

CARMEL COLLEGE

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2024

School Directory

Ministry Number: 000035

Principal: Sarah Kemble

School Address: 108 Shakespeare Road, Milford, Auckland 0620

School Postal Address: PO Box 31142, Milford, Auckland 0741

School Phone: 09 486 1132

School Email: admin@carmel.school.nz

Accountant / Service Provider: Claudia Officer, Business Manager

Members of the Board:

Name	Position	How Position Gained	Term Expired/ Expires
Julie Scott	Presiding Member	Elected	2025
Sarah Kemble	Principal ex Officio	Appointed	2025
Michael Chinnery	Parent Representative	Elected	2025
Kerry Jones	Parent Representative	Elected	2025
Joanna Redfern-Hardisty	Parent Representative	Elected	2025
Andrew Blewden	Parent Representative	Elected	2025
Peter Beckett	Proprietor Representative	Appointed	Resigned May 2024
Stuart Houliston	Proprietor Representative	Appointed	2025
Pravina Singh	Proprietor Representative	Appointed	2025
Bernadette Stockman	Proprietor Representative	Appointed	2025
Tiana Mioceovich	Proprietor Representative	Appointed	2025
Catherine Mackisack	Staff Representative	Appointed	2025
Chelsea Brown	Student Representative	Elected	T3 2024
Sophie Nehemia	Student Representative	Elected	T3 2025

CARMEL COLLEGE

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Statement of Responsibility

For the year ended 31 December 2024

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 2024 fairly reflects the financial position and operations of the School.

The School's 2024 financial statements are authorised for issue by the Board.

Julie Scott

Full Name of Presiding Member



Signature of Presiding Member

31st May 2025

Date:

Sarah Kemble

Full Name of Principal



Signature of Principal

31st May 2025

Date:

Carmel College

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Revenue				
Government Grants	2	9,262,646	8,736,220	8,995,899
Locally Raised Funds	3	1,630,749	1,402,583	1,376,834
Use of Proprietor's Land and Buildings		3,305,000	4,476,000	3,282,500
Interest		204,813	108,996	155,007
Total Revenue		14,403,208	14,723,799	13,810,240
Expense				
Locally Raised Funds	3	298,963	30,000	224,804
Learning Resources	4	9,017,243	8,476,478	8,624,256
Administration	5	1,009,470	1,077,386	933,440
Interest		3,997	5,000	7,421
Property	6	4,102,017	5,212,486	4,257,271
Total Expense		14,431,690	14,801,350	14,047,192
Net Surplus / (Deficit) for the year		(28,482)	(77,551)	(236,952)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		(28,482)	(77,551)	(236,952)

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



Carmel College

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Equity at 1 January		2,569,527	2,569,527	2,586,194
Total comprehensive revenue and expense for the year		(28,482)	(4,553,551)	(236,952)
Contribution - Furniture and Equipment Grant		183,791	246,074	220,285
Equity at 31 December		2,724,850	(1,737,950)	2,569,527
Accumulated comprehensive revenue and expense		2,724,850	(1,737,950)	2,569,527
Reserves		-	-	-
Equity at 31 December		2,724,850	(1,737,950)	2,569,527

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.



Carmel College

Statement of Financial Position

As at 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Current Assets				
Cash and Cash Equivalents	7	814,739	800,000	1,718,466
Accounts Receivable	8	775,377	775,000	719,250
GST Receivable		20,671	20,000	19,501
Prepayments		70,005	70,000	7,113
Investments	9	3,060,886	3,060,000	2,057,746
		4,741,678	4,725,000	4,522,076
Current Liabilities				
Accounts Payable	11	980,948	980,000	938,545
Revenue Received in Advance	12	780,188	1,120,000	754,642
Provision for Cyclical Maintenance	13	186,800	186,000	415,420
Finance Lease Liability	14	25,168	25,000	90,457
Funds held in Trust	15	366,428	26,000	306,217
		2,339,532	2,337,000	2,505,281
Working Capital Surplus/(Deficit)		2,402,146	2,388,000	2,016,795
Non-current Assets				
Property, Plant and Equipment	10	701,537	720,050	720,051
		701,537	720,050	720,051
Non-current Liabilities				
Provision for Cyclical Maintenance	13	359,207	350,000	147,676
Finance Lease Liability	14	19,626	20,000	19,626
		378,833	370,000	167,302
Net Assets		2,724,850	2,738,050	2,569,527
Equity		2,724,850	2,738,050	2,569,527

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



Carmel College

Statement of Cash Flows

For the year ended 31 December 2024

	Note	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Cash flows from Operating Activities				
Government Grants		2,340,610	2,195,344	2,210,071
Locally Raised Funds		1,049,229	838,931	937,953
International Students		702,395	563,652	690,876
Goods and Services Tax (net)		(1,170)	-	(16,373)
Payments to Employees		(2,231,560)	(2,060,520)	(1,838,355)
Payments to Suppliers		(1,849,111)	(1,451,403)	(1,462,507)
Interest Paid		(3,997)	(5,000)	(7,421)
Interest Received		185,842	108,996	135,713
Net cash from/(to) Operating Activities		192,238	190,000	649,957
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(215,492)	(190,000)	(263,761)
Purchase of Investments		(1,003,142)	-	(71,616)
Net cash from/(to) Investing Activities		(1,218,634)	(190,000)	(335,377)
Cash flows from Financing Activities				
Furniture and Equipment Grant		183,791		220,285
Finance Lease Payments		(57,040)		(61,628)
Funds Administered on Behalf of Other Parties		(4,082)	-	2,310
Net cash from/(to) Financing Activities		122,669	-	160,967
Net increase/(decrease) in cash and cash equivalents		(903,727)	-	475,547
Cash and cash equivalents at the beginning of the year	7	1,718,466	810,000	1,242,907
Cash and cash equivalents at the end of the year	7	814,739	810,000	1,718,466

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.



Carmel College

Notes to the Financial Statements

For the year ended 31 December 2024

1. Statement of Accounting Policies

a) Reporting Entity

Carmel 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 2024 to 31 December 2024 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 Proprietor'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 13.

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 10.

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 14. Future operating lease commitments are disclosed in note 19.

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 Proprietor. 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. This expense is based on an assumed market rental yield on the 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.

c) 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.

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) 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.

h) Property, Plant and Equipment

Land and buildings owned by the Proprietor 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 to buildings owned by the Proprietor 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:

Furniture and Equipment	10–15 years
Information and Communication Technology	3–5 years
Motor Vehicles	5 years
Textbooks	3 years
Leased Assets held under a Finance Lease	Term of Lease
Library Resources	12.5% Diminishing value

i) 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.



j) 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.

k) 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.

l) Revenue Received in Advance

Revenue received in advance relates to fees received from international students and grants received Learning and Behaviour 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.

m) 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.

n) Shared Funds

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

o) Provision for Cyclical Maintenance

The property from which the School operates is owned by the Proprietor. 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.

p) 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, finance lease liability, and painting contract liability. Financial liabilities are 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.



q) 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.

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 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.

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 services received in kind in the Statement of Comprehensive Revenue and Expense.



2. Government Grants

Government Grants - Ministry of Education
Teachers' Salaries Grants
Other Government Grants

2024 Actual	2024 Budget (Unaudited)	2023 Actual
\$	\$	\$
2,299,859	2,111,784	2,169,435
6,918,618	6,540,876	6,758,611
44,169	83,560	67,853
9,262,646	8,736,220	8,995,899

3. Locally Raised Funds

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

Revenue

Donations and Bequests
Fees for Extra Curricular Activities
Trading
Fundraising and Community Grants
Other Revenue
International Student Fees

2024 Actual	2024 Budget (Unaudited)	2023 Actual
\$	\$	\$
14,493	10,000	14,284
213,920	142,196	243,805
15,111	15,501	15,509
600,869	561,364	574,222
161,750	109,870	130,944
624,606	563,652	398,070
1,630,749	1,402,583	1,376,834

Expense

Extra Curricular Activities Costs
International Student - Employee Benefits - Salaries
International Student - Other Expenses

82,985	-	106,803
180,488	-	88,808
35,490	30,000	29,193
298,963	30,000	224,804

Surplus/ (Deficit) for the year Locally Raised Funds

1,331,786	1,372,583	1,152,030
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4. Learning Resources

Curricular
Information and Communication Technology
Employee Benefits - Salaries
Staff Development
Depreciation

2024 Actual	2024 Budget (Unaudited)	2023 Actual
\$	\$	\$
466,842	377,306	434,534
180,679	206,528	163,303
8,079,134	7,622,348	7,660,568
64,832	80,296	69,314
225,756	190,000	296,537
9,017,243	8,476,478	8,624,256

Professional Development

During the year ended 31 December 2024, the Principal attended a course in Australia at a cost of \$10,000. The International Director travelled to London, Milan, Rome, Frankfurt, Berlin, Hanover, Japan on recruitment trips at a cost of \$35,784.

Locally Raised Funds

During the year ended 31 December 2024, 15 students and two staff members travelled to Tahiti - French language experience, at a cost of \$89,538. Also 15 students and three staff members travelled to Australia for a football tournament at a cost of \$65,120.



5. Administration

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Audit Fees	1,244	11,448	10,415
Board Fees and Expenses	10,380	17,246	9,704
Legal Fees	1,174	2,000	5,354
Other Administration Expenses	109,201	91,404	99,866
Employee Benefits - Salaries	782,195	828,052	673,272
Insurance	22,662	17,000	15,964
Service Providers, Contractors and Consultancy	82,614	110,236	118,865
	<u>1,009,470</u>	<u>1,077,386</u>	<u>933,440</u>

6. Property

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Consultancy and Contract Services	170,118	161,200	160,095
Cyclical Maintenance	105,940	111,204	346,923
Heat, Light and Water	122,791	122,000	129,794
Repairs and Maintenance	194,743	145,600	149,873
Use of Land and Buildings	3,305,000	4,476,000	3,282,500
Employee Benefits - Salaries	148,871	150,996	127,901
Other Property Expenses	54,554	45,486	60,185
	<u>4,102,017</u>	<u>5,212,486</u>	<u>4,257,271</u>

The use of land and buildings figure represents 5% of the school's total property value. This is used as a proxy for the market rental of the property.

7. Cash and Cash Equivalents

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Bank Accounts	814,739	800,000	858,142
Short-term Bank Deposits	-	-	860,324
Cash and cash equivalents for Statement of Cash Flows	<u>814,739</u>	<u>800,000</u>	<u>1,718,466</u>

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

Of the \$814,739 Cash and Cash Equivalents, \$26,330 (2023 \$30,412) of revenue is held in trust by the school as disclosed in Note 15.

Of the \$814,739 Cash and Cash Equivalents, \$780,188, (2023 \$754,642) of revenue received in advance is held by the school as disclosed in Note 12.



8. Accounts Receivable

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Receivables	28,633	-	56,252
Receivables from the Ministry of Education	-	-	23,621
Interest Receivable	70,991	-	52,020
Teacher Salaries Grant Receivable	675,753	775,000	587,357
	<u>775,377</u>	<u>775,000</u>	<u>719,250</u>
Receivables from Exchange Transactions	99,624	-	108,272
Receivables from Non-Exchange Transactions	675,753	775,000	610,978
	<u>775,377</u>	<u>775,000</u>	<u>719,250</u>

9. Investments

The School's investment activities are classified as follows:

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Current Asset			
Short-term Bank Deposits	3,060,886	3,060,000	2,057,746
Total Investments	<u>3,060,886</u>	<u>3,060,000</u>	<u>2,057,746</u>



10. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2024	\$	\$	\$	\$	\$	\$
Artwork	83,500	-	-	-	-	83,500
Furniture and Equipment	291,481	178,615	-	-	(88,088)	382,009
Information and Communication Technology	165,159	24,491	-	-	(77,830)	111,819
Motor Vehicles	65,273	-	-	-	(11,946)	53,327
Textbooks	26,651	11,267	-	-	(17,482)	20,435
Leased Assets	40,671	56,823	(65,074)	-	(24,463)	7,959
Library Resources	47,319	12,420	(11,300)	-	(5,947)	42,489
	<u>720,051</u>	<u>283,616</u>	<u>(76,374)</u>	<u>-</u>	<u>(225,756)</u>	<u>701,537</u>

	2024 Cost or Valuation	2024 Accumulated Depreciation	2024 Net Book Value	2023 Cost or Valuation	2023 Accumulated Depreciation	2023 Net Book Value
	\$	\$	\$	\$	\$	\$
Artwork	83,500	-	83,500	-	-	83,500
Furniture and Equipment	2,148,213	(1,765,335)	382,879	2,052,230	(1,677,247)	291,481
Information and Communication Technology	1,309,452	(1,197,633)	111,819	1,284,961	(1,119,802)	165,159
Motor Vehicles	139,324	(85,997)	53,327	139,324	(74,051)	65,273
Textbooks	609,848	(589,414)	20,434	598,581	(571,932)	26,651
Leased Assets	301,873	(293,919)	7,954	245,050	(204,380)	40,671
Library Resources	113,687	(72,063)	41,624	136,783	(89,464)	47,319
	<u>4,705,897</u>	<u>(4,004,361)</u>	<u>701,537</u>	<u>4,456,929</u>	<u>(3,736,876)</u>	<u>720,051</u>

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.

11. Accounts Payable

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Creditors	277,944	270,000	340,826
Employee Entitlements - Salaries	703,004	710,000	597,719
	<u>980,948</u>	<u>980,000</u>	<u>938,545</u>
Payables for Exchange Transactions	980,948	980,000	938,545
	<u>980,948</u>	<u>980,000</u>	<u>938,545</u>

The carrying value of payables approximates their fair value.



12. Revenue Received in Advance

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Grants in Advance - Ministry of Education	28,297	30,000	31,715
International Student Fees in Advance	546,170	890,000	532,674
Other revenue in Advance	205,721	200,000	190,253
	<u>780,188</u>	<u>1,120,000</u>	<u>754,642</u>

13. Provision for Cyclical Maintenance

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Provision at the Start of the Year	563,096	350,000	340,146
Increase to the Provision During the Year	105,940	186,000	346,923
Use of the Provision During the Year	(123,029)		(123,973)
Provision at the End of the Year	<u>546,007</u>	<u>536,000</u>	<u>563,096</u>
Cyclical Maintenance - Current	186,800	186,000	415,420
Cyclical Maintenance - Non current	359,207	350,000	147,676
	<u>546,007</u>	<u>536,000</u>	<u>563,096</u>

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.

14. Finance Lease Liability

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

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
No Later than One Year	25,168	25,000	90,457
Later than One Year and no Later than Five Years	19,626	20,000	19,626
	<u>44,794</u>	<u>45,000</u>	<u>110,083</u>
Represented by			
Finance lease liability - Current	25,168	25,000	90,457
Finance lease liability - Non current	19,626	20,000	19,626
	<u>44,794</u>	<u>45,000</u>	<u>110,083</u>

15. Funds held in Trust

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Funds Held in Trust on Behalf of Third Parties - Current	366,428	26,000	306,217
Funds Held in Trust on Behalf of Third Parties - Non-current	-	-	-
	<u>366,428</u>	<u>26,000</u>	<u>306,217</u>

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.



16. 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.

The Proprietor of the School (Carmel College Auckland Limited) is a related party of the School Board because the Proprietor appoints representatives to the School Board, giving the Proprietor significant influence over the School Board. Any services or contributions between the School Board and Proprietor have been disclosed appropriately. If the Proprietor collects fund on behalf of the school (or vice versa), the amounts are disclosed.

The Proprietor provides land and buildings free of charge for use by the School Board as noted in Note 1(c). The estimated value of this use during the current period is included in the Statement of Comprehensive Revenue and Expense as 'Use of Land and Buildings'.

Under an agency agreement, the School collects funds on behalf of the Proprietor. These include attendance dues and special character donations payable to the Proprietor. The amounts collected in total were \$1,771,990 (2023: \$1,631,110). These do not represent revenue in the financial statements of the school. Any balance not transferred at the year end is treated as a liability. The total funds held by the school on behalf of the proprietor are \$26,224, (2023: \$29,563).

17. Remuneration

Key management personnel compensation

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

	2024 Actual \$	2023 Actual \$
<i>Board Members</i>		
Remuneration	6,870	5,485
<i>Leadership Team</i>		
Remuneration	2,736,172	2,925,504
Full-time equivalent members	23	25
Total key management personnel remuneration	2,743,042	2,930,989

There are 13 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 (6 members) and Property (7 members) committees that meet monthly and quarterly respectively. As well as these regular meetings, including preparation time, the Presiding member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal 1

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

	2024 Actual \$000	2023 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	190-200	180-190



Other Employees

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

Remuneration \$000	2024 FTE Number	2023 FTE Number
100 - 110	13	9
110-120	17	18
120-130	1	3
130-140	2	2
140-150	1	1
	34	33

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

18. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2024 (Contingent liabilities and assets at 31 December 2023: 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 2024 the Ministry of Education provided additional funding for both the Support Staff in Schools' Collective Agreement (CA) Settlement and the Teacher Aide Pay Equity Settlement. At the date of signing the financial statements the School's final entitlement for the year ended 31 December 2024 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 2025.

19. Commitments

(a) Capital Commitments

At 31 December 2024, the Board has not entered into contract agreements for capital works

(Capital commitments at 31 December 2023: NIL)

(b) Operating Commitments

As at 31 December 2024, the Board has entered into the following contracts:

(a) Property Management Company - Watershed

No later than One Year
Later than One Year and No Later than Five Years
Later than Five Years

2024 Actual	2023 Actual
\$	\$
40,236	40,236
-	-
-	-
40,236	40,236



20. Financial Instruments

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

Financial assets measured at amortised cost

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Cash and Cash Equivalents	814,739	800,000	1,718,466
Receivables	775,377	775,000	719,250
Investments - Term Deposits	3,060,886	3,060,000	2,057,746
Total financial assets measured at amortised cost	<u>4,651,002</u>	<u>4,635,000</u>	<u>4,495,462</u>

Financial liabilities measured at amortised cost

Payables	980,948	980,000	938,545
Finance Leases	44,794	45,000	110,083
Total financial liabilities measured at amortised cost	<u>1,025,742</u>	<u>1,025,000</u>	<u>1,048,628</u>

21. Events After Balance Date

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

22. 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 CARMEL COLLEGE'S FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2024**

The Auditor-General is the auditor of Carmel College (the School). The Auditor-General has appointed me, Paul Walker, using the staff and resources of Crowe New Zealand Audit Partnership, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 18, that comprise the statement of financial position as at 31 December 2024, 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.

In our opinion the financial statements of the School:

- a) present fairly, in all material respects:
 - its financial position as at 31 December 2024; and
 - its 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 3 June 2025. This is the date at which our opinion is expressed.

The basis for our opinion is explained below. In addition, we outline the responsibilities of the Board and our responsibilities relating to the financial statements, we comment on other information, and we explain our independence.

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 assess the risk of material misstatement arising from the school payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the Presiding member/principal's report, List of all school board members, Statement of variance: progress against targets, the Evaluation and analysis of the school's students' progress and achievement, the report on How we have given effect to Te Tiriti o Waitangi, the Statement of compliance with employment Policy, and the Statement on Kiwisport Funding, but does not include the financial statements, and our auditor's report thereon.

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.

A handwritten signature in blue ink, appearing to read "Paul Walker".

Paul Walker
Crowe New Zealand Audit Partnership
On behalf of the Auditor-General
Hastings, New Zealand

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Presiding member/principal's report

2024 has been the first year in some time where the school calendar has run without major disruption — free from the challenges of Covid-19, industrial action, or significant weather events. While those disruptions are now behind us, their impact on the education and well-being of our young people is still felt. Despite this, it has been a hugely successful year for our young women, who continue to thrive across all areas of school life.

This year also marks the second full year for Principal Sarah Kemble, who has brought a calm and compassionate leadership style that has positively shaped the culture of both the school and the wider Carmel College community. Under her leadership, we've seen strong growth in enrolments, with 2024/25 reaching near full capacity and interest for 2026 already exceeding available places.

At Carmel College, our focus remains on delivering a balanced and holistic educational experience — one that fosters academic achievement, nurtures student well-being, and offers rich opportunities for personal growth and leadership. Grounded in our Mercy values of courage, care, respect, service, and justice, we are proud of the way our community continues to live these values every day.

CURRICULAR AND EXTRACURRICULAR

Academic achievement

The school continues to perform well above national averages with its level 1, 2 and 3 NCEA results. The full results are outlined in the analysis of variance summary in this report however to summarise, 92% of students achieved NCEA level 1 with 102 students achieving a merit or excellence endorsement, 98.5% of students achieved NCEA level 2 with 97 students achieving a merit or excellence endorsement, and 94% of students achieved NCEA level 3 with 82 students achieving a merit or excellence endorsement. 89% of students in Year 13 gained University Entrance (UE).

Sports achievement

Carmel College continues to punch above its weight in sport, with numerous individual and team successes across a wide range of codes. In 2024, over 60% of our students participated in organised sport across 31 codes—up from 25 in 2023. Many others engaged in lunchtime activities run by our student-led Sports Council, reflecting strong student involvement in all areas of school sport. Staff also got involved, with the return of our fun (and occasionally competitive) staff sports competitions—designed to promote wellbeing, build camaraderie, and contribute to a positive school culture.

A highlight of the year was seeing one of our teams represent Carmel on the international stage at the football Kanga Cup in Canberra, bringing home a silver medal. We remain committed to supporting and encouraging international sporting opportunities, recognising the broader personal and educational benefits they provide.

In partnership with students and whānau, a new Sports Strategic Plan was developed in 2024. Implementation is now underway, led by our new Sports Director, Claire Magness, and we look forward to the positive outcomes this plan will deliver.

Music, Arts and Culture

The Music Department enjoyed another outstanding year in 2024, with many opportunities for our students to showcase their talent both within the school and across the wider community. This year, Carmel was home to 11 music groups spanning Years 7–13, including the combined Carmel and Rosmini choir, Carmini. Both Carmini and the senior choir, the Carmelites, performed at The Big Sing and were recognised with Commended Awards.

Throughout the year, our musicians featured in a wide range of events, including the Stations of the Cross liturgy, the Rosmini Music Showcase, the Carmel Music Showcase, the Senior Treble Voices Concert, and the KBB Music Festival, where the Carmel Orchestra was awarded Bronze - a fantastic achievement. Students also took part in the NCEA Performance Evening and contributed to several in-school events such as junior and senior prize giving.

A highlight of the year was the inaugural Music Awards Evening, which celebrated students' commitment, growth, and achievement in music. Additionally, Carmel had a strong presence at the Starlight Talent Showcase, with a number of students receiving awards and special recognition for their exceptional performances.

2024 was a landmark year for cultural engagement at Carmel College, marked by significant achievements that celebrated the rich diversity of our community. Culture and Language Weeks were once again a highlight, offering students the opportunity to showcase their heritage and providing the wider student body with meaningful ways to learn about and celebrate different cultures.

For the first time since 2020, Carmel proudly returned to Polyfest, with our Pasifika group performing on the Tongan stage. This was a milestone achievement for our small but vibrant Pasifika community and a testament to the dedication of our students and their fāmili throughout months of preparation.

Our Kapa Haka group has continued to flourish, dedicating countless hours to learning waiata and haka, deepening their connection to Te Ao Māori, and strengthening the spirit of whanaungatanga. They represented the school with pride and mana at key events including the Cultural Evening, Kāhui Ako Kapa Haka Showcase, and the Music Showcase, performing our school haka *Hine Taketake* and waiata.

Community engagement remained strong, with regular whānau hui, Māori and Pasifika lunches, and the popular Carmel–Rosmini Māori and Pasifika Sports Competition. A highlight of the year was the newly introduced Cultural Performance Evening, where students from Samoa, Tonga, China, Aotearoa, Korea, Serbia, the Philippines, and India showcased their cultural pride and talents, further enriching the cultural fabric of our school.

Extra curricular opportunities

Carmel College offers a number of co-curricular and extracurricular activities for our students to participate in. These provide opportunities for our students to expand their knowledge and skills, develop their passions in a supportive environment and form relationships and connections with others within the school, the wider catholic community, and from other schools. Alongside camps in years 8, 10 and 12, some examples of activities on offer in 2024 include theatresports, debating, legal mooting, book club, save club, human rights group, code club, crochet club, chess club, astronomy

club, photography club, k-pop club, culture club, astronomy club, book club, young vinnies, Spirit of Adventure, and the Faith Cafe.

PASTORAL SUPPORT

Student leadership

Student leadership is an area of strength at Carmel College. Our students see a diverse group of young women in leadership positions who serve as aspirational role models within our school on a daily basis. There are 28 senior student leadership positions attached to 16 different portfolios representing various aspects of school life. The student leadership team works diligently to create events and organise initiatives across the school year that are student led and remain relevant to students from all year levels.

Leadership opportunities are available not only in Year 13 but in the younger years too. In years 7-9 there are multiple opportunities within our Atawhai system, Service programme, and our learning and sporting programmes to take on responsibility and make a meaningful contribution to school life.

Throughout years 10-12 there are multiple opportunities to develop leadership skills through the many committees that are attached to student-led school events such as Coin Trail, Pink Day, Pink Shirt Day, Culture week, Mental Health awareness week and many more. Programmes such as the Tuakana-Teina programme, student to student GROWTH coaching, Peer Mediation and sports coaching provide further pathways to developing leadership skills such as resilience, conflict resolution, time management, collaboration and organisation.

Pastoral support programmes

Carmel College has a number of programmes available to support our students' health and well being.

We have a guidance counselling team of 3 trained counsellors and a guidance counsellor is available to students 5 days a week. Our counsellors are also involved in running social and emotional learning programmes both as the need arises and within our year- level well-being days.

Our Atawhai system of 6 House deans and 48 Atawhai teachers supports students' sense of belonging and connections within the school. 30 student Atawhai animators also help to support Atawhai teachers with activities and to build relationships between students, strengthening the positive culture of the pastoral care system.

Deans are available to help students navigate many academic, social and emotional challenges that students may have. They work alongside students to guide them through restorative practices which focus on building and maintaining positive, respectful relationships across the school.

A Tier 2 Referral team made up of key pastoral staff members meets fortnightly. The Tier 2 staff referral form uses key questions to develop a comprehensive understanding of challenges a student may face and for which they may need intervention allowing for a holistic approach to a student's wellbeing.

Student to Student GROWTH coaching takes place for our new Year 8-11 students and for students who might benefit from goal setting and developing self-management skills. These facilitated conversations support student engagement and participation both within and outside the classroom.

The Tuakana-Teina programme welcomes and integrates our new Year 7 students into Carmel College and the House system. It provides a programme based around our Carmel values. It also helps early identification of students who are struggling in order to support them as soon as possible.

Peer Mediation Training took place in Term 2. Year 11-13 Peer mediators have practised and developed their skill set in anticipation of a 2025 implementation focusing on supporting Year 7-8 to negotiate and resolve conflict.

The Travellers Programme in Year 9 Term 3, teaches young people skills to cope with change, loss and transition by building their resilience and life skills. It is an eight-week programme for selected students and is facilitated by our counsellors.

The many pastoral programmes operating at Carmel aim for a whole school approach to wellbeing that is preventative of nature and within which student needs are identified and responded to proactively and in a timely manner.

SPECIAL CHARACTER

Mercy Tradition continues to be at the heart of all that Carmel is. Not only is it evident in the retreats, Masses, Liturgies, Sacramental Program, and Service Program, but it also shines in the day to day activity in the classrooms, sports grounds, playground and the wider school community. In particular, the ongoing focus on wellbeing, respect and courage has been evident in many of the facets of College life, and School Management maintains a commitment to keep Mercy Tradition front and centre into 2025 and beyond.

Service Programme

The service programme is one of our key cross school programmes that give our students the opportunity to truly put the mercy tradition of service to others into practice. The number of students completing their service programme continues to grow each year with close to 600 students receiving their service badge in 2024.

Retreats

Religious retreats are a vital component of the Special Character programme at Carmel College, offering students meaningful opportunities for spiritual growth, reflection, and connection. In 2024, retreats were held across all year levels, each thoughtfully designed to reflect the students' stage of development in faith. NET Ministries (National Evangelisation Team) once again facilitated the engaging and inspiring Year 10 and 11 retreats.

Year 7 focused on introducing students to the Mass, Catholic prayers, Scripture, and the Mercy story.

Year 8 explored the significance of the Rosary and unpacked our school motto, *Mana Maria*.

Year 9 participated in a two-day retreat centred on the Mercy story in Aotearoa New Zealand, which included a hikoi to visit significant Catholic and Mercy sites around Auckland. This experience deepened students' understanding of their house founders and associated *kowhaiwhai* patterns.

Year 10 and 11 retreats were part of a two-day programme, with one day dedicated to wellbeing and study skills, and the other to retreat. Themes included "*Rewired – Authentic Relationships*" and "*Look Again – Encountering Jesus*."

Year 12 retreat was integrated into the Year 12 camp and centred on the theme of "*Journey*."

Year 13 students concluded their retreat experience with a final gathering at Marsden Bay Christian

Camp in One Tree Point, reflecting on what it means to live as Catholic Mercy women in the world today.

These retreats continue to play a powerful role in nurturing the spiritual lives of our students and strengthening the Catholic identity of our school.

Sacramental Programme

The Sacramental Programme remains a cornerstone of Carmel College's Special Character, offering students the opportunity to deepen their faith and actively participate in the life of the Church. In 2024, we were blessed to witness a record number of Year 7 students receive the Sacraments of Initiation, with 16 students baptised and 49 receiving their First Holy Communion and Confirmation. It was especially heartening to see the spirit of sisterhood and service alive within our community, as many Year 11 and 12 students volunteered to be Confirmation sponsors—walking alongside their younger peers and supporting them in their journey of faith and discipleship.

COMMUNITY ENGAGEMENT

Community engagement has been a feature of the 2024 year, with numerous events, shows and PTFA functions (culminating in the Christmas Market Day) all being well attended and supported. Some of the many events include our school Masses, Stations of the Cross liturgy, ANZAC day representation, awards evenings, open days, meet the teacher and report evenings, leavers dinners, cultural group dinners, sporting events and tournaments, and many music arts and culture showcase events.

School Roll

It is pleasing to report that the upward trend in roll numbers beginning in 2021 has continued. 2024 saw a 4% increase in student numbers from 2023, with 2 year levels completely full and as of February 2024 our roll numbered 1,038 residential students (64 of these being non-preference) which is 99% of our total capacity. Furthermore there is a waitlist of more than 60 non preference applicants across the year levels. We have an additional 40 international students from five countries.

Strategic Plan

2024 marked the launch of Carmel College's new Strategic Plan, setting a refreshed direction for the school's growth and development over the coming years. Built on extensive consultation with staff, students, whānau, and the wider community, the plan reflects our shared aspirations and values. This first year of implementation has seen a strong focus on embedding the plan's key priorities across all areas of school life—strengthening student well-being, enhancing teaching and learning, deepening our Catholic character, and building sustainable systems for the future. The Strategic Plan has already begun to guide decision-making and foster a renewed sense of purpose and alignment across the Carmel College community.

CHALLENGES

Curriculum

Ongoing changes to NCEA—particularly Level 1—alongside curriculum updates for Years 7–10 and the introduction of new Common Assessment Activities in literacy and numeracy, have created a

backdrop of uncertainty and disruption. The Principal and SLT have responded with professionalism and a solutions-focused approach, and academic standards have been maintained despite these challenges, which is a credit to both staff and students (see NCEA results in section 7).

Further challenges lie ahead with continued curriculum rewrites, tight implementation timeframes, and concerns around the adequacy of resources and professional development. The introduction of structured literacy and numeracy—requiring set hours for reading, writing, and maths in Years 7 and 8—has also raised concerns around flexibility for diverse learners and readiness of support materials. While numeracy resources are expected in 2025, questions remain about the timeliness and sufficiency of support for effective implementation.

Staffing

While staff turnover at Carmel College remains low, we are not immune to the nationwide teacher shortage and the impact of an ageing workforce. With several teachers approaching retirement—particularly in the Year 7/8 team and secondary specialist subjects—staffing challenges are expected to grow. Filling tagged roles is also becoming increasingly difficult. Retaining our current staff and attracting high-quality new teachers is a key priority, and we are actively exploring strategies to ensure our students continue to receive rich, well-rounded learning across all curriculum areas.

Student mental health

As is the case across the motu, student mental health and wellbeing is an increasing concern at Carmel College. We are seeing a growing number of students struggling, often with more complex needs and at younger ages. Balancing our core focus on teaching and learning with the responsibility of supporting student wellbeing presents ongoing challenges. Limited resources and the impact of complex social situations are making it harder for some students to reach their full potential. While we are prioritising this area, it's important to acknowledge the significant pressures schools are facing in meeting these needs.

List of all school board members

Board members	Date that the board member's term finishes
Julie Scott	2025
Jo Redfern-Hardisty	2025
Michael Chinnery	2025
Kerry Jones	2025
Stuart Houlston	Proprietors rep
Andrew Blewden	2025
Chelsea Brown	2023/24 Student rep
Sophie Nehemia	2024/25 Student rep
Catherine Mackisack	2025 Staff rep
Tiana Mioceovich	Proprietors rep
Bernadette Stockman	Proprietors rep
Pravina Singh	Proprietors rep
Sarah Kemble	Principal

Statement of variance: progress against targets - 2024-2026 Strategic Framework



CARMEL COLLEGE

Strategic Framework 2024-2026

Our vision

Empowering young women through a Catholic education in the Mercy tradition to pursue personal excellence and to challenge and shape the future.

Motto

Mana Maria 'Mary as our Guide'.

Respect • Whakaute

We show respect when we: affirm the dignity of each person; celebrate the uniqueness of individuals; and care for Creation.

Strategic Goals

A culture of respect in which:

- 1 Every learner, staff member, and member of the school community respects themselves, each other, and their environment.
- 2 Mutually respectful relationships are established and sustained between students, teachers, school leadership, other staff, the board and whānau to foster inclusion and acceptance.

Confidence • Whakamanawa

Carmel College learners are confident, resilient, adaptable challenge seekers who are empowered to try new things.

Strategic Goals

A school culture that:

- 3 Supports every learner to embrace challenges and develop resilience, including overcoming the fear of failure.
- 4 Sets high expectations for every student and supports them to achieve their goals and strive for personal excellence.

Catholic Character

The Catholic character and Mercy Charism are central to all that we do.

Carmel College Catholic character is understood by the community and its influence can be seen at our school.

Learning & Teaching

All learners are engaging in quality learning and teaching to achieve personal excellence and be learners for life.

Every student is supported to engage in learning to allow them to strive for personal success in the classroom.

Te Tiriti o Waitangi

As a Crown partner, we are committed to honouring Te Tiriti o Waitangi and incorporating Te Ao Māori across our school.

Carmel College honours Te Tiriti o Waitangi in every governance and operational decision made, including how Te Ao Māori is incorporated across the school.

Belonging • Whanaungatanga

Fostering a sense of belonging at Carmel College within which all ākonga, staff and whānau feel included, accepted and safe.

Strategic Goals

At Carmel College:

- 5 Students' sense of belonging is fostered through an engaging, cohesive, purposeful atawhai system within which every learner is safe, feels accepted and has opportunities to connect with other learners.
- 6 Learners have access to a wide range of opportunities, including subject choices, service in the community, extracurricular opportunities, and inter school activities, to support every ākonga to find their place at our school and beyond.

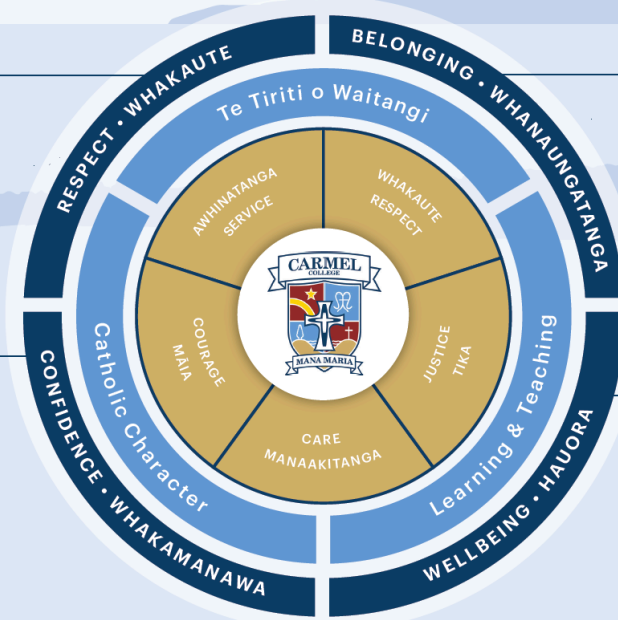
Wellbeing • Hauora

All ākonga and staff are valued as individuals and supported to be engaged learners who achieve their personal best.

Strategic Goals

A school environment where:

- 7 Ākonga and staff wellbeing is supported through pastoral support systems, education programmes and meeting individuals' needs.
- 8 Every learner's growth and success is recognised and celebrated.



Annual report: Summary of implementation and progress towards targets

Goals	Targets	Actions	What did we achieve? Reasons for differences	Where to next?
Respect Whakaute <i>We show respect when we: affirm the dignity of each person; celebrate the uniqueness of individuals; and care for Creation.</i>	<ul style="list-style-type: none"> Review completed on defining respectful relationships, including consideration of where it's taught, communication and messaging Environment enhancement plan in place to encourage environmental awareness and support sustainable practices 	<ol style="list-style-type: none"> Review of current Respect Matrix which is used with students and staff Restorative practice highlighted to staff, students and our community as an explicit method of how we communicate respectfully Environment enhancement projects- community garden 	<ol style="list-style-type: none"> Review of Respect Matrix complete and new wall displays created that are consistent and clear to read. Restorative practice PLD provided to all staff with focussed PLD for new staff. Due to the changing nature of staff this will be included in the 2025 implementation plan to continue the upskilling and embedding of restorative practices. Te māra āwhina (school garden) established. This will be included in 2025 annual and implementation plan to assist in creating sustainability of the garden. 	<ol style="list-style-type: none"> Refinement of the common understanding and use of the Respect Matrix and restorative practice across all stakeholders Te māra āwhina (school garden) development to continue; Implementation of a cohesive recycling programme; Enhancement of outdoor learning areas to ensure staff & students have a clear understanding of environmental practices at Carmel College within the Catholic context of care for creation (CC Value Respect)

<p>Belonging Whanaungatanga</p> <p><i>Fostering a sense of belonging at Carmel College within which all ākonga, staff and whānau feel included, accepted and safe.</i></p>	<ul style="list-style-type: none"> • Review of Atawhai system completed • Create opportunities for all students to have a sense of belonging. • Strengthening connections with the wider Catholic Community 	<ol style="list-style-type: none"> 1. Review timetable 2. Review atawhai systems 3. Targeted focus groups: <ul style="list-style-type: none"> - Māori- students, te reo and matauranga Māori - Pacific - Neurodiverse - Catholic connections, including Mercy 	<ol style="list-style-type: none"> 1. Partial review of timetable and tweaks made to existing timetable for 2025. In light of curriculum changes and the decision to not assess NCEA Level 1, further changes to the wider structure of the timetable were not fully explored. 2. Partial review was done, however due to no changes being made to the timetable structure and attendance being highlighted as an area of improvement this restricted the exploration of review to the atawhai system. 3. Targeted focus groups <ul style="list-style-type: none"> • Māori: Students: opportunities for students to engage in te reo increased during school wide events (Mass, assembly), Yr 11 cross curricular links with Religious Education and Health, which sees the year group make connections with Te Kamaka, has become embedded in the courses. PLD opportunities for staff continue and the establishment of Poutama Reo as a language initiative has developed and is ready for implementation in 2025 with senior students and staff 	<ol style="list-style-type: none"> 1. Timetable restructure to allow for development of Atawhai 3. Targeted focus groups <ul style="list-style-type: none"> • Māori: Students: continue into 2025 to embed the initiatives that have occurred. Focus on Poutama Reo for senior students and staff, along with the development of Māori student role models through leadership structures • Pacific: Students: Greater engagement of Pacific students in the wider life of Carmel through developing Pacific student role models through leadership structures. Monitoring Pacific student engagement and progress to be a focus
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			<ul style="list-style-type: none"> • Pacific: Students: increase in opportunities for students to attend conferences and courses (eg PILOT). SLT member meet regularly with students to check in on their progress along with identifying goals and aims for 2025. • Neurodiverse students: PLD by external facilitators provided for all staff along with in house PLD. There has been a focus on support for students, particularly with SAC, and within the tweaks of the timetable provisions made to support learners, particularly in literacy and numeracy • Catholic connections, including Mercy: Number of staff attended the NZCEO Catholic convention, student Mercy leadership opportunity at Villa Maria and a SLT member attended the pilgrimage to Ireland. 	
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<p>Wellbeing Hauora</p> <p><i>All ākonga and staff are valued as individuals and supported to be engaged learners who achieve their personal best.</i></p>	<ul style="list-style-type: none"> • A shared understanding of student and staff wellbeing has been established, with a plan developed for next steps • Review completed for how student success is recognised and celebrated, with a plan developed for next steps 	<ol style="list-style-type: none"> 1. Wellbeing data to review and develop plan from 2. Community music 3. Cultural showcases 	<p>1. Baseline data collected: NZCER and ICGS 'Challenge Success' survey completed. Data shared with the Board and staff. Orah implemented in Year 7 and 8, and a peer mediation initiative was established. As the data and initiatives have just been collected and started this work will continue into 2025. In line with this will be a review as to how students' success is recognised and celebrated across the school- academic, sports, art and cultural achievements, including students reaching their personal best.</p> <p>2. Music at Carmel showcased on a number and variety stages with the finale being an awards evening that solely recognised and acknowledged student success and progress in Music. These events will be secured in the school calendar moving forward.</p> <p>3. Community cultural showcases: Cultural week and the cultural concert was a huge success. The kapa haka students also performed at the Kahui Ako kapa haka festival. Year 10 Te Reo students held an evening performance for parents and whānau which was very well attended.</p>	<p>1. Develop a framework to support students and staff to achieve their personal best.</p> <p>Review how students success is recognised and celebrated across the school- academic, sports, art and cultural achievements, including students reaching their personal best</p>
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<p>Confidence Whakamanawa</p> <p><i>Carmel College learners are confident, resilient, adaptable risk takers who are empowered to try new things.</i></p>	<ul style="list-style-type: none"> • A collective responsibility approach implemented to provide cohesive well-rounded support for individual learners • A framework in place for staff that supports sustainable growth & development, and consistent teaching & learning across the school 	<ol style="list-style-type: none"> 1. Continued UDL framework development and implementation 2. Leadership framework and development for students 3. Leadership framework and development for staff 4. Staff: opportunities for growth to optimise sustainability 	<ol style="list-style-type: none"> 1. PLD opportunities provided along with time for teachers to share best practice. Work to continue into 2025, with a lens on identifying effective ways to support students who require multi tiered systems of support. 2. New student lead initiatives developed and incorporated into student leadership portfolios. Two SLT members presented at the ICGS symposium at Westlake Girls in September on student leadership, which is very positive. Further development is required for junior students with regards to making links between existing programmes ie. tuakana teina and growth coaching. 3/4. Staff opportunities for growth to optimise sustainability through a staff study and sabbatical awards established. This was well received and a total of eight staff submitted applications, with three sabbaticals being awarded. No study awards were applied for, potential sign of staff workload. 4. Four trainee teachers through ASTTP, two funded through the Ministry of Education, two funded by the BOT. All trainees are in subject areas of growth/ replacement through attrition. 	<ol style="list-style-type: none"> 1. Continued promotion of inclusion through the use of the UDL Framework. Due to new staff, PLD to focus on teaching approaches of targeted support for new teachers Identification of Multi Tiered Systems of Support (MTSS) for students that are identified as needing additional assistance to learn 2. Refine student leadership framework for students in Year 7-13 3. Whilst staff recognition valued and very important, and will continue to be offered and supported, there is a need to develop a framework to establish leadership development pathways, and identify staff for targeted leadership growth opportunities to grow sustainability in curriculum and pastoral care 4. Target future staff in areas of identified shortage eg Religious Education. To consider student trainees through ASTTP/ Waikato University Teacher Trainee programme, and The Teacher Institute
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<p>Catholic Character</p> <p><i>The Carmel College Catholic Character is understood by our community and visible in all that we do.</i></p>	<ul style="list-style-type: none"> Continue to provide and promote Catholic Character opportunities Demonstration of Mercy values in the community 	<ol style="list-style-type: none"> Promotion of service programme in whole community Catholic and Mercy opportunities 	<ol style="list-style-type: none"> Level of awareness & participation among students high. Data collected and reported to staff and Board. Evident that staff actions of keeping awareness high through repeated reminders/discussion esp Atawhai important. Catholic connections, including Mercy: Number of staff attended the NZCEO Catholic convention, student Mercy leadership opportunity at Villa Maria and a SLT member attended the pilgrimage to Ireland. 	<ol style="list-style-type: none"> Continuing to develop opportunities for students and staff to experience spiritual growth (Dimension 1: Te Tūtaki ki a Te Karaiti-Encounter with Christ) Recruitment and retention of Religious Education teachers (Dimension 4: Safeguarding and Strengthening Catholic Character – Te Kaitiakitanga me te Whakapakari I te Tuakiri Katorika)
<p>Learning and Teaching</p> <p><i>All learners are engaging in quality learning and teaching to achieve personal excellence and be learners for life.</i></p>	<ul style="list-style-type: none"> Year 7-10 curriculum alignment - establish a learning pathway to ensure a consistent and strategic approach to learning outcomes NCEA/ Literacy and numeracy co-requisite readiness tracking 	<ol style="list-style-type: none"> Review and map learning Tracking of literacy and numeracy readiness 	<ol style="list-style-type: none"> Teacher Only Days saw depts have time to continue development in this area. The review and mapping of learning has continued however requires further development in light of government curriculum priorities and roll outs of the refreshed curriculum being changed. Longitudinal data sets on readiness are being established and added to with easTTle and CAA data being included and analysed. 	<ol style="list-style-type: none"> Review the structure of the Year 7-10 programme. Inclusion of UDL in alignment with NZC refreshment guidelines in unit planning. Develop a consistent, collective approach to literacy teaching-Writers Toolbox diagnostic testing for Year 9 to be trailed Develop a consistent, collective approach to numeracy teaching

<p>Te Tiriti o Waitangi</p> <p><i>As a Crown partner, we are committed to honouring Te Tiriti o Waitangi and incorporating Te Ao Māori across our school.</i></p>	<ul style="list-style-type: none"> Continued cultural competency understanding through professional development 	<ol style="list-style-type: none"> Professional development as a whole community, staff and individually Curriculum programmes encompass Te Ao Māori 	<ol style="list-style-type: none"> Whole staff PLD opportunities and development of Poutama Reo language initiative developed. School wide approach with Mihi whakatāu: start of year welcome to new students and families. Year level curriculum programmes, Year 11, Te Ao Māori at Te Kamaka marae, which sees cross curricular links with RE, Māori and PE/ Health. 	<ol style="list-style-type: none"> Continued cultural competency understanding through professional development, done as a collective and individually Increase confidence and proficiency among staff of Te Reo through the Poutama Reo language initiative Curriculum programmes that integrate mātauranga Māori
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Evaluation and analysis of the school's students' progress and achievement

YEAR 7- 10 LEARNING PROGRESS: BoT REPORT (EoY 2024)

What is e-asTTle?

e-asTTle is an online assessment tool, developed to assess students' achievement and progress in reading, mathematics, writing. The reading and mathematics assessments have been developed primarily for students in years 5–10, but because they test NZ curriculum levels 2–6 they can be used for students in lower and higher year levels. The e-asTTle writing tool has been developed for the assessment of students in years 1–10.

How is e-asTTle used at Carmel?

Since the beginning of 2019 all Year 7-10 students completed e-asTTle assessments in Maths and Reading. Students usually complete these tests at the beginning of the year and the end of the year.

In Maths they look at 2 assessments covering the NC strands of Number & Algebra and Measurement and Geometry. In English they do Reading assessments covering different elements of the English curriculum. In years 9 and 10 they do two different reading tests and the scores are averaged.

In the early years of this data collection, some teething issues meant that not all students were assessed correctly and further PD was provided to help ensure the correct assessments were given to each individual student.

We had no reported issues with the collection of data in 2024. This data was collected between weeks 6 & 9 of term 1 (later than normal), and the end-of-year data was collected in weeks 3 to 5 of term 4.

Curriculum Progress Indicators for Profiling of Students

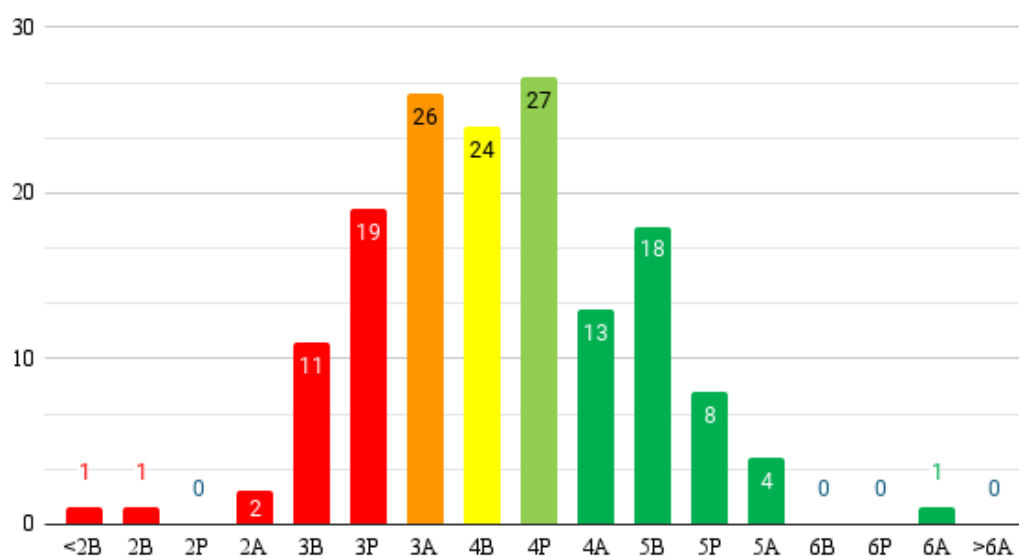
The following table shows the expected curriculum levels for students to be on track to engage with NCEA in Year 11. The colours in the table have been used in the graphs that follow to clearly identify where students should be working at each year level. Because the data was gathered at the beginning of the year the students have been measured against the 'end of year' expectations eg Year 7 2024 is measured against the expectation for students at the end of year 6.

The NZC framework is designed so that students are expected to make progress of, on average, 1 curriculum level every 2 years under the current framework. *NB there were some overlaps in the old version of this table. This has been corrected in this document.*

B = Beginning P = Proficient A = Advanced	Year 6 (EOY)	Year 7 (EOY)	Year 8 (EOY)	Year 9 (EOY)	Year 10 (EOY)	Implications for NCEA Year 11
Working Well above	4P +	4A +	5P +	5A +	6P +	
Working Above	4B	4P	5B	5P	6B	
By the end of the year students should have...	Mastered Level 3 3P - 3A	4B	Mastered Level 4 4P - 4A	5B	Mastered Level 5 5P -5A	Able to work at NZC Level 6 And will be able to engage in NCEA
Working Below (1 year)	3B	3A	4B	4A	5B	Learning support is needed. Acceleration intervention required. Individuals to be monitored.
Working Well below (2 year)	2	3P or less	3A or less	4P or less	4A or less	Individual Learning Plan needed.

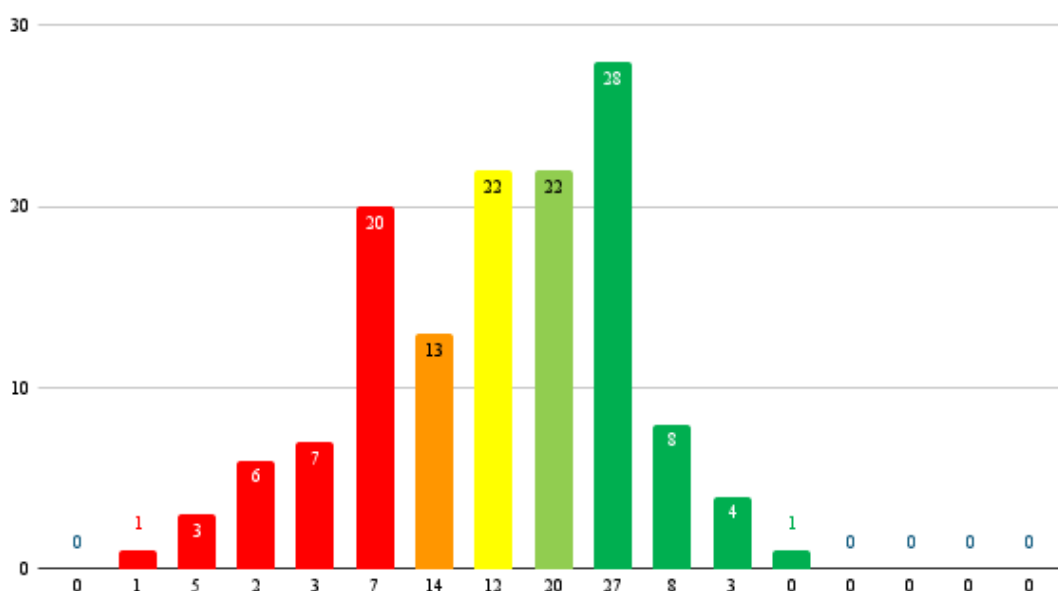
Year 7 2024 End of Year data

End of Year 7 Number and Algebra



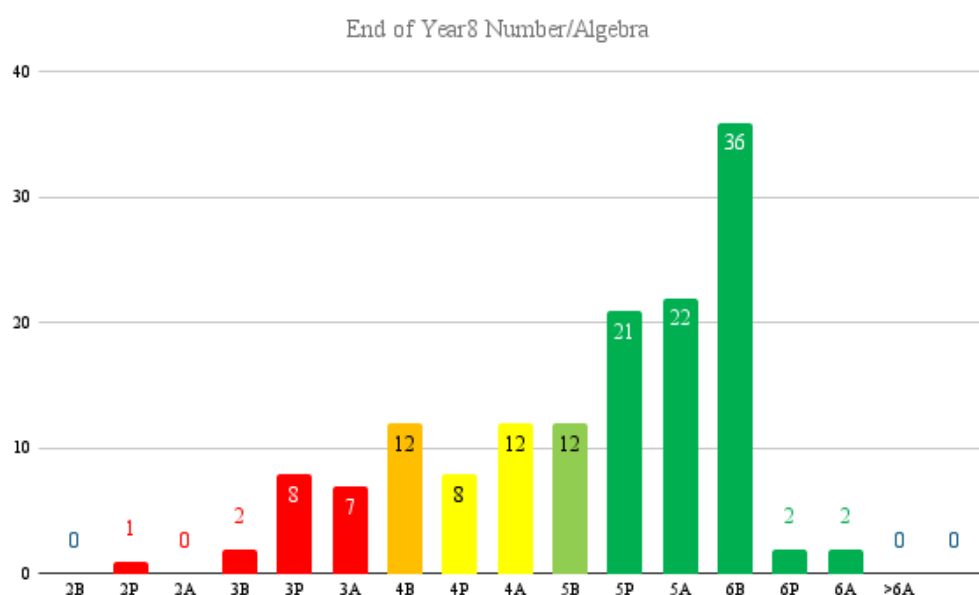
Maths Comment: Most students (95) end the year At standard or better. 26 students are working 1 year Below where they are expected to be and a further 34 Well below. On average the students went up by 0.51 of a curriculum level in Year 7 which is more than the expected 0.5.

End of Year 7 Reading

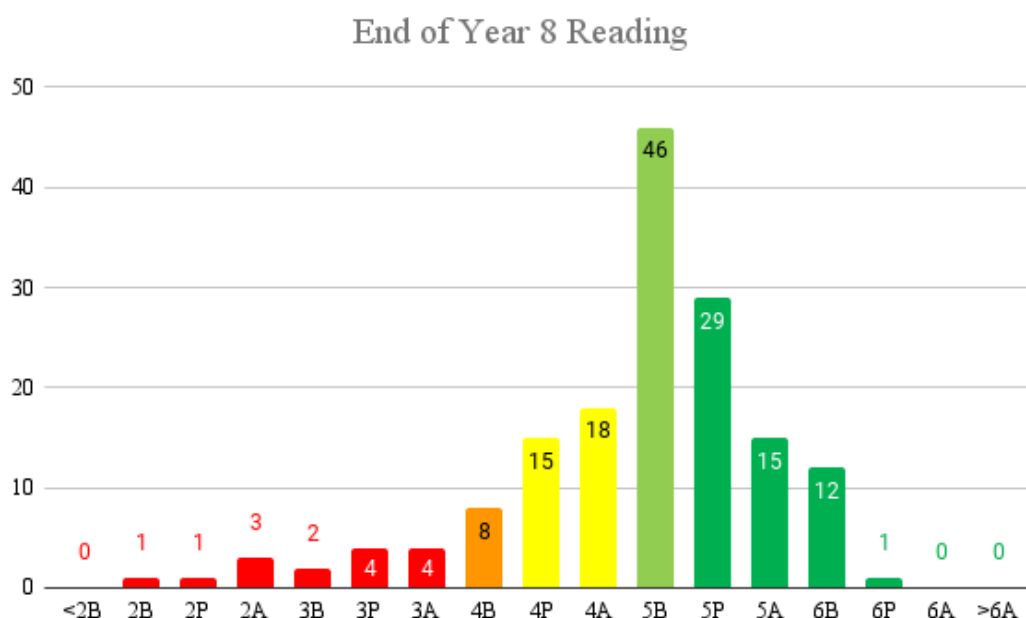


Reading Comment: Most students (70) end the year At standard or better. 14 students are working 1 year Below where they are expected to be and a further 18 Well below. The average student made an increase of 0.36 of a curriculum level which is less than the expected 0.5.

Year 8 2024 End of Year data

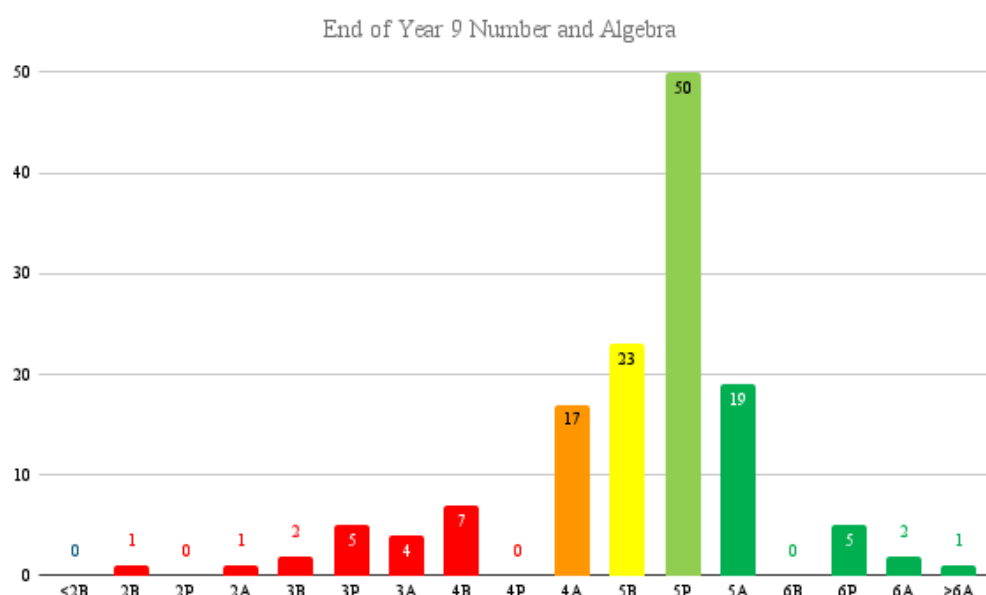


Maths Comment: The average student went up 0.29 of a Curriculum level in Year 8, which is just over half the expected improvement of 0.5 of a Curriculum level. Many students (30) are Well Below, this has been reduced slightly since the start of the year (31). Most of students (107) are at the expected level or better with a large number (83) at Above or Well above.

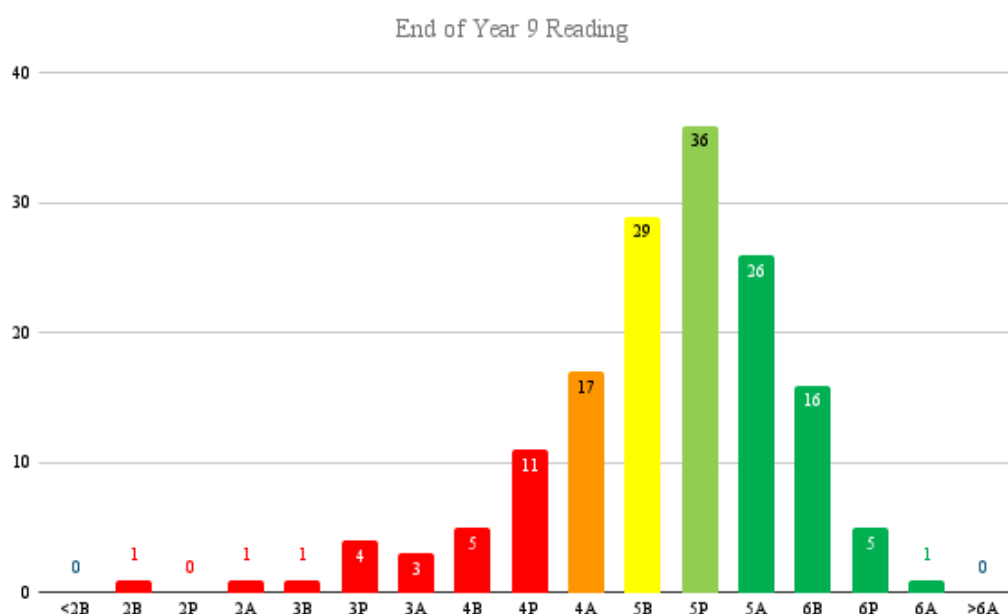


Reading Comment: The average student's reading increased by just over 0.24 of a Curriculum level which is half the expected improvement. The majority of students (136) have reached the expected level for the end of Year 8 (mastered level 4) and a number (57) are working two years or more above that expected curriculum level. There is a number who are working one year below (8) and another group (15) who are working two years or more below the expected level.

Year 9 2024 End of Year data



Maths Comment: The average student went up just under a 0.30 of a Curriculum level in the year in 2024. This is just over half the expected improvement of 0.5. The majority of students (117) are working at, above or well above the expected curriculum level and a large number (100) are working at Above or Well Above. At the same time, a number (7) are still working one year below or two or more years below (13) the expected level.

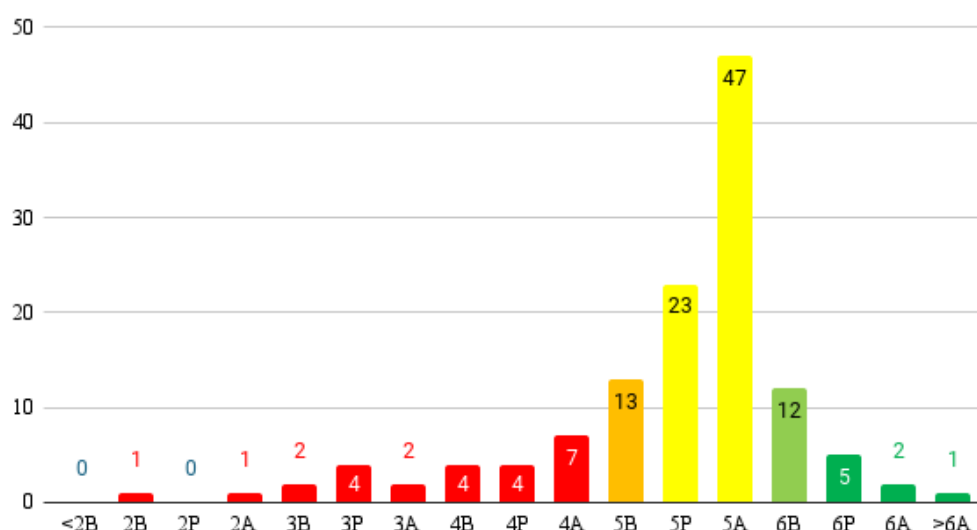


Reading Comment:

Comparing the reading scores from the beginning and end of 2024 the average student improved by just over 1/5 of a curriculum level during Year 9, this is much less than expected. The majority of students (141) are working at, above or well above the expected curriculum level and a large number (113) are working at Above or Well Above. 5 Students are operating 1 year Below the expected level while 10 are Well Below.

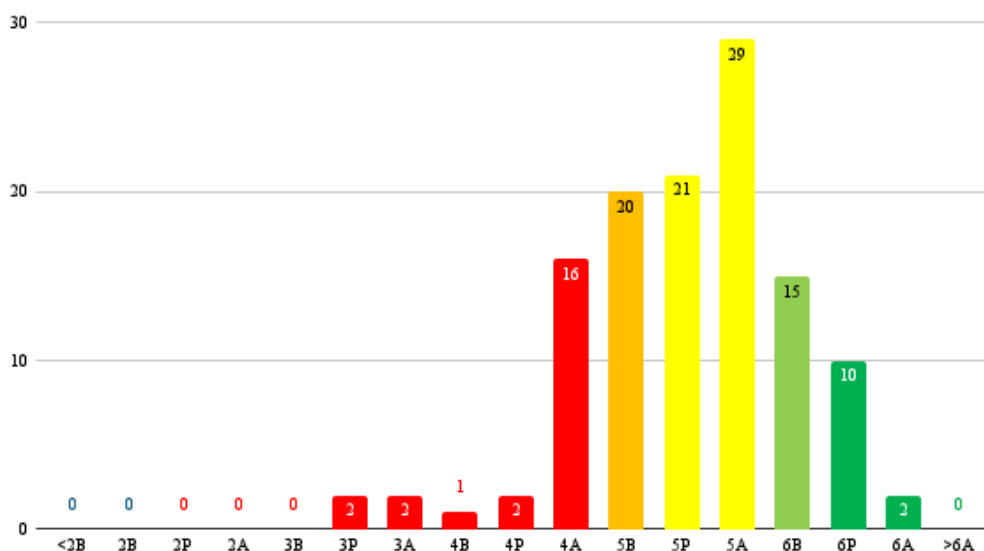
Year 10 2024 End of Year data

End of Year 10 Number and Algebra



Maths Comment: The average student made -0.1 of a Curriculum level progress in 2024. This we believe is due to the adaptive tests, but is less than the 0.5 expected improvement. The majority of students (90) are working at or above the level expected for the end of Year 10 and some (20) are working above the level for Year 10 (mastered level 5). There are still a number of students (13) who are working below the required level and (25) students are well below (this number has been reduced during 2024), of which 9 have not reached Level 4.

End of Year 10 Reading



Reading Comment: The average year 10 went up 10% of a Curriculum level during 2024, this is much less than expected. The majority of students (97) are working at or above the level expected for the end of Year 10 (mastered level 5). There are still some students (20) who are working one year below the expected level for the beginning of Year 10 with (23) working two or more years below. Only 18 students scored lower than they did at the beginning of Year 10.

Literacy and numeracy NCEA Corequisite: Common Assessment Activities (CAAs)

Year 10 students attempted the CAAs in September, 2024. Of the students who sat the assessment:

- 75.2% achieved numeracy
- 92.4% achieved the reading component of literacy
- 90.1% achieved the writing component of literacy.

50 students are yet to achieve the corequisites;

- 13 require all three (Note: 8 students did not attempt any of the CAAs)
- 10 require two out of the three
- 27 requires one of the components.

Intensive numeracy support classes were offered to 35 students in Year 10.

- 32 of the 35 students sat the numeracy CAA
- 8 students achieved
 - These were all students who had been identified as being very unlikely to pass based on previous data collected via e-asTTle. This must be viewed as a positive outcome.

Comparison to Year 10, 2023's

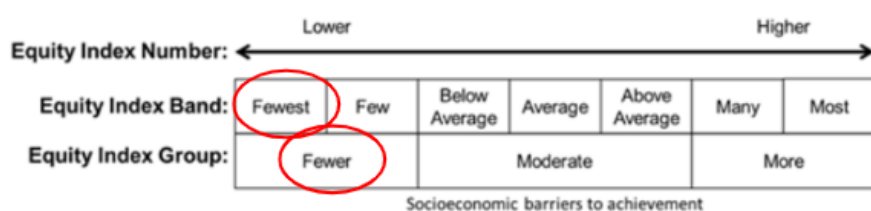
This time last year we had the same number that needed the corequisites with 50 students having not passed and then 5 new students joining Year 11.

Currently, 34 students have achieved all three corequisites. Of those yet to achieve the corequisites 12 students require one component, 5 students require two and 4 students require all three.

Students can also gain the corequisite through achievement standards. Currently in Year 11 three students have not gained the corequisite via achievement standards in literacy with two of the three of them having the option of getting the required credits in the November NCEA exams.

We have 8 students who have not gained the corequisite via achievement standards in numeracy. Five students will be able to get the required credits in the November NCEA exams. One student will be able to gain the required credits during the year in 2025 while doing NCEA standards in their mathematics course. One student will have an IEP through SENCO, and one student requires a plan for how they will meet this requirement.

Equity Index (EQI)



In 2023 the decile system was replaced by the equity index.

NCEA results have been reported according to EQI band and group:

- EQI Bands:
Each EQI Band contains around the same number of schools
- Equity Index Groups:
There are three groups of schools formed by collapsing the seven Equity Index Bands.
The two end Equity Index Groups contain the two Equity Index Bands from each end of the EQI scale, and the middle group contains the middle three Equity Index Bands.

Carmel College 'fits' into the equity index band of 'fewest', and the equity index group, 'fewer'.

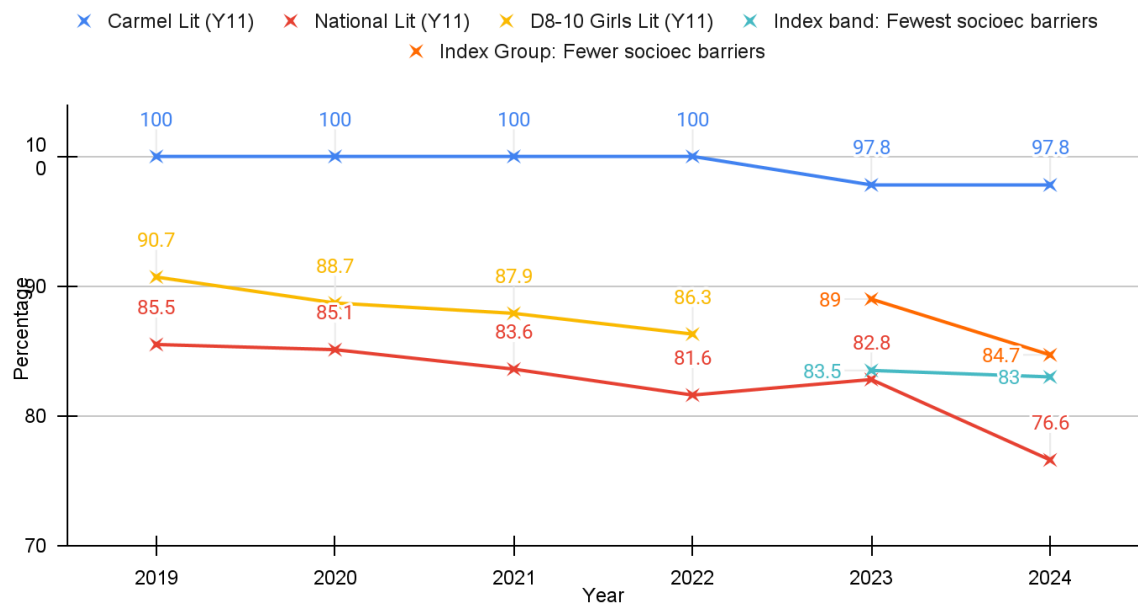
Level 1 NCEA results for 2024

Background factors to consider when analysing cohort's NCEA results:

- 10 students did not achieve NCEA Level 1
 - 1 student was under dual enrolment with Northern Health School
 - 1 students was under dual enrolment with Marist Alternative Education
 - 1 student was on an international exchange
 - 1 student left in June
 - 2 students have IEP for learning support and are yet to achieve the literacy and numeracy corequisite
 - 3 are yet to achieve the numeracy corequisite
 - 1 student had significant attendance issues

	2019	2020	2021	2022	2023	2024
Carmel Lit (Y11)	100	100	100	100	97.8	97.8
National Lit (Y11)	85.5	85.1	83.6	81.6	82.8	76.6
D8-10 Girls Lit (Y11)	90.7	88.7	87.9	86.3		
Index band: Fewest socioec barriers					83.5	83
Index Group: Fewer socioec barriers					89	84.7

Literacy percentage pass rates 2019-2024

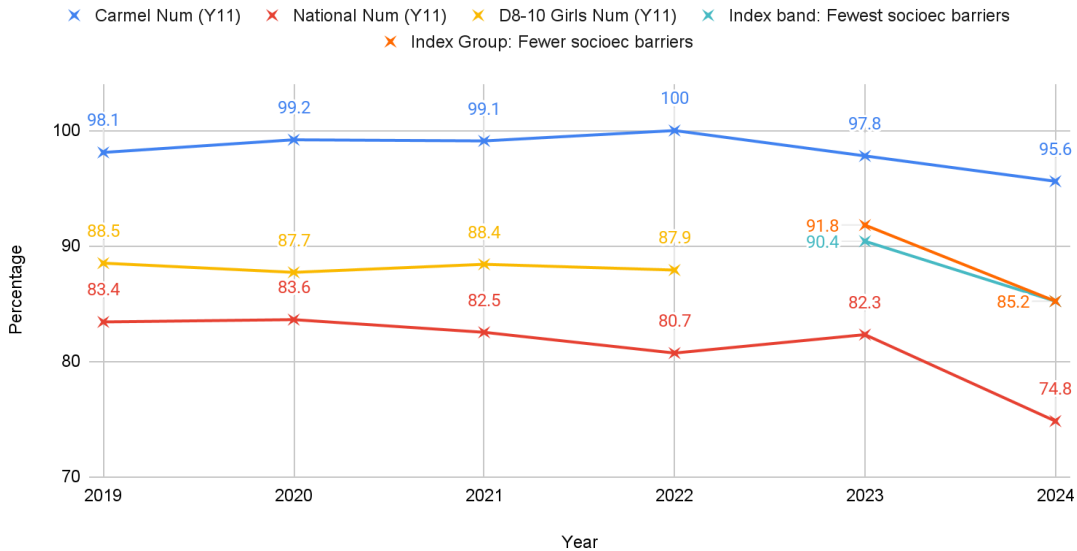


Literacy: Carmel has continued to sustain very high levels of literacy attainment at Level 1. Although there has been a slight decrease from the consistent 100% pass rate in earlier years, this marks the eighth consecutive year that literacy results have remained above 97%.

Despite the recent dip, 2024 literacy rate remains significantly above national outcomes by 21.2 percentage points. While the national average saw a decrease of 6.2% from the previous year, Carmel maintained its strong performance. Additionally, Carmel’s results are well above those in comparable equity index bands—exceeding the "Fewest socioeconomic barriers" group by 14.8%, and the "Fewer barriers" group by 13.1%.

	2019	2020	2021	2022	2023	2024
Carmel Num (Y11)	98.1	99.2	99.1	100	97.8	95.6
National Num (Y11)	83.4	83.6	82.5	80.7	82.3	74.8
D8-10 Girls Num (Y11)	88.5	87.7	88.4	87.9		
Index band: Fewest socioec barriers					90.4	85.2
Index Group: Fewer socioec barriers					91.8	85.2

Numeracy percentage pass rates 2019-2024



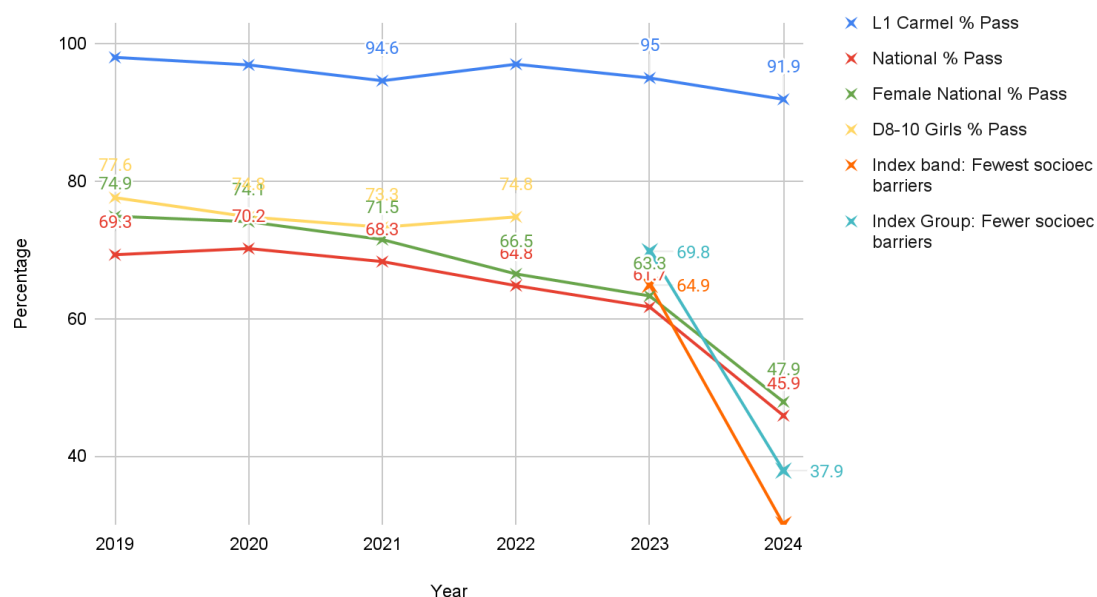
Numeracy: Results have consistently demonstrated high levels of numeracy attainment at Level 1 over the past six years. Although there has been a gradual decline from the peak of 100% in 2022, the 2024 result of 95.6% marks the sixth consecutive year that numeracy outcomes have remained above 95%.

While numeracy rates have dipped slightly in the last two years, the school continues to outperform national results by a substantial margin—20.8 percentage points above the national average in 2024. In contrast to Carmel’s strong showing, national Year 11 numeracy rates have declined by 7.5% since 2023, reflecting a wider downward trend across the country.

The 2024 results were 10.4% higher than those in the “Fewest socioeconomic barriers” index band, and 10.4% above those in the “Fewer barriers” group.

	2019	2020	2021	2022	2023	2024
L1 Carmel % Pass	98	96.9	94.6	97	95	91.9
National % Pass	69.3	70.2	68.3	64.8	61.7	45.9
Female National % Pass	74.9	74.1	71.5	66.5	63.3	47.9
D8-10 Girls % Pass	77.6	74.8	73.3	74.8		
Index band: Fewest socioec barriers					64.9	30.1
Index Group: Fewer socioec barriers					69.8	37.9

NCEA Level 1 Percentage Pass Rate, 2019-2024



Level 1: Pass rates over the past six years have remained strong, consistently outperforming national averages. Although there has been a gradual decline- from 98% in 2019 to 91.9% in 2024- results have remained well above national figures.

Nationally, Level 1 pass rates have seen a sharp decline, falling sharply from 69.3% in 2019 to just 45.9% in 2024, a total drop of 23.4 percentage points. This decline is also reflected in the national female cohort, whose pass rate decreased from 74.9% to 47.9% over the same period. The likely explanation is because more schools are no longer assessing NCEA Level 1.

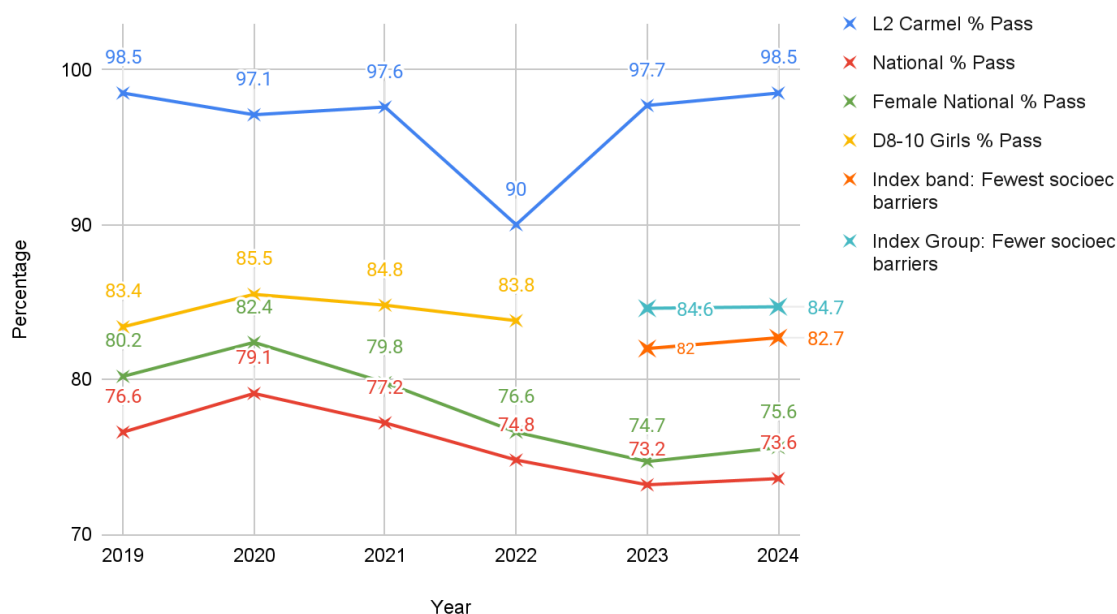
Level 2 NCEA results for 2024

Background factors to consider when analysing cohort's NCEA results:

- 2 students did not achieve NCEA Level 2
 - 1 student left in April
 - 1 student had significant attendance issues

	2019	2020	2021	2022	2023	2024
L2 Carmel % Pass	98.5	97.1	97.6	90	97.7	98.5
National % Pass	76.6	79.1	77.2	74.8	73.2	73.6
Female National % Pass	80.2	82.4	79.8	76.6	74.7	75.6
D8-10 Girls % Pass	83.4	85.5	84.8	83.8		
Index band: Fewest socioec barriers					82	82.7
Index Group: Fewer socioec barriers					84.6	84.7

NCEA Level 2 Percentage Pass Rate, 2019-2024



Level 2: Results have continued to demonstrate consistently high levels of success at Level 2 over the past six years. With results ranging from 90% to 98.5%, the school has maintained a strong standard of achievement. After a dip to 90% in 2022, there has been a full recovery, with 98.5% of students achieving Level 2 in 2024—matching the school's highest recorded result from 2019.

In contrast, national Level 2 attainment has remained significantly lower and relatively flat over the same period, moving from 76.6% in 2019 to 73.6% in 2024. Similarly, the national female cohort saw a modest decline from 80.2% to 75.6%. Carmel's results consistently outperform these groups by wide margins: in 2024, Carmel is 24.9 percentage points higher than the national average and 22.9 points above the national female average.

Level 3 NCEA results for 2024

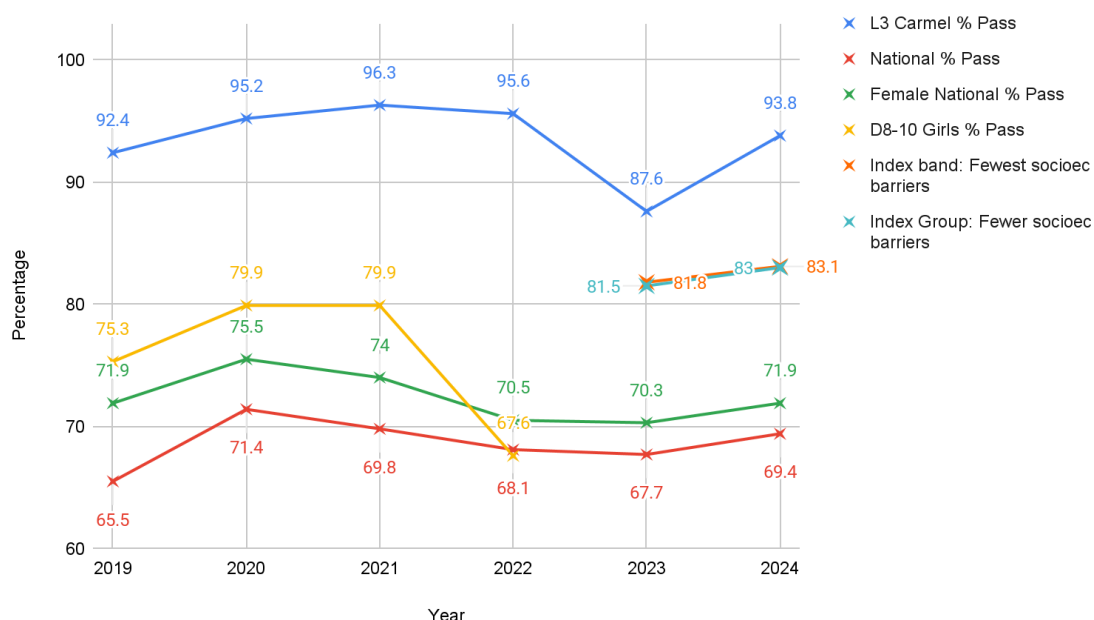
Background factors to consider when analysing cohort's NCEA results:

- 8 students did not achieve NCEA Level 3
 - 1 student left in June
 - 4 students did not sit all of their external assessments, and none of them achieved the three internal Religious Education standards
 - 3 were on the at risk list with attendance under 60%, and none of them achieved the three internal Religious Education standards

	2019	2020	2021	2022	2023	2024
L3 Carmel % Pass	92.4	95.2	96.3	95.6	87.6	93.8
National % Pass	65.5	71.4	69.8	68.1	67.7	69.4
Female National % Pass	71.9	75.5	74	70.5	70.3	71.9
D8-10 Girls % Pass	75.3	79.9	79.9	67.6		

Index band: Fewest socioec barriers					81.8	83.1
Index Group: Fewer socioec barriers					81.5	83

NCEA Level 3 Percentage Pass Rate, 2019-2024



Level 3: Achievement rates at Level 3 have remained strong, with performance well above national averages across the past six years. After a minor decline in 2023 to 87.6%, results have rebounded in 2024 to 93.8%.

From 2019 to 2024, Carmel's Level 3 pass rates have ranged between 87.6% and 96.3%, demonstrating sustained high achievement. This stands in stark contrast to national Level 3 outcomes, which have remained significantly lower and relatively static—rising only slightly from 65.5% in 2019 to 69.4% in 2024.

	2019	2020	2021	2022	2023	2024
Carmel UE	87.9	87.2	92.6	88.6	81.9	88.5
National % Pass	46.8	51.7	50.3	50.3	49.7	50.6
Female National % Pass	55.8	59.6	57.7	55.3	54.9	56.1
D8-10 Girls % Pass	62.4	68	66.9	67.6		
Index band: Fewest socioec barriers					74.2	75
Index Group: Fewer socioec barriers					70.6	71.7

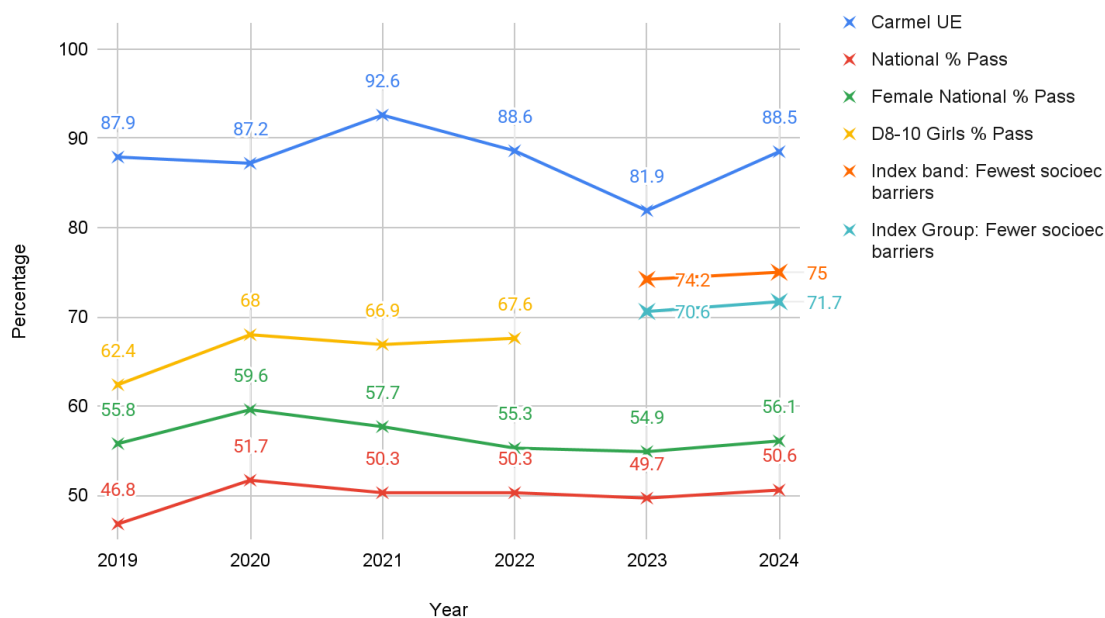
The 16 students that did not gain UE:

- 8 did gain NCEA Level 3. However;
 - 1 did not have a course that supported UE
 - 7 did not get 14 in each of their 3 approved subjects. All did not sit all externals

- available, and all did not get the 18 credits available in Religious Education
- The remaining 8 students could not gain UE as they did not achieve NCEA Level 3 for reasons noted above.

Note: Although not reflected in the final results, four students enrolled in Te Kura summer school at the beginning of 2025 to gain UE as they did not gain the required credits in 2024. For all four students they did not sit all of their external exams, and did not achieve in those they did sit.

University Entrance Percentage Pass Rate, 2019-2024

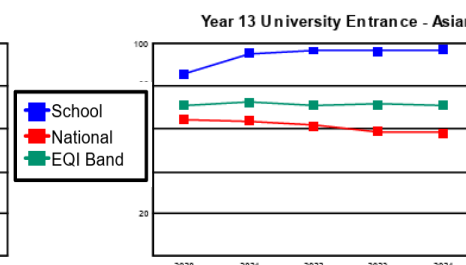
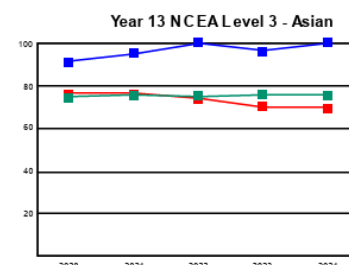
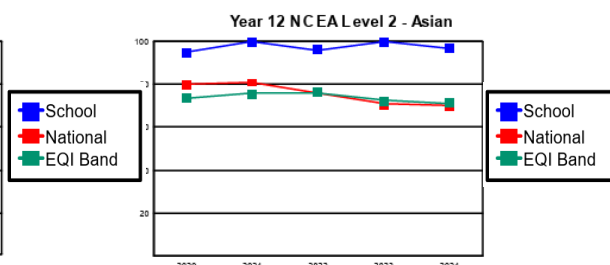
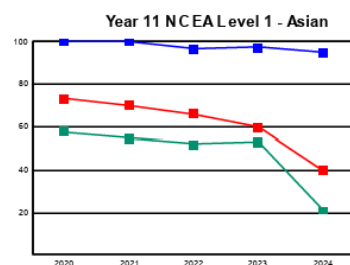


UE: University Entrance (UE) attainment over the past six years has remained high, consistently outperforming national and demographic comparison groups. In 2024, 88.5% of students achieved UE, marking a strong recovery from a dip in 2023 (81.9%) and nearly returning to the school's peak performance of 92.6% in 2021.

Throughout this period, Carmel's UE pass rates have remained well above national averages, which have fluctuated only slightly—from 46.8% in 2019 to 50.6% in 2024. Similarly, the national female average rose modestly from 55.8% to 56.1% over six years.

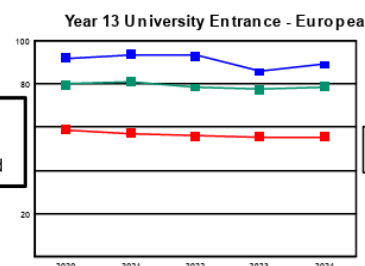
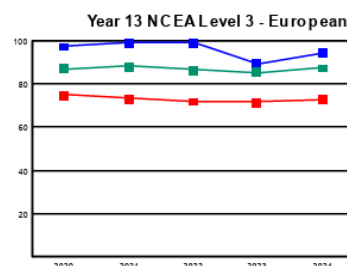
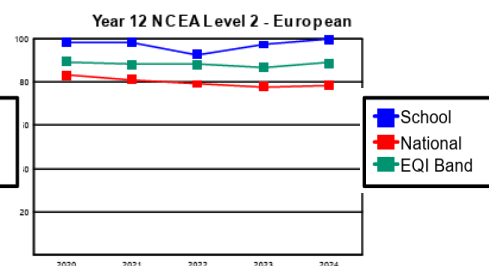
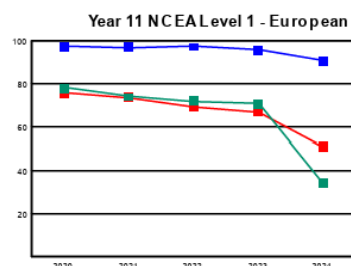
Analysis of Achievement by Ethnicity:

Academic Year	Carmel College				National				Fewest Socioeconomic Barriers (School Equity Index Band)			
	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
Asian												
2020	100.0	95.1	91.2	85.3	73.1	80.0	76.5	64.1	57.5	73.8	74.7	70.6
2021	100.0	100.0	95.1	95.1	70.0	81.1	76.2	63.4	54.6	75.8	75.3	71.9
2022	96.4	96.2	100.0	96.4	65.9	76.0	73.6	61.3	52.0	76.1	75.0	70.7
2023	97.1	100.0	96.2	96.2	59.5	70.7	70.1	58.1	52.9	72.4	75.7	71.3
2024	94.6	97.1	100.0	96.6	40.2	70.1	69.6	57.9	21.4	71.2	75.5	70.8



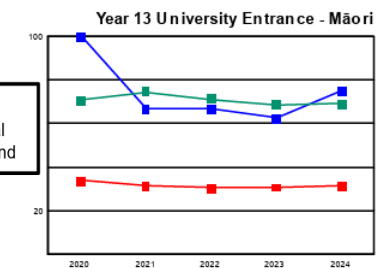
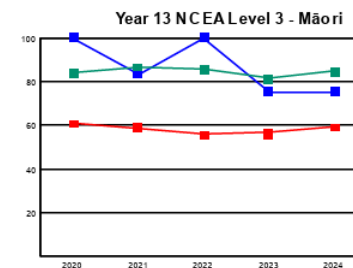
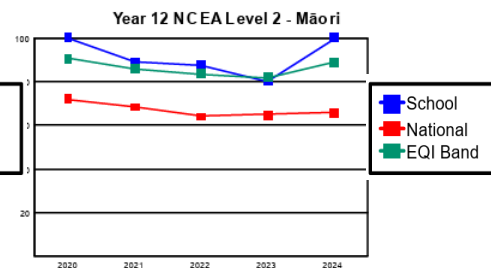
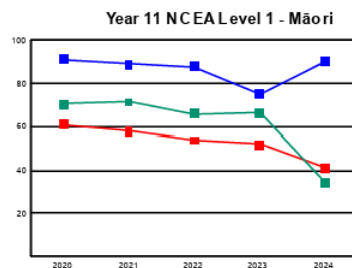
Based on the NZQA data and graphs, the pass rates for our Asian students at NCEA Level 1, 2, 3 and UE exceed comparative national and decile based pass rates by more than 26%, with level 1 achievement being 26.9% higher than national rates. In comparison to Asian students in a similar equity index band, Asian students at Carmel achievement rate is at least 25% higher.

Academic Year	Carmel College				National				Fewest Socioeconomic Barriers (School Equity Index Band)			
	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
European												
2020	97.6	98.8	97.4	92.1	75.8	83.2	74.6	59.0	78.4	89.8	86.8	79.9
2021	97.2	98.8	98.8	93.9	74.0	81.2	73.2	57.2	74.4	88.3	88.0	81.3
2022	97.7	92.9	98.6	93.2	69.7	79.4	71.6	56.0	72.0	88.4	86.4	78.6
2023	96.0	97.7	89.2	86.2	67.2	78.0	71.4	55.5	70.8	87.1	85.2	77.4
2024	90.7	100.0	94.1	89.4	51.3	78.6	72.8	55.6	34.6	89.0	87.4	78.9



Based on the NZQA data and graphs, our European students' pass rates remain above National and EQ band levels of achievement. Whilst European Carmel students exceed national achievement rates by at least 20%, the gap between Carmel students and other students who identify as European in the EQ band of schools is smaller, particularly at Level 3 with a margin of 6%.

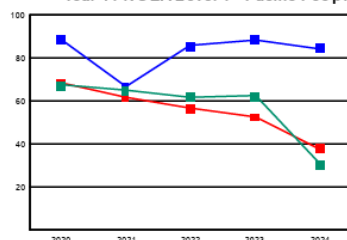
	Carmel College				National				Fewest Socioeconomic Barriers (School Equity Index Band)			
Academic Year	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
Māori												
2020	90.9	100.0	100.0	100.0	60.8	71.9	60.7	34.1	70.3	90.5	83.8	70.7
2021	88.9	88.9	83.3	66.7	57.7	68.3	58.5	31.7	71.5	85.8	86.5	74.7
2022	87.5	87.5	100.0	66.7	53.9	64.1	55.7	30.9	65.8	83.6	85.2	71.4
2023	75.0	80.0	75.0	62.5	51.9	64.6	56.3	31.2	66.4	81.7	81.1	68.7
2024	90.0	100.0	75.0	75.0	40.9	65.4	59.0	31.9	34.3	89.0	84.7	69.0



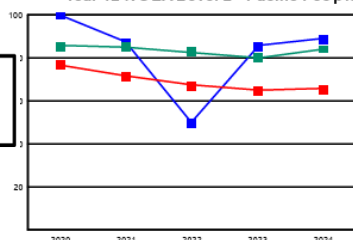
Based on the NZQA data and graphs, Māori students are achieving at higher rates than the comparison data at National levels, however the margin is narrower at UE achievement rates, and at Level 3 Māori students in other schools in a similar EQ band fare better.

	Carmel College				National				Fewest Socioeconomic Barriers (School Equity Index Band)			
Academic Year	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
Pacific Peoples												
2020	88.9	100.0	90.9	45.5	68.2	77.1	68.9	33.7	67.4	85.8	79.5	60.8
2021	66.7	87.5	100.0	50.0	62.3	71.5	64.9	33.0	65.1	85.2	79.3	63.6
2022	85.7	50.0	66.7	41.7	56.6	67.3	59.4	28.7	62.0	83.0	80.1	55.6
2023	88.9	85.7	62.5	37.5	52.7	65.0	60.4	29.8	62.5	80.5	77.5	61.4
2024	84.6	88.9	76.9	69.2	38.0	65.8	64.6	32.2	31.0	84.3	83.8	62.6

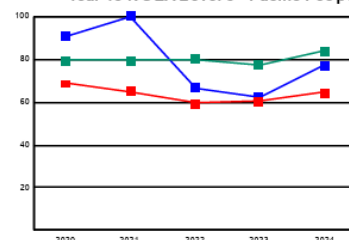
Year 11 NCEA Level 1 - Pacific Peoples



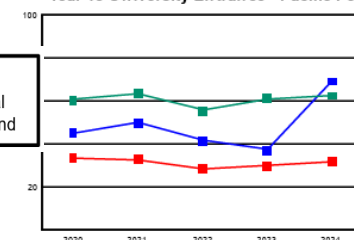
Year 12 NCEA Level 2 - Pacific Peoples



Year 13 NCEA Level 3 - Pacific Peoples



Year 13 University Entrance - Pacific Peoples



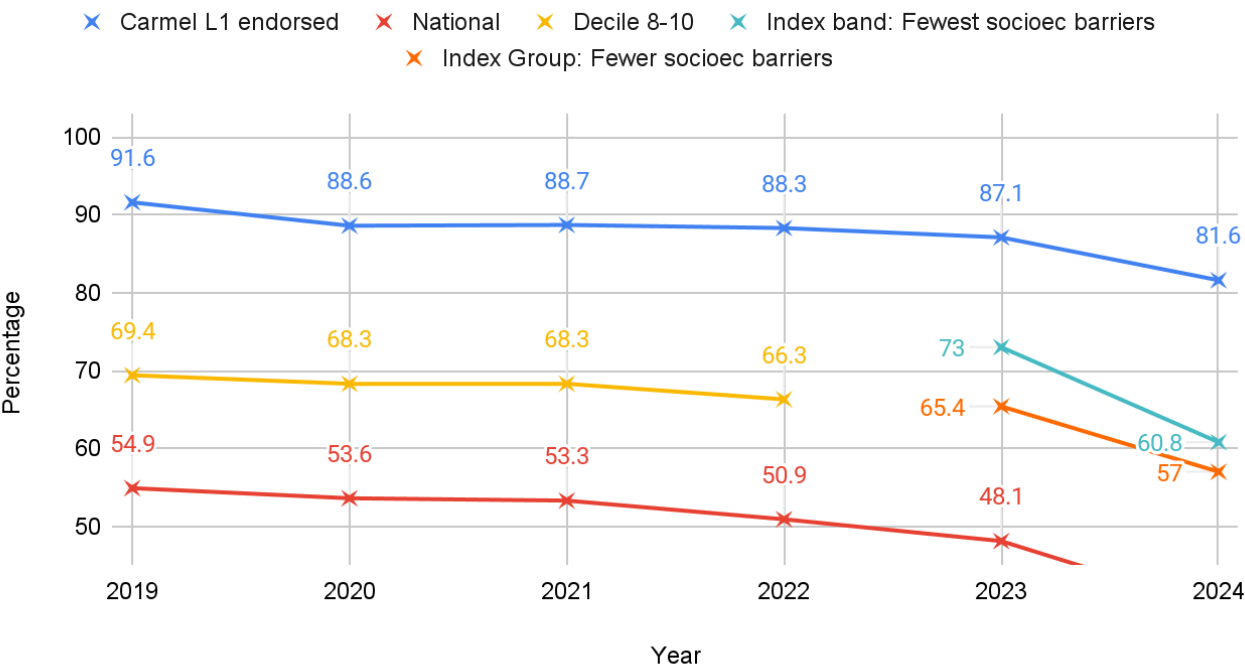
Based on the NZQA data and graphs, our Pacific Peoples students at Level 3 achieved marginally lower than Pacific Peoples in similar EQ band school, but slightly higher than nationally. UE attainment for Pacific People at Carmel was higher to those at similar EQ band schools.

Whilst the fluctuations in percentages over the years are partly due to the very low numbers of students of this ethnicity, the fluctuation of achievement particularly at Level 3 and UE remains a key priority. Attendance also remains a key area of focus as our Pacific Peoples attendance rates across Year 7-13 are lower.

Analysis of Achievement by percentage of endorsement passes

	2019	2020	2021	2022	2023	2024
Carmel L1 endorsed	91.6	88.6	88.7	88.3	87.1	81.6
National	54.9	53.6	53.3	50.9	48.1	39.4
Decile 8-10	69.4	68.3	68.3	66.3		
Index band: Fewest socioec barriers					73	60.8
Index Group: Fewer socioec barriers					65.4	57

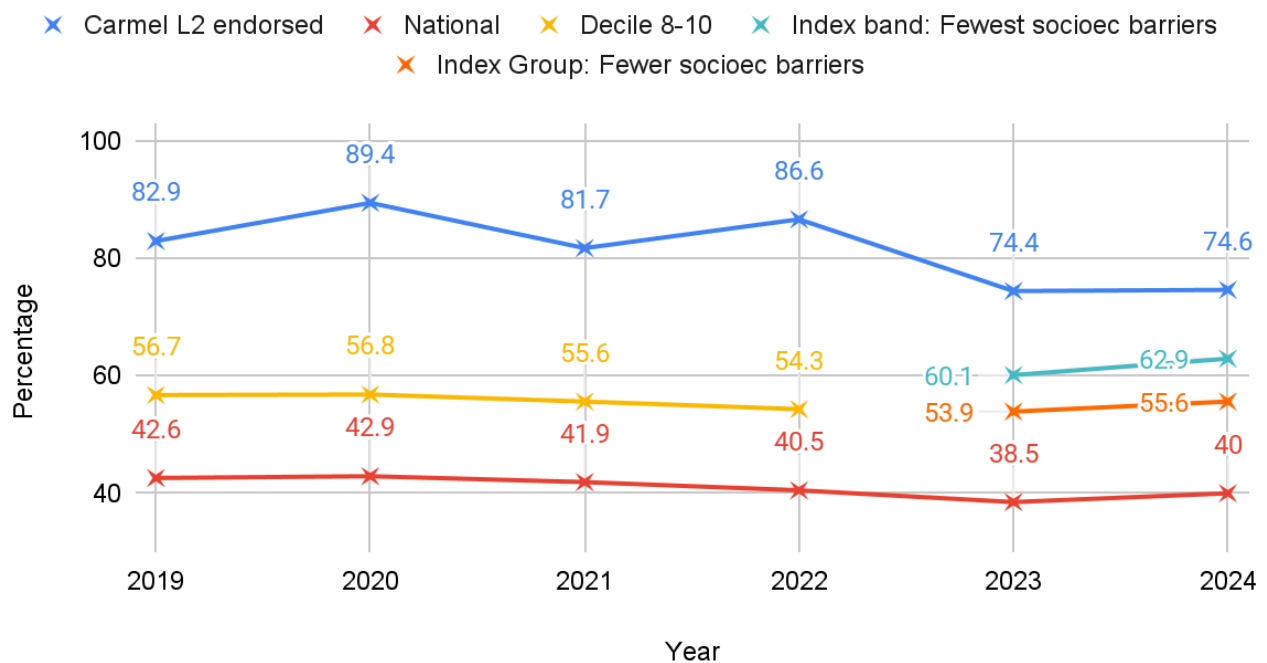
NCEA L1 Merit and Excellence endorsement , 2018-2023



Level 1: Carmel has continued to perform at a high level in terms of NCEA Level 1 endorsements, consistently exceeding national and equity-based benchmarks. Over the six-year period from 2019 to 2024, Carmel’s endorsement rates have remained well above 80%, despite a gradual decline from 91.6% in 2019 to 81.6% in 2024.

	2019	2020	2021	2022	2023	2024
Carmel L2 endorsed	82.9	89.4	81.7	86.6	74.4	74.6
National	42.6	42.9	41.9	40.5	38.5	40
Decile 8-10	56.7	56.8	55.6	54.3		
Index band: Fewest socioec barriers					60.1	62.9
Index Group: Fewer socioec barriers					53.9	55.6

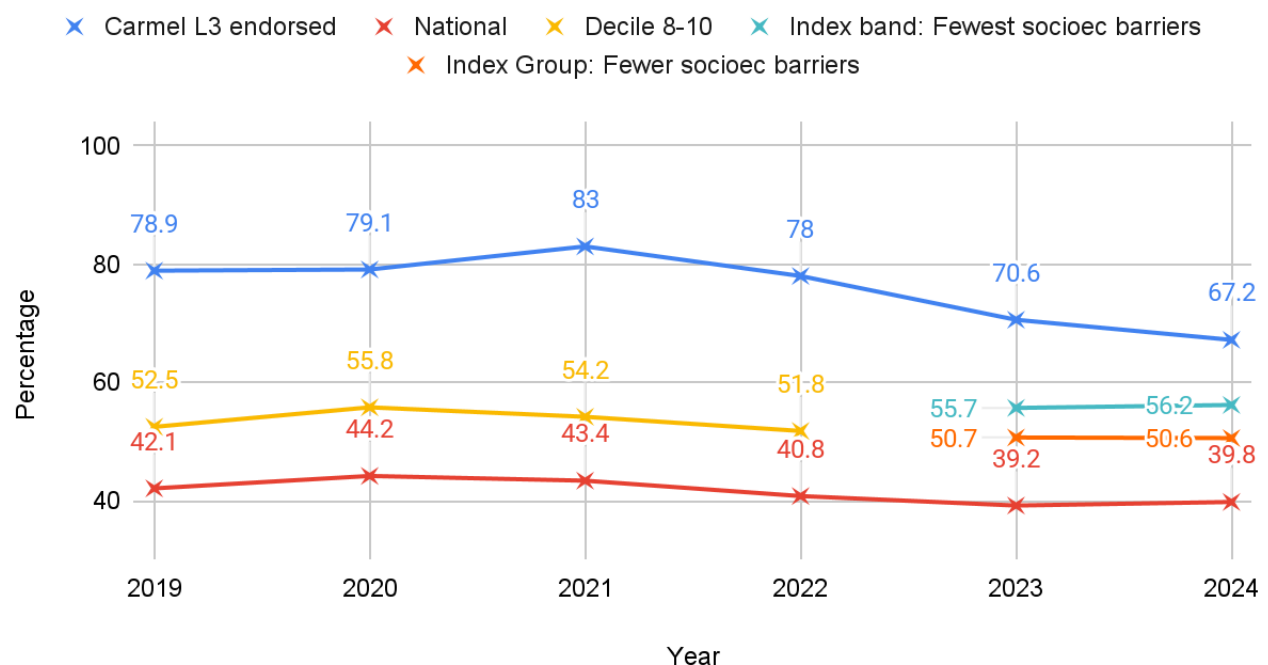
NCEA L2 Merit and Excellence endorsement, 2018-2023



Level 2: Sustained strong endorsement rates continue at NCEA Level 2 over the past six years, consistently outperforming national averages and comparable demographic groups. Although endorsement rates have declined from a high of 89.4% in 2020, the school's 2024 result of 74.6% remains ahead of national and index-based averages.

	2019	2020	2021	2022	2023	2024
Carmel L3 endorsed	78.9	79.1	83	78	70.6	67.2
National	42.1	44.2	43.4	40.8	39.2	39.8
Decile 8-10	52.5	55.8	54.2	51.8		
Index band: Fewest socioec barriers					55.7	56.2
Index Group: Fewer socioec barriers					50.7	50.6

NCEA L3 Merit and Excellence endorsement, 2018-2023



Level 3: Carmel has consistently achieved strong endorsement rates at NCEA Level 3, outperforming national and equity-based comparison groups by significant margins. Although there has been a gradual decline in recent years—from 83% in 2021 to 67.2% in 2024—Carmel's performance remains substantially ahead of national averages.

In contrast, national endorsement rates at Level 3 have remained low and largely stagnant, declining slightly from 42.1% in 2019 to 39.8% in 2024. Over the same six-year period, Carmel has maintained a consistent advantage, with endorsement rates between 67% and 83%, reflecting continued strength in academic preparation.

How we have given effect to Te Tiriti o Waitangi

Our school is committed to the three principles of Te Tiriti o Waitangi- partnership, participation and protection. We want to achieve equitable outcomes for Māori students at Carmel College and foster the success of Māori to attain their personal excellence.

Actions and processes in place, many of which are being continued from previous years, with improvements and developments continuing to be at the forefront in the new strategic plan.

- Timetabling policy: Te Reo classes are timetabled first to ensure students wanting to take Te Reo are not at risk of having this option line clash with another subject.
- School haka: 2023 marked the year that the Carmel Haka was introduced to our students and staff. This was an incredible milestone not just for our Māori students but for our whole school and was first performed publicly by our students at leavers mass, followed by some of our teachers performing the haka back to our leaving students. During 2024 embedding the school haka to enrich our schools culture has seen it continue to be practiced and performed at whole school events, by staff and students.
- Whānau hui: These have continued and there has been an increase in the number of whānau attending. This forum offers a place for whānau to come to discuss their desires and aspirations for our young wahine. Speakers are also invited from the community to speak, and we hope to establish a Māori improvement plan moving forward to ensure we capture and are able to sustain and develop actions and initiatives that support our young women.
- Celebration of graduating Year 13 students: This acknowledgement and celebration continued and there has been an increase in the number of whānau attending. The event focuses on whānau coming together to acknowledge our young wahine as they prepare to leave Carmel College, with teachers and whānau having the opportunity to pass on words of advice, support and messages to celebrate them.
- Staff professional learning opportunities: Staff attend various PLD opportunities to gain further understanding and insight into te ao Māori and mātāuranga Māori has continued. 2024 also saw one staff member complete their first year at Te Wānanga o Aotearoa and complete their Level Te Reo qualification. The language initiative, Poutama Reo, has been developed and will be implemented beginning in 2025 with staff and senior students.

Statement of compliance with employment policy

The following questions address key aspects of compliance with a good employer policy:

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	<ul style="list-style-type: none"> - HSE Connect: platform where staff trainings are uploaded and completion is recorded and reported to the health and safety committee, and the BOT through meeting minutes. - Staff wellbeing group: continual development of initiatives run throughout the year
What is in your equal employment opportunities programme? How have you been fulfilling this programme?	<p>All employment opportunities at Carmel College ensures all staff, regardless of gender, ethnicity, disability, age, sexual orientation, religion, or other personal characteristics, have equal chances for recruitment, training, promotion, and other employment benefits. It is designed to eliminate discrimination and promote diversity and inclusion in the workplace.</p> <p>How the programme is fulfilled:</p> <ul style="list-style-type: none"> - Job advertisements are written in inclusive language. - Appointment committees are formed according to Board delegations and where possible are diverse to avoid unconscious bias. - Employment criteria focus on merit and skills rather than personal characteristics. - Professional development is offered equally to all staff members. - The school collects data and reports to the Board on recruitment, promotions, and staff demographics. - Identified gaps will be addressed through targeted actions. - Reasonable accommodations are made for people with disabilities and health concerns - Flexible working arrangements are offered where possible. - A safe, respectful environment is maintained, with zero tolerance for harassment. - Clear processes are in place for lodging and resolving complaints of discrimination or harassment. - Complaints are handled confidentially and fairly.
How do you practise impartial selection of suitably qualified persons for appointment?	Appointment committees are formed according to Board delegations, which varies according to position, and if a tagged teacher is required (which

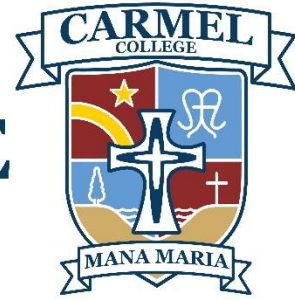
	carries further delegations with respect to a proprietor board member being on the appointment panel). All candidates CV's, cover letters and supporting material is made accessible in a shared folder, which is deleted once an appointment is made.
How are you recognising, <ul style="list-style-type: none"> - The aims and aspirations of Māori, - The employment requirements of Māori, and - Greater involvement of Māori in the Education service? 	<ul style="list-style-type: none"> - Actively supporting the growth and leadership development aspirations. - Regular meetings are held with the Associate Principal. - Support of all initiatives, and the attendance of SLT at hui, events, activities
How have you enhanced the abilities of individual employees?	Extensive internal and external PLD opportunities are provided. There is an internal google form for staff to apply for external PLD, and a PLD committee reviews applications to ensure a level of equity among staff accessing external PLD opportunities. The PLD committee comprises the Associate Principal, Assistant Principal who oversees relief, Specialist classroom teacher, SENCO, and an administration support staff member. The principal is included in all communications. Furthermore, following PGC completion, if areas of support are requested/ identified, these are noted.
How are you recognising the employment requirements of women?	Majority of staff at Carmel College are female. We proactively support staff leave applications that relate to supporting family i.e. staff that have requested leave to be at the birth of a grandchild to support their daughter/ son.
How are you recognising the employment requirements of persons with disabilities?	NA

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

Reporting on Equal Employment Opportunities (EEO) Programme/Policy	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?	✓	

CARMEL COLLEGE



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STATEMENT ON KIWISPORT FUNDING

YEAR ENDED 31ST DECEMBER 2024

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2024, the school received total Kiwisport funding of \$24,362.55 (excluding GST).

The funding was supplemented by the school and spent on extra equipment, uniforms, assistance with transport and coaching training.