS/TARGETS	GOAL ACHIEVED/ NOT ACHIEVED	ANALYSIS (Why or why not the goal was achieved)
					In 2026, there will be intentional PL delivered by the Literacy and Numeracy Coordinators with regards to in-class preparation for the CAA exams. They will also continue to create and share resources that prepare students for the skills required in CAA Reading, Writing, and Numeracy contexts. As further details of the new NZ Curricula emerge, particularly in English and Mathematics, some aspects of the plan may require refinement to ensure full alignment with national expectations. The plan also needs to be reviewed to support alignment between junior and senior pathways to ensure Literacy and Numeracy foundations translate into success at senior levels in the new educational achievement pathways that have been proposed. A wish- list/future development section has also been included to recognise the increasing number of ESOL learners whose English language acquisition is not progressing at a pace that supports academic achievement. The plan outlines potential enhancements such as using structured literacy approaches as a targeted intervention besides the language support classes that they have access to (human resourcing dependent).
	2.7	JAF	**Strengthen literacy and numeracy teaching in Junior Maths and English.**	**Partially Achieved**	Literacy and Numeracy Coordinators provided resources for teachers to use to prepare students for the CAA exams in May. All students sitting the CAA exams were invited to join a Google Classroom that provided revision resources and other guides. Small group workshops were also provided for students who were resitting the CAA in September. The combined staff effort has resulted in some good 2025 Literacy and Numeracy Corequisite Achievement data for Y10: Reading 85.9 %; Writing 75.7%; Overall Literacy (both reading and writing) 64%; Numeracy 76% The Writing results indicate that there needs to be a particular focus on how we are preparing our junior students - possibly more practice with formal writing that gives the students an indication of what curriculum level they are at for their writing. An analysis of the T2 Writing CAA feedback from NZQA indicates weak evidence in structure of writing, language and accuracy. For students who have not achieved the writing CAA, it will be important for the Literacy Coordinator to place a particular focus on providing support and resources for writing preparation. 2025 PAT Data: PAT Reading Y9 72% (reading at or above expected level) and Y10 68%; (at or above their expected level) PAT Mathematics Y9 86.7% (at or above expected level) and Y10 73.7%. (at or above expected level) For both Y9 and Y10 Mathematics, there was an upward shift from T1 to T4. For Reading, while the shift for Y10 was very noticeable, the Y9 shift was very small and below that of National data. We have also trialled the PAT Writing with a few classes, and this has given us some valuable indicators of where students sit.

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STRATEGIC GOAL	#	LEADER	ACTIONS/TARGETS	GOAL ACHIEVED/ NOT ACHIEVED	ANALYSIS (Why or why not the goal was achieved)
3. We will ensure that successes are celebrated, and role modelled so that a greater sense of school pride is established	3.1	BUR	**Investigate social media platforms to showcase student success.**	Not Achieved	Due to the workload of the current Communications Manager and the current communications structure that exists in the College, limited progress has been made. However, with a change of structure, a dedicated sports media staff member, we are now hopeful that this will be achieved in 2026.
	3.2	HEA JNE	**Strengthen House assemblies with more structure, consistency and generic awards.**	Achieved	Whilst improvements have been made this year, there is still room to strengthen the House assembly format further. It would be great to see the House Leaders in all six houses take more of a leadership role in the assemblies, with Deans relaying the consistent messages. New Effort Certificates and End of Year Award created.
4. We will have strong partnerships with our community	4.1	BUR HEA	**Establish a framework and an engagement plan with Ngāi Tai ki Tāmaki.**	Not Achieved	We have been unsuccessful in establishing a framework and an engagement plan with mana whenua. Despite reaching out on multiple occasions we are yet to receive a reply that enables this engagement to progress yet. However, we remain hopeful and have several things in place to accelerate this progress in 2026.
5. Our connections to our past and the wider world are strengthened	5.1	BUR PIKE	**Distinguished Alumni awards successfully held and follow up activities completed.**	Achieved	Another successful distinguished alumni event was held at the College. This gained significant community media exposure due to the feature on the front page of the local newspaper and the career of the recipient, Steve Gurney. Reviews of the event have reinforced the success of the format but have also raised suggestions of combining it with other events such as graduation.
	5.2	BUR CROL	**Increase the diversity of long-term international students by strengthening marketing campaigns and materials.**	Achieved	To support this growth, we updated our marketing materials, producing a new tri-fold brochure, an A4 glossy brochure and a campus drone video. These resources have enhanced our onshore and offshore recruitment efforts and contributed directly to the broader mix of countries represented in our student population.
6. Our staff feel that their work is valued, and their wellbeing is a priority	6.1	STAN	**Service Awards to be launched**	Partially Achieved.	Staff service recipients have been identified and services badges ordered and certificate design is complete. Plaque design for 20 years plus needs to be finalised.
	6.2	HEA	**Consultation group that focuses on staff well-being is strengthened and communication system with wider staff and SLT is formalised.**	Partially Achieved.	The consultation group has reformed under the leadership of Donna Brown. While Donna was on leave a focus group has run a staff survey, the results highlight some improvements and areas for consideration. The results of this survey have been shared with staff by Craig Dryden as the focus group representative.

STRATEGIC GOAL	#	LEADER	ACTIONS/TARGETS	GOAL ACHIEVED/ NOT ACHIEVED	ANALYSIS (Why or why not the goal was achieved)
7. Our students feel safe and have numerous opportunities to feel a part of the college	7.1	BUR DRJ	**The establishment of a Musical Theatre Academy is investigated.**	Not Achieved	The investigation has yet to be completed. BUR has visited a number of schools and presented some models for discussion. However, several issues including the workload of the Arts staff has contributed to this investigation not being completed for this year. We have also decided not to pursue a prue musical theatre academy and instead look at a variety of Arts academy options.
	7.2	HEA DRJ	**An annual plan for the Arts is developed and actioned.**	Achieved	The annual plan for the Arts was developed in the first half of the year. There are two measurable goals that have been added to the plan. The success of these goals are yet to be analysed. These will be analysed in the coming weeks and presented to the board in the final Analysis of Variance summary in February.
	7.3	BUR SOTU	**An annual plan for Sports is developed and actioned.**	Partially Achieved	The annual plan for the sport was developed in the first half of the year. There are five measurable goals that have been added to the plan. The success of these goals are yet to be analysed. These will be analysed in the coming weeks and presented to the board in the final Analysis of Variance summary in February.
	7.4	JNE BEN	**A structure for service leadership is investigated.**	Partially Achieved	We have continued to increase the number of leadership positions for students with the inclusion of the Enviro Council (2 leader positions) in the Student Leadership Team structure for 2026. We have also created a Junior Council in Term 3, which will be led by Y11s in 2026, again creating more leadership opportunities for students. The Sports and events Leadership positions in the Student Leadership Team have increased from 4 to 7 in 2026. In terms of the service review, information from other schools suggested DoE is the most effective and popular. We need to decide if we wish to expand this at Howick. Is it voluntary or a whole year level? Who would lead this?
	7.5	BEN MAR FAM	**Tertiary Scholarship opportunities process is reviewed and strengthened.**	Achieved	The final scholarships offered were $280,000. We strengthened the scholarship support, including ensuring every excellence student attended a workshop and their parents were contacted. We tracked every excellence student to ensure they applied for at least one scholarship. We delivered a 'creating your scholarship profile' video that has gone onto the website. We presented at Y9 – Y11 year level assemblies regarding preparing your scholarship profile. We presented to parents about scholarships available, how students should apply and what they need to do to build their profile, including advice from a university scholarship coordinator/assessor.

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STRATEGIC GOAL	#	LEADER	ACTIONS/TARGETS	GOAL ACHIEVED/ NOT ACHIEVED	ANALYSIS (Why or why not the goal was achieved)
8. Our facilities will be well maintained and meet the aims and aspirations of students	**8.1**	**BUR STAN**	**Implementation of 5YA and 10YA property plans.**	**Achieved.**	The plan is approved and Watershed Ltd have been appointed as Project Managers.
	8.2	**BUR STAN**	**E-maps is fully embedded and well used by staff resulting in ongoing improvement to buildings and grounds.**	**Achieved**	E-maps provider has folded so the Property App was used instead. The system is simple and gives clear information to monitor the progress of tickets and provides graphs of tickets resolved, response times and resolution times.
9. Our students fully understand and support all of the expectations of the college	**9.1**	**HEA SLT**	**Attendance systems and processes are strengthened. MOE targets for school attendance are met and exceeded.**	**Partially Achieved**	Attendance systems and processes have been strengthened. We continue to work on developing best practice and this will be a continued focus. We are yet to meet MOE targets for school attendance; however, we have made significant improvements from 2024. Our overall regular (90% or more) attendance figure for 2025 is 55%. Irregular attendance (between 80-90% is 28%) The government is 80% by 2030. This target is very achievable as it should not take much to shift our irregular attendance into regular attendance. Work is also being done on chronic absence (less than 70% attendance). Māori and pacific attendance is too low in the regular attendance and too high in the chronic absence. Year 13 are the poorest attenders overall. (see attached table).
	9.2	**BEN NEL**	**90% or more of Y9 and Y10 students gain good or excellent grades for effort on the fortnightly reports.**	**Partially**	The annual averages for the effort reports: Year 9 = 3.32, Year 10 = 3.32 This is in the proficient category. 1 = Insufficient 2 = Developing 3 = Proficient 4 = Outstanding. 727 (80%) students had an average of 3+ which is Proficient. 183 (20%) students had an average of 2 which is Developing. 2 (0.2%) students had an average of 1 which is Insufficient.
	9.3	**BUR SLT**	**College culture of student effort and behaviour, uniform wearing and general presentation, continues to improve as measured by feedback from the community survey.**		The data is being gathered. Survey closed 28 November 2025. Summary to be presented in final Analysis of Variance to the Board in March.

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STRATEGIC GOAL	#	LEADER	ACTIONS/TARGETS	GOAL ACHIEVED/ NOT ACHIEVED	ANALYSIS (Why or why not the goal was achieved)
10. Our staff fully understand and support the role they play in ensuring the expectations of the college are met	**10.1**	**BUR**	**Staff understand their role in ensuring the expectations of the college are met.**	**partially achieved**	Getting consistency in approach from staff is a major area for development. We have introduced easy to follow flowcharts that outline a step-by-step approach to the key aspects of behaviour management. We have introduced several standardised approaches to many areas of school operations. While 100% compliance is not expected we have been working towards a greater number of staff that have a consistent daily approach. The SLT meetings have had dedicated time to ensuring processes are in place in pastoral and classroom practices. The more settled nature of the student cohort would indicate a greater level of consistency than we have had previously. However, we are aware of the need for more work in 2026.
	10.2	**SLT**	**Deans and HOLAs will have specific goals and plans regarding how their teams will meet the expectations of the college.**	**Partially achieved**	As the HOLAs have been working with teams to ensure consistency in understanding, approach and expectations throughout the year, it has become apparent that systems and procedures needed to be made clearer and more visible to both staff and students. Work in this area will continue into 2026. Conversations and development within the HOLA team about their role as leaders in teaching, learning and so high expectations have been a work on in 2025 and as a group they have begun to understand this crucial role they have in the school. A review of Deans was undertaken by an external provider midway through the year. This review has identified action points and has 8 recommendations. This review will be instrumental in shaping the Deans Team moving through 2026 and into 2027.
11. Howick College is financially secure and able to support and invest in strategic initiatives	**11.1**	**SLT**	**Staff understand their role in ensuring effective financial management.**	**Achieved.**	Heads of Learning areas have worked very well this year to better understand how the college budget processes work. They have managed KINDO very well as evidenced by the increase of collection of course costs. By working closely with their line managers, the HOLAs have been able to understand better the need to manage ongoing costs such as photocopying and stationery. As HOLAs better understand their role in school finances this knowledge is shared with individual teachers
	11.2	**BUR STAN**	**Our community understands and supports the financial security of the college.**	**Partially achieved.**	KIndo has been implemented and is now embedded. Collection rates for course costs and sports have improved with a slight increase in donations income.
	11.3	**BUR STAN**	**Opportunities to supplement government funding are actively identified and actioned.**	**Partially achieved**	The Sports Department received multiple donations and sponsorships ranging from $250 to $3,000, supporting premier teams and athletes attend local, national and international tournaments. Support from a private donor covered travel, accommodation and entry costs for Casey Ferguson to participate in the National Secondary Schools Shakespeare Production. While these sponsorships have provided valuable support for specific programmes and individual students, the funding has been limited to targeted initiatives rather than broad-based strategic investments. The only exception being the Walker Homes funding that supports the strategic development of Boys rugby.

Attendance data: Year to date (Weeks 1-36) Howick College - 2309 students
(includes "left" students that have attended any part of 2025)

	Regularly attending (Attending more than 90%)		Irregular absence (Attending more than 80% and up to 90%)		Moderately absent (Attending more than 70% and up to 80%)		Chronically absent (Attending 70% or less)	
Type	**Number**	**%**	**Number**	**%**	**Number**	**%**	**Number**	**%**
All	1265	55%	652	28%	212	9%	180	8%
Asian	381	68%	120	21%	32	6%	30	5%
European	624	57%	322	29%	85	8%	70	6%
Māori	136	39%	116	34%	50	14%	44	13%
MELAA	45	63%	14	20%	8	11%	4	6%
Other	5	38%	8	62%	0	0%	0	0%
Pasifika	74	34%	72	33%	37	17%	32	15%
Level 9	325	66%	108	22%	32	7%	25	5%
Level 10	251	52%	151	31%	41	9%	38	8%
Level 11	297	58%	131	26%	47	9%	35	7%
Level 12	239	53%	136	30%	42	9%	35	8%
Level 13	153	41%	126	34%	50	13%	47	13%
Another Gender	5	63%	1	13%	2	25%	0	0%
Female	570	50%	337	30%	119	11%	103	9%
Male	690	59%	314	27%	91	8%	77	7%

Statement of Compliance: Good Employer Obligations

For the Year Ended: 31 December 2025

School Name: Howick College

1. Declaration of "Good Employer" Compliance

The Board of Howick College confirms that it has operated a personnel policy that complies with the principle of being a "good employer" as defined in Section 597 of the Education and Training Act 2020. This includes the operation of an Equal Employment Opportunities (EEO) programme and the fair and proper treatment of employees in all aspects of their employment.

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2. Reporting on the Principles of Being a Good Employer

Compliance Area	Evidence of Compliance
Good and Safe Working Conditions	We have a procedure for staff wellbeing which, along with health and safety procedures and reporting, ensure staff are valued and that this is acknowledged. In addition, there is a clear complaints procedure for staff and a wellbeing committee dedicated to raising staff morale and recognising staff efforts. We also have an active Health and Safety committee with staff elected reps.
EEO Programme & Fulfillment	Our EEO procedure was last reviewed in 2024 and is due for review in term 2, 2027. This procedure is considered whenever appointments are made from both internal and external candidates.
Impartial Selection of Qualified Persons	All applications are carefully considered, and a matrix is completed to assess capabilities and suitability for the role. Applications and interviews are reviewed by at least 2 members of staff and more for roles with greater responsibility.
Recognition of Māori Aims, Aspirations, and Requirements	Our Annual plan includes specific goals to improve outcomes for our Maori students. The 2025 annual plan Included a specific goal to establish a framework and an engagement plan with local Iwi
Enhancement of Individual Abilities	Professional Learning is available for all staff. A Well being committee and consultation group supports all staff External professional learning contracts are used when additional

Compliance Area	Evidence of Compliance
(Professional Development)	expertise is needed. Line manager and department professional learning is conducted each week
Recognition of Employment Requirements of Women	We use neutral language in advertisements Equal opportunities and pay are applied. Equal employment opportunities procedure is used, Regular review of policies through an inclusivity lens
Recognition of Employment Requirements of Persons with Disabilities	Our Equal opportunities procedure is used. Regular review of policies through an inclusivity lens Disability access is provided where possible Disability toilets and parking are available.

3. Reporting on Equal Employment Opportunities (EEO) Programme/Policy

The following table summarizes our compliance with specific EEO procedural requirements as monitored by the Ministry of Education.

Reporting Question	YES	NO
Do you operate an EEO programme/policy?	[X]	[ ]
Has this policy or programme been made available to staff?	[X]	[ ]
Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?	[X]	[ ]
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	[X]	[ ]
Does your EEO programme/policy provide for regular reporting on compliance and/or achievements?	[X]	[ ]
Does your EEO programme/policy set priorities and objectives?	[X]	[ ]

4. Summary of Compliance

The Board concludes that for the current reporting period, Howick College has met its statutory obligations under the Education and Training Act 2020. We continue to strive for an inclusive, safe, and equitable workplace that reflects the diversity of our community and the principles of Te Tiriti o Waitangi.

Signed on behalf of the Board:

Presiding Member
Date: 1 May 2026

Kiwisport Report

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2025, the school received total Kiwisport funding of [$59,438] (excluding GST). The funding was spent on sports co-ordinators, coaching and establishment of new sports academies. The number of students participating in organised sport remained similar to previous years.