CARMEL COLLEGE

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2025

School Directory

Ministry Number:	000035
Principal:	Sarah Kemble
School Address:	108 Shakespeare Road, Milford, Auckland 0620
School Postal Address:	PO Box 31142, Milford, Auckland 0620
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	2028
Sarah Kemble	Principal ex Officio	Appointed	2028
Bernadette Stockman	Proprietor Representative	Appointed	2028
Stuart Houliston	Proprietor Representative	Appointed	2028
Sam Pasley	Proprietor Representative	Appointed	2028
Tiana Miocevich	Proprietor Representative	Appointed	2028
Annabella D'Lima	Parent Representative	Elected	2028
Michael Drumm	Parent Representative	Elected	2028
Peter (Young Jae) Lim	Parent Representative	Elected	2028
Melanie Kenrick	Parent Representative	Elected	2028
Katie Pidgeon	Staff Representative	Elected	2028
Penny Macdonald	Student Representative	Elected	T3 2026
Sophie Nehemia	Student Representative	Elected	T3 2025
Pravina Singh	Proprietor Representative	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
Catherine Mackisack	Staff Representative	Elected	2025

CARMEL COLLEGE

Annual Financial Statements - For the year ended 31 December 2025

Index

Carmel College

Statement of Responsibility

For the year ended 31 December 2025

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

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

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

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

Julie Scott

Full Name of Presiding Member

Signature of Presiding Member

29th June 2026

Date

Sarah Kemble

Full Name of Principal

Signature of Principal

29th June 2026

Date

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

	Notes	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Revenue				
Government Grants	2	9,872,305	8,990,608	9,262,646
Locally Raised Funds	3	2,157,517	1,688,027	1,630,749
Use of Proprietor's Land and Buildings		3,250,000	4,476,000	3,305,000
Interest		165,411	140,000	204,813
Total Revenue		15,445,233	15,294,635	14,403,208
Expense				
Locally Raised Funds	3	725,794	30,000	298,963
Learning Resources	4	9,548,582	8,875,688	9,017,243
Administration	5	987,526	1,206,126	1,009,470
Interest		-	2,000	3,997
Property	6	3,907,563	5,204,784	4,102,017
Total Expense		15,169,465	15,318,598	14,431,690
Net Surplus / (Deficit) for the year		275,768	(23,963)	(28,482)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		275,768	(23,963)	(28,482)

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 2025

	Notes	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Equity at 1 January		2,724,850	2,724,850	2,569,527
Total comprehensive revenue and expense for the year		275,768	(23,963)	(28,482)
Contribution - Furniture and Equipment Grant 2025		207,903	183,791	183,791
Equity at 31 December		3,208,521	2,884,678	2,724,850
Accumulated comprehensive revenue and expense		3,208,521	2,884,678	2,724,850
Reserves		-	-	-
Equity at 31 December		3,208,521	2,884,678	2,724,850

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 2025

	Notes	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Current Assets				
Cash and Cash Equivalents	7	1,440,247	756,477	814,739
Accounts Receivable	8	796,739	747,792	775,379
GST Receivable		-	-	20,671
Prepayments		14,998	70,005	70,005
Investments	9	3,243,376	3,060,887	3,060,886
		5,495,360	4,635,161	4,741,680
Current Liabilities				
GST Payable		3,695	-	-
Accounts Payable	11	947,652	910,782	980,948
Revenue Received in Advance	12	1,077,157	1,144,372	780,188
Provision for Cyclical Maintenance	13	45,500	186,800	186,800
Finance Lease Liability	14	27,975	25,168	25,168
Funds held in Trust	15	500,330	15,623	366,428
		2,602,309	2,282,745	2,339,532
Working Capital Surplus/(Deficit)		2,893,051	2,352,416	2,402,146
Non-current Assets				
Property, Plant and Equipment	10	743,280	730,000	701,537
		743,280	730,000	701,537
Non-current Liabilities				
Provision for Cyclical Maintenance	13	380,059	182,300	359,207
Finance Lease Liability	14	47,751	15,438	19,626
		427,810	197,738	378,833
Net Assets		3,208,521	2,884,678	2,724,850
Equity		3,208,521	2,884,678	2,724,850

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

CROWE NEW ZEALAND

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

	Note	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Cash flows from Operating Activities				
Government Grants		2,478,926	2,449,732	2,340,610
Locally Raised Funds		1,523,668	1,068,027	1,049,229
International Students		936,788	620,000	702,395
Goods and Services Tax (net)		24,366	-	(1,170)
Payments to Employees		(2,202,857)	(2,415,032)	(2,231,560)
Payments to Suppliers		(2,212,589)	(1,849,437)	(1,849,111)
Interest Paid		(6,937)	(2,000)	(3,997)
Interest Received		204,989	140,000	185,842
Net cash from/(to) Operating Activities		746,354	11,290	192,238
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(249,229)	(184,704)	(215,492)
Purchase of Investments		(182,490)	-	(1,003,142)
Net cash from/(to) Investing Activities		(431,719)	(184,704)	(1,218,634)
Cash flows from Financing Activities				
Furniture and Equipment Grant		207,903	183,791	183,791
Finance Lease Payments		(30,932)	-	(57,040)
Funds Administered on Behalf of Other Parties		133,902	(10,377)	(4,082)
Net cash from/(to) Financing Activities		310,873	173,414	122,669
Net increase/(decrease) in cash and cash equivalents		625,508	-	(903,727)
Cash and cash equivalents at the beginning of the year	7	814,739	756,477	1,718,466
Cash and cash equivalents at the end of the year	7	1,440,247	756,477	814,739

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 2025

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 2025 to 31 December 2025 and in accordance with the requirements of the Education and Training Act 2020.

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

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

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

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

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

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

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

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

Cyclical maintenance
The School recognises its obligation to maintain the 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 20.

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.

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

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

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

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

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

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

j) Property, Plant and Equipment
Land and buildings owned by the 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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

CROWE NEW ZEALAND

p) Provision for Cyclical Maintenance
The property from which the School operates is owned by the Proprietor. The Board is responsible for maintaining the land, building and other facilities on the School sites in a state of good order and repair.

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

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

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

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

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

r) 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.

s) 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.

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

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

2. Government Grants

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	$	$	$
Government Grants - Ministry of Education	2,441,986	2,383,080	2,299,859
Teachers' Salaries Grants	7,389,702	6,540,876	6,918,618
Other Government Grants	40,617	66,652	44,169
	9,872,305	8,990,608	9,262,646

3. Locally Raised Funds

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

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
Revenue	$	$	$
Donations and Bequests	8,218	-	14,493
Fees for Extra Curricular Activities	678,120	189,523	213,920
Trading	13,172	15,500	15,111
Fundraising and Community Grants	600,982	619,004	600,869
Other Revenue	220,883	244,000	161,750
International Student Fees	636,142	620,000	624,606
	2,157,517	1,688,027	1,630,749
Expense			
Extra Curricular Activities Costs	502,723	-	82,985
International Student - Employee Benefits - Salaries	193,409	-	180,488
International Student - Other Expenses	29,662	30,000	35,490
	725,794	30,000	298,963
Surplus/ (Deficit) for the year Locally Raised Funds	1,431,723	1,658,027	1,331,786

4. Learning Resources

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	$	$	$
Curricular	454,096	371,952	466,842
Information and Communication Technology	173,091	182,004	180,679
Employee Benefits - Salaries	8,553,636	7,901,732	8,079,134
Staff Development	100,413	130,000	64,832
Depreciation	267,346	290,000	225,756
	9,548,582	8,875,688	9,017,243

CROWE NEW ZEALAND

5. Administration

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Audit Fees	24,995	12,000	1,244
Board Fees and Expenses	12,571	19,250	10,380
Legal Fees	-	2,000	1,174
Other Administration Expenses	149,066	110,700	109,201
Employee Benefits - Salaries	677,058	903,176	782,195
Insurance	29,108	20,000	22,662
Service Providers, Contractors and Consultancy	87,791	139,000	82,614
Finance Costs	6,937	-	-
	987,526	1,206,126	1,009,470

6. Property

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Consultancy and Contract Services	186,275	167,784	170,118
Cyclical Maintenance	(50,573)	80,000	105,940
Heat, Light and Water	120,894	130,000	122,791
Repairs and Maintenance	167,052	155,500	194,743
Use of Land and Buildings	3,250,000	4,476,000	3,305,000
Employee Benefits - Salaries	167,507	151,000	148,871
Other Property Expenses	66,408	44,500	54,554
	3,907,563	5,204,784	4,102,017

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

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Bank Accounts	1,440,247	756,477	814,739
Cash and cash equivalents for Statement of Cash Flows	1,440,247	756,477	814,739

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

Of the $1,440,247 Cash and Cash Equivalents, $500,330 (2024 $366,428) of revenue is held in trust by the school as disclosed in Note 16.

Of the $1,440,247 Cash and Cash Equivalents, $1,077,157 (2024 $780,188) of Revenue Received in Advance is held by the School, as disclosed in Note 12.

CROWE NEW ZEALAND

8. Accounts Receivable

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	$	$	$
Receivables	26,340	-	28,633
Interest Receivable	31,413	-	70,991
Teacher Salaries Grant Receivable	738,986	747,792	675,755
	796,739	747,792	775,379
Receivables from Exchange Transactions	57,753	-	99,624
Receivables from Non-Exchange Transactions	738,986	747,792	675,755
	796,739	747,792	775,379

9. Investments

The School's investment activities are classified as follows:

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
Current Asset	$	$	$
Short-term Bank Deposits	3,243,376	3,060,887	3,060,886
Total Investments	3,243,376	3,060,887	3,060,886

10. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2025	$	$	$	$	$	$
Artwork	83,500	-	-	-	-	**83,500**
Furniture and Equipment	382,878	79,729	-	-	(91,089)	**371,518**
Information and Communication Technology	111,819	31,048	-	-	(72,304)	**70,563**
Motor Vehicles	53,327	119,171	-	-	(21,152)	**151,346**
Textbooks	20,434	6,311	(134)	-	(13,441)	**13,170**
Leased Assets	7,954	61,028	-	-	(62,556)	**6,426**
Library Resources	41,624	12,970	(1,033)	-	(6,804)	**46,757**
				-		
	701,536	310,257	(1,167)	-	(267,346)	**743,280**

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.

	2025 Cost or Valuation $	2025 Accumulated Depreciation $	2025 Net Book Value $	2024 Cost or Valuation $	2024 Accumulated Depreciation $	2024 Net Book Value $
Artwork	-	-	**-**	83,500	-	**83,500**
Furniture and Equipment	2,310,574	(1,856,425)	**454,149**	2,148,213	(1,765,335)	**382,878**
Information and Communication Technology	1,340,500	(1,269,937)	**70,563**	1,309,452	(1,197,633)	**111,819**
Motor Vehicles	258,494	(107,149)	**151,345**	139,324	(85,997)	**53,327**
Textbooks	616,025	(602,855)	**13,170**	609,848	(589,414)	**20,434**
Leased Assets	200,323	(193,895)	**6,428**	301,873	(293,919)	**7,954**
Library Resources	126,205	(78,580)	**47,625**	113,687	(72,063)	**41,624**
	4,852,121	(4,108,841)	**743,280**	4,705,897	(4,004,361)	**701,536**

11. Accounts Payable

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Creditors	182,366	200,782	277,944
Employee Entitlements - Salaries	765,286	710,000	703,004
	947,652	910,782	980,948
Payables for Exchange Transactions	947,652	910,782	980,948
	947,652	910,782	980,948

The carrying value of payables approximates their fair value.

12. Revenue Received in Advance

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Grants in Advance - Ministry of Education	24,620	-	28,297
International Student Fees in Advance	860,526	1,144,372	546,170
Other revenue in Advance	192,011	-	205,721
	1,077,157	1,144,372	780,188

13. Provision for Cyclical Maintenance

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	$	$	$
Provision at the Start of the Year	546,007	369,100	563,096
Increase/(decrease) to the Provision During the Year	(50,573)	-	105,940
Use of the Provision During the Year	(69,875)	-	(123,029)
Provision at the End of the Year	425,559	369,100	546,007
Cyclical Maintenance - Current	45,500	186,800	186,800
Cyclical Maintenance - Non current	380,059	182,300	359,207
	425,559	369,100	546,007

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 School's 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:

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	$	$	$
No Later than One Year	27,975	25,168	25,168
Later than One Year	40,677	15,438	19,626
Future Finance Charges	7,074	-	-
	75,726	40,606	44,794
Represented by			
Finance lease liability - Current	27,975	25,168	25,168
Finance lease liability - Non current	47,751	15,438	19,626
	75,726	40,606	44,794

15. Funds held in Trust

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	$	$	$
Funds Held in Trust on Behalf of Third Parties - Current	500,330	15,623	366,428
	500,330	15,623	366,428

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 $1,804,235 (2024: $1,771,990). 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 $38,711 (2024: $26,224).

17. Remuneration

Key management personnel compensation

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

	2025 Actual $	2024 Actual $
Board Members		
Remuneration	5,110	6,870
Leadership Team		
Remuneration	1,122,580	967,412
Full-time equivalent members	8	7
Total key management personnel remuneration	1,127,690	974,282

There are 11 members of the Board excluding the Principal. The Board has held 8 full meetings of the Board in the year. The Board also has Finance (5 members) and Property (10 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:

	2025 Actual $000	2024 Actual $000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	190-200	190-200

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

Remuneration $000	2025 FTE Number	2024 FTE Number
100-110	19	13
110-120	17	17
120-130	8	1
130-140	3	2
140-150	1	1
	48	34

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 2025 (Contingent liabilities and assets at 31 December 2024: nil).

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

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

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

19. Commitments

(a) Capital Commitments

At 31 December 2025, the Board has not entered into contract agreements for capital works.
(Capital commitments at 31 December 2024: NIL)

(b) Operating Commitments

As at 31 December 2025, the Board has not entered into any contracts.

The total lease payments incurred during the period were $0 (2024: $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

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	$	$	$
Cash and Cash Equivalents	1,440,247	756,477	814,739
Receivables	796,739	747,792	775,379
Investments - Term Deposits	3,243,376	3,060,887	3,060,886
Total financial assets measured at amortised cost	5,480,362	4,565,156	4,651,004

Financial liabilities measured at amortised cost

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
Payables	947,652	910,782	980,948
Finance Leases	75,726	40,606	44,794
Total financial liabilities measured at amortised cost	1,023,378	951,388	1,025,742

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.

Crowe New Zealand Audit Partnership

Level 17, 88 Shortland Street
Auckland 1010
C/- Crowe Mail Centre
Private Bag 90106
Invercargill 9840
New Zealand

Main +64 9 303 4586
Fax +64 9 309 1198
www.crowe.nz

INDEPENDENT AUDITOR'S REPORT

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

The Auditor-General is the auditor of Carmel College (the School). The Auditor-General has appointed me, Annie Uy, using the staff and resources of Crowe New Zealand Audit Partnership, to carry out the audit of the financial statements of the School on pages 2 to 18, that comprise the statement of financial position as at 31 December 2025, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

Opinion

In our opinion the financial statements:

a) present fairly, in all material respects:

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

b) comply with generally accepted accounting practice in New Zealand in accordance with Public Sector – Public Benefit Entity Standards Reduced Disclosure Regime.

Our audit was completed on 29 Junho 2026. This is the date at which our opinion is expressed.

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

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

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.

- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.

- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board.

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

- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

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

Our responsibilities arise from the Public Audit Act 2001.

Other information included in the Board's annual report

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

The other information obtained at the date of our audit report includes copies of the Presiding member report, List of all board members, Statement of variance: progress against targets, Evaluation and analysis of the school's students' progress and achievement, How we have given effect to Te Tiriti o Waitangi, Statement of compliance with employment policy, and Statement of Kiwisport funding.

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

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

Independence

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

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

Annie Uy
Crowe New Zealand Audit Partnership
On behalf of the Auditor-General
Auckland, New Zealand

CARMEL COLLEGE

2026 Annual Report for 2025

Contents

Presiding member report

2025 has been a year of continued progress and purposeful growth for Carmel College, as we build on the strong foundations established in recent years. With a sustained sense of stability across the school, our focus has centred on strengthening teaching and learning, deepening our commitment to student wellbeing, and shaping a clear, future-focused direction for the College through our developing strategic and master planning.

Our young women continue to flourish across all areas of school life, academically, culturally, spiritually, and in sport, demonstrating resilience, leadership, and a strong sense of community. This success reflects not only their individual dedication, but also the commitment of our staff and the strength of the partnerships we share with whānau.

Grounded in our Mercy values of courage, care, respect, service, and justice, Carmel College remains a place where each student is known, supported, and challenged to reach her full potential. As we look ahead, we do so with confidence, optimism, and a shared commitment to nurturing young women who will contribute with integrity and compassion to the world around them.

CURRICULAR AND EXTRACURRICULAR

Academic achievement

The school continues to perform well above national averages with its level 2 and 3 NCEA results. The full results are outlined in the analysis of variance summary in this report however to summarise, 99.2% of students achieved NCEA level 2 with 102 students achieving a merit or excellence endorsement, and 95.3% of students achieved NCEA level 3 with 85 students achieving a merit or excellence endorsement. 93% of students in Year 13 gained University Entrance (UE).

In 2025, Year 11 students did not complete formal NCEA Level 1. Instead, achievement was measured through a modular, school-based assessment programme, with four modules per subject used for internal tracking rather than formal credit allocation. Students were recognised as achieving at Year 11 level by completing at least 15 modules at Achieved or higher and meeting the Level 1 literacy and numeracy co-requisite through NCEA pathways. Merit and Excellence endorsements required at least 13 modules at Merit or Excellence level.

As this is the first year of the modular programme, there is no valid benchmark for comparison. Differences in assessment design, structure, and credit weighting mean that comparisons with previous NCEA Level 1 data should be treated with caution, as they do not represent like-for-like measures of student performance.

Literacy and Numeracy results as assessed via the Common Assessment Activity continue to have extremely high achievement rates with near 100% of year 11 students achieving literacy and > 90% achieving numeracy.

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 2025, 60% of our students in Y7- 13 participated in organised sport, an increase of 2% from 2024, across 31 codes. 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.

In 2025 we had 3 teams travel to compete in Australia, our volleyball and waterpolo teams. The Senior Volleyball team placed 4th in the Y10 Honors grade at the Australian Schools Cup and the Senior Waterpolo team placed 3rd in the U18 Div 2 Queensland State Championships. We remain committed to supporting and encouraging international sporting opportunities, recognising the broader personal and educational benefits they provide.

Other notable achievements for 2025 included the hiring of a third team member for the sports department and the launch of the 2025-2028 Sports Strategic Plan, which strongly emphasises ensuring that sport at Carmel offers pathways for every girl, from social participation and skill development to high-level competition.

Music, Arts and Culture

The Music Department enjoyed another outstanding year in 2025 under the leadership of new HOD Ms Hayley Barker. Carmel hosted 10 music groups spanning Years 7–13, including the combined Carmel and Rosmini choir, Carmini. Both Carmini and the Carmelites choir represented the College at The Big Sing regional festival, each earning well-deserved 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, and the Senior Treble Voices Concert. At the KBB Music Festival, the Orchestra achieved a Bronze Award, while Carmel also participated for the first time in the NZCT Chamber Music Contest, entering three chamber groups who all received highly positive feedback from adjudicators. Students further enriched school life through performances at the NCEA Performance Evening, assemblies, and prizegivings.

A highlight of the year was the annual Music Awards Evening, celebrating students' commitment, growth, and achievement. Carmel also had a strong presence at the Starlight Talent Showcase, where a number of students received awards and special recognition for their outstanding performances.

2025 was another fantastic 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 opportunities to share their heritage while enabling the wider student body to engage in meaningful learning about different cultures and traditions.

The pinnacle of these celebrations was the Cultural Performance Evening, where students representing Samoa, Tonga, China, New Zealand (Aotearoa), Korea, Serbia, the Philippines, and India proudly showcased their cultural identity through vibrant performances. This event not only highlighted the talents of our students but also strengthened understanding, connection, and appreciation across our school community, further enriching the cultural life of Carmel College.

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, the Music Showcase, and our very special Leaver Mass, performing our school haka *Hine Taketake* and waiata.

A highlight of 2025 was the launch of Poutama Reo, a new initiative encouraging all staff to strengthen their Te Reo Māori and use it confidently in everyday school life and helping to foster a greater sense of pride and connection to our heritage.

Community engagement remained strong in 2025, with regular whānau hui and well-attended Māori and Pasifika lunches fostering connection and belonging across our community. Highlights included the Carmel–Rosmini Māori and Pasifika Sports Competition and the combined Carmel–Rosmini Fia Fia evening, which brought together students and whānau for an evening filled with vibrant and memorable cultural performances.

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 2025 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, zonta club, Spirit of Adventure, and the Faith Cafe.

In 2025, Carmel had a team participate in the World Challenge, where students embarked on a 21-day adventure through Cambodia and Vietnam. This experience provided an extraordinary opportunity for personal growth, as students navigated both challenges and triumphs, developing resilience, independence, and a deeper understanding of themselves and the wider world.

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 9-12 there are numerous 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, Maia 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. We also have an academic dean who tracks the academic progress of senior students, keeping SLT and deans informed of any achievement concerns. The Term 3 addition of a Dean's room has centralised this support and allows for consistency and collaboration amongst House deans. Students are able to locate their dean during the school day much more easily, allowing for a timely response to a situation from the pastoral care team.

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

Catholic Character in the tradition of Mercy 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 the Catholic Mercy Character front and centre into 2026 and beyond.

Service Programme

The service programme is one of Carmel College's key cross-school initiatives, providing students with the opportunity to actively live out the Mercy tradition of service to others. Throughout 2025, students contributed countless hours to their communities through coaching, supporting clubs, providing first aid, tutoring, working in Op Shops, and caring for the elderly and neighbours, among many other forms of service.

A number of students were recognised for their exceptional commitment, with 13 students acknowledged for going above and beyond by contributing between 250 and over 500 hours of service during the year linked to the SVA programme (Student Volunteer Army).

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 2025, 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 *"Redefined: Servant Leadership Rewired* and *"Reach Out - Social Responsibility."*
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 2025 a number of students received the Sacraments of Initiation with 11 students being baptised and 41 students and 1 staff member 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 2025 year, with numerous events, shows and PTFA functions (culminating in the Christmas Market Evening) 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

The upward trend in roll numbers beginning in 2021 has continued in 2025. In 2025 we had 1040 domestic students 99% of capacity (1050) and 46 international students, an increase of 15%. Domestic non preference student numbers reduced to 4.6% bringing us to within the 5% requirement. Of note feeder school enrolment rates increased to 80% which is up from 65% in 2024.

Strategic Plan

2025 marked the second year of implementation of Carmel College's new Strategic Plan, continuing to build on the refreshed direction established in 2024. Developed through extensive consultation with staff, students, whānau, and the wider community, the plan reflects our shared aspirations and values for the future of the College.

Throughout 2025, there has been a continued and deliberate focus on embedding the plan's key priorities across all aspects of school life, including strengthening student wellbeing, enhancing teaching and learning, deepening our Catholic character, and developing sustainable systems to support long-term growth. The Strategic Plan has increasingly informed decision-making and helped to further strengthen alignment, clarity, and purpose across the Carmel College community.

In the second half of 2025, the review and renewal of our Strategic Plan for 2026 through to 2028/29 was undertaken, initially in response to anticipated government requirements for new strategic planning cycles. While these requirements were subsequently deferred to 2027, the College took the opportunity to proactively review and enhance the plan, ensuring it continues to reflect and strengthen the areas of greatest importance to the Carmel community.

CHALLENGES

Curriculum

New Zealand schools continue to navigate a period of significant change, with ongoing curriculum refreshes and wider government interventions placing increasing demands on schools' time, resourcing, and professional learning. While these reforms aim to strengthen consistency and outcomes across the system, they also present challenges in balancing implementation with the day-to-day priority of delivering high-quality teaching and supporting student wellbeing. Carmel College remains committed to engaging thoughtfully with these changes, ensuring they are integrated in a way that upholds our values and best supports the learning and success of our students.

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, 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	2028
Jo Redfern-Hardisty	2025
Michael Chinnery	2025
Kerry Jones	2025
Andrew Blewden	2025
Annabella D'Lima	2028
Melanie Kenrick	2028
Michael Drumm	2028
Peter Lim	2028
Penny Macdonald	2025/26 Student rep
Sophie Nehemia	2024/25 Student rep
Catherine Mackisack	2024/25 Staff rep
Katie Pidgeon	2025/26 Staff rep
Tiana Miocevich	Proprietors rep
Bernadette Stockman	Proprietors rep
Pravina Singh	Proprietors rep
Stuart Houliston	Proprietors rep
Sarah Kemble	Principal

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

Annual report: Summary of implementation and progress towards targets

<table>
<tr><td colspan="3">Strategic Area: Respect | Whakaute
We show respect when we: affirm the dignity of each person; celebrate the uniqueness of individuals; and care for Creation</td></tr>
<tr><td>Goals</td><td>Refine and embed common language and understanding on defining respectful relationships, including consideration of where it’s taught, communication and messaging</td><td>Environment enhancement plan in place to encourage environmental awareness and support sustainable practices</td></tr>
<tr><td>Actions</td><td>Refinement of the common understanding and use of the Respect Matrix and restorative practice across all stakeholders</td><td>Environmental
a. Te māra āwhina (school garden) continue
b. Implementation of a cohesive recycling programme
c. Enhancement of outdoor learning areas</td></tr>
<tr><td>What did we achieve? Evidence and reasons for differences</td><td>What has been achieved?
A consistent maintenance of positive school culture of the use of restorative conversations based on the expectations of our Respect Matrix and in line with our Mercy Values.
Students and staff understand and know that the Respect Matrix is at the core of how we manage relationships and behaviour at Carmel.
Evidence:
KAMAR entries and professional conversations between staff and deans and the Pastoral Deputy Principal, show that challenges between students, staff, parents, students and staff, are consistently managed through our restorative lense, upholding our positive school culture.
Reasons for differences:
Increased variation of Atawhai time worked well and allowed for targeted skills / information to be communicated more effectively to year levels at specific times of need.
Communication of expectations through the lens of the respect matrix at assemblies (house and whole) have</td><td>a. Te māra āwhina
What has been achieved?
Te Mara Awhina (The Service Garden) has continued to grow- both literally and in student support
Evidence:
Numbers of students involved, and initiatives/ opportunities that students are seeking out to both support the garden and understand sustainability on a larger scale.
The majority of opportunities have come through the local council.
Reasons for differences:
The drive and passion for the teacher in charge (TIC) has seen this area develop to where it is. It has been a naturally organic growth with more and more students learning and hearing about and getting involved.
b. Implementation of a cohesive recycling programme
What has been achieved?
New bins have been purchased and are in use.
Evidence:
Visible on school grounds.
Early reports are students are using correctly</td></tr>
</table>

<table>
<tr>
<td></td>
<td>increased exposure and understanding of the Respect Matrix amongst the student body.

Resources relating to the Respect Matrix have been centralised in the new deans room and used more consistently with students when incidents and relationship breakdowns occur.
Deans are now required to work most non-contact time out of this room, allowing for even more consistency of approach and collegiality amongst the deaning team. They feel even more supported by each other and AOF having this easily accessible space.
The majority of staff have a good understanding of our respect matrix and restorative practices, we have yet to formally train all through Waikato Restorative Training Facilitators. The hands-on, expert facilitation is helpful in supporting our school culture. New staff received PLD sessions on our school culture and restorative practices but a more comprehensive training session is required for staff to feel confident using the restorative framework in moments of stress/ classroom busyness.
</td>
<td>Reasons for differences:

Change in property personnel and the late arrival of recycling stations

c. Enhancement of outdoor learning areas
What has been achieved?

Gathering further information through attendance at workshops, and requesting information on surfaces and other elements.
This will need to be tied in with the CCAL master Plan for the School site.

Evidence:

Information brochures, ideas from other schools and catalogues

Reasons for differences:

CCAL Master Planning process underway
</td>
</tr>
<tr>
<td>Where to next?</td>
<td>
Next steps are to consolidate the targeted deans and Year level meetings during Atawhai to also include more explicit teaching of scenarios requiring adherence to the Respect Matrix. This will also occur more frequently in Atawhai classes and there is a desire for this to be student-led. Resources to be developed by the PCT/ student leadership team.
New to Carmel Parents to have an introductory session with Pastoral Care Team staff regarding the Respect Matrix and Restorative Practice. Intention is that it is an interactive and practical session with unpacked scenarios that will be relevant to them as parents of pre-teen girls. It will provide clarification of how we manage situations within our Carmel context and our expectations of how parents can support us and vice versa.
Online and face to face expert facilitation on Restorative practice for all staff will be increased.
</td>
<td>a. Te māra āwhina

To sustain where things are at, and to support the current TIC to ensure sustainability of the garden so it is not dependent on one staff person driving things.

b. Implementation of a cohesive recycling programme

Work with Property team, cleaners and school groups to further develop and establish a good recycling programme, whilst maintaining the correct use of rubbish disposal

c. Enhancement of outdoor learning areas

This needs to be a part of the school brief that is used by the architects to develop the Master Plan.
It is envisaged that consultation will also be a key priority once the master plan is developed.
</td>
</tr>
</table>

<table>
<tr><td colspan="4">Strategic Area: Belonging | Whanaungatanga
Fostering a sense of belonging at Carmel College within which all ākonga, staff and whānau feel included, accepted and safe.</td></tr>
<tr><td>Goals</td><td>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.</td><td colspan="2">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.</td></tr>
<tr><td>Actions</td><td>Timetable restructure to allow for development of Atawhai</td><td>a. Increased visibility of Te Reo Māori and Mātauranga Māori

b. Implementation of Poutama Reo language initiative

c. Develop Māori student role models through leadership structures

d. Establish opportunities to connect with our local community eg Te Kamaka</td><td>Greater engagement of Pacific students in the wider life of Carmel</td></tr>
<tr><td>What did we achieve? Evidence and reasons for differences</td><td>What has been achieved?
● Internal tweaks have been made to the existing timetable structure for 2026 based on staff feedback and student options.
● As noted in the term 3 update no major changes made due to curriculum changes- which now include ‘indicated approximate times for subject areas’

Evidence: NA

Reasons for differences:
● Slow delivery of curriculum changes from MOE and</td><td>a. Increased visibility of Te Reo Māori and Mātauranga Māori
What has been achieved?
● Greater student familiarity with Waiata through inclusion at assemblies
● Y7 & 8 Kapa Haka now happens in class time. This has increased the size of the group
● Y9 - 13 Kapa Haka is very small but has, with the assistance of an external tutor, completed 2 performances

Evidence:
● Increase in the use of Te Reo Māori in everyday conversation, Prayers and greetings.</td><td>What has been achieved?
● Successful Fiafia evening in T3.
● Increased parent visibility at school events. Parents of students from Carmel and Rosmini are committed to working with both schools to build on engagement from the Pasifika community.
● Parents have requested a meeting to further develop this relationship.

Evidence: Attendance at Fiafia evening. Feedback from community

Reasons for differences: As Fiafia night was a community event it provided an opportunity to</td></tr>
</table>

<table>
<tr>
<td></td>
<td>implementation plans has meant that we have not had sufficient information to make any significant changes to the timetable structure.</td>
<td>Reasons for differences:
● Māori language is heard more frequently in the school.
● Waiata sang at most WSA
● Student haka Incorporated into Y13 Retreat.
● Staff Haka Practised during PLD and Both performed at the Thanksgiving Mass.
● Y7 & 8 Kapa Haka are now an option during class time. This has been taken by Whaea Kelly and hopefully will continue to grow in 2026.
● Y9 - 13 Kapa Haka has been taken by an external tutor, however remains low in numbers

b. Implementation of Poutama Reo language initiative
What has been achieved?
● Increases on the number of staff feeling comfortable using Te Reo in the classroom and with greetings

Evidence:
● Poutama Reo is continuing and additional staff sessions (Waiata Wednesdays) have been added at Carmel to assist with staff confidence in using Te Reo

Reasons for differences:
● Poutama Reo roll out started with a flourish and peaked during mātariki and Māori Language week. Still a way to go but now seen more as BAU

c. Develop Māori student role models through leadership structures</td>
<td>make connections and establish a positive rapport.</td>
</tr>
</table>

<table>
<tr><td></td><td></td><td>What has been achieved?
Students have had the opportunity for leadership, particularly around being the assessors for Poutama Reo with staff.
Evidence:
Poutama Reo has given students some agency as they are the assessors.
Similarly, Y12 students are taking an active role in organising the Y13 graduate dinner in T4.
Reasons for differences:
For Māori students it is a role that promotes whakawhanautanga, for others it is being part of the student leadership team and the responsibilities that go with that.
The person holding the role has been more visible but there is still a way to go in terms of building leadership capability through a Te Ao Māori perspective.
d. Establish opportunities to connect with our local community eg Te Kamaka
What has been achieved? For two years Y11 students have participated in a cross-curricular day at Te Kamaka marae.

Evidence: Engagement of students and staff with the marae.

Reasons for differences: Consolidating links with Te Kamaka.</td><td></td></tr>
<tr><td>Where to next?</td><td>To consider possible changes once curriculums are received and we have the information to make informed decisions.</td><td>a. Increased visibility of Te Reo Māori and Mātauranga Māori
Budget established for Kapa Haka Tuition fees and badges for those gaining Poutama Reo badges.</td><td>Regular Pacifica komiti with parents and senior students to be planned. These are to include opportunities to ensure reviews and feedback loops are established.</td></tr>
</table>

		● Possibly look at a junior Tu Wahine role/ award (Budget) **b. Implementation of Poutama Reo language initiative** ● Consideration of a koha/ charge to students so that this is prioritised over other activities (similar to other extra curricular activities) ● Intention to start Kapa Haka earlier so that other things are fitted around Kapa haka, rather than the other way around. **c. Develop Māori student role models through leadership structures** ● Looking at refining the role of the Tu Wahine to incorporate more of a Te Ao Māori view of leadership. ie leading people and building whakawhanautanga within the Māori students at Carmel. ● Building leadership capacity in younger students to enable them to lead committees and complete administrative tasks such as prayers in Te Reo Māori, Māori Language week activities & Matariki activities. **d. Establish opportunities to connect with our local community eg Te Kamaka** ● Actively pursue links with Whānau, and the wider community to support links with Te Kamaka and whānau in our community.	● Attendance and academic tracking required, as identified in our ERO report to support our Pacific learners

<table>
<tr><th colspan="3">Strategic Area: Wellbeing | Hauora
All ākonga and staff are valued as individuals and supported to be engaged learners who achieve their personal best.</th></tr>
<tr><td>Goals</td><td>A shared understanding of student and staff wellbeing has been established, with a plan developed for next steps</td><td>Review completed for how student success is recognised and celebrated, with a plan developed for next steps</td></tr>
<tr><td>Actions</td><td>Develop framework to support students and staff to achieve their personal best

Student/ staff focus groups to ensure relevancy of language, strategies/ approaches and timing of reflections and self review</td><td>Review how students success is recognised and celebrated across the school- academic, sports, art and cultural achievements, including students reaching their personal best</td></tr>
<tr><td>What did we achieve? Evidence and reasons for differences</td><td>What has been achieved?
Some Investigation and Research completed by RFO/ TFE
Draft planning of Workplace Wellbeing Framework developed in order to have a starting point in 2026 with a working group.
Evidence: Working group document/ framework

Reasons for differences:
Needed to refocus the goal for greater clarity - on reflection student wellbeing needs to be a separate goal from developing staff wellbeing
Staff draft workplace well-being framework underway to have a starting place with working group in 2026
Research - some completed, some more investigation in the NZ context to complete</td><td>What has been achieved?
Review completed of how student success is recognised and celebrated
A specific focus on reviewing how we recognise and celebrate student success has revealed areas where we celebrate student success well (eg Sport and academic) and areas for future development (eg arts and those at a participation/ commitment level).
An impact of our review has been a more deliberate focus on ensuring that we recognise and celebrate a wide range of success
Evidence:
Music awards evening
Sports Award evening
Service assemblies to recognise girls who complete service programme
Separate Māori and Pasifika students evenings with parents at end of year
Academic Prizegivings split into 3 - 12/13, 9-10, 7/ 8
Recognition of success at Assemblies - eg Eco Fashion, Maths competitions etc
Use of Social media and electronic board to recognise and celebrate students
Recognition of students in fortnightly school newsletter and in termly page in Channel Magazine</td></tr>
</table>

		Reasons for differences: ● Due to Y11 not completing the academic year with Y12 and 13, changes were required. Following this year's prize giving reviews and feedback have been carried out which will see some further changes in 2026.
Where to next?	● Set up working group with staff to develop shared understanding of Workplace Wellbeing (staff) ● Register interest from staff to include a range of staff in working group ● Plan timeframe for meetings suggested 2x per term. ● Complete a framework for Workplace well-being to present to all staff	● With changes in academic programme there is potential for changes in how academic progress and success is acknowledged and recognised ● Continue to recognise and acknowledge students across all aspects of school life

Strategic Area: Confidence | Whakamanawa *Carmel College learners are confident, resilient, adaptable risk takers who are empowered to try new things.*		
Goals	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
Actions	Continued promotion of inclusion through the use of the UDL Framework	a. Identification of Multi Tiered Systems of Support (MTSS) for students that are identified as needing additional assistance to learn b. Refine student leadership framework for students in Year 7-13 c. Develop a framework to establish leadership development pathways, and identify staff for targeted leadership growth opportunities to grow sustainability in curriculum and pastoral care d. Target future staff in areas of identified shortage eg Religious Education - ASTTP/ Waikato University Teacher Trainee programme
What did we achieve? Evidence and reasons for differences	**What has been achieved?** ● Ongoing implementation of Universal Design for Learning (UDL) across departments. ● PLD sessions delivered on UDL and cognitive load theory, including practical activities and ideas for classroom use.	**a. Identification of Multi Tiered Systems of Support (MTSS) for students that are identified as needing additional assistance to learn** **What has been achieved?** ● Target groups are clearly identified, and Tier 2 supports are now used more consistently due to staff PD. ● Identification of Tier 2 students through ORAH and Wellbeing Wednesday has strengthened timely pastoral responses.

	• AI educational tools introduced to support planning and unit development. • Sharing of best practice among staff facilitated throughout the year. • UDL applied as both an engagement tool and to support representation and reduce cognitive load for learners. **Evidence:** • Term 2 UDL PLD sessions, including AI tools for planning and writing units of work. • Term 3 PLD focused on UDL and cognitive load, with RTLB facilitating two sessions incorporating practical activities. • Staff internal PLD in Term 4 supporting continued use and reflection. • Observed integration of UDL principles in classroom planning and teaching. **Reasons for differences:** • Implementation is ongoing, so adoption may vary between departments and individual staff members. • Staff familiarity with AI tools and cognitive load strategies continues to develop. • Scheduling and time constraints may affect the depth and pace of PLD participation.	• Academic interventions in Literacy and Numeracy have been effective, with Year 10 numeracy preparation before CAAs and Year 11 literacy (RE standards) providing successful alternative pathways for students still working toward NCEA requirements. • Student wellbeing initiatives have expanded, including increased Travellers and LEGO groups, resulting in greater access to support for students in Years 7–9. • Wellbeing Wednesday is now fully embedded in Year 7/8. • Staff more confident with behaviour management escalation processes through PD on behaviour management, PCT Collaborative & Proactive Solutions training has prompted new thinking around how to manage Tier 3 students. • Systems and processes have improved, with KAMAR becoming the primary learning support profile tool for incoming cohorts and sensitive information managed securely. • Student programmes such as Tuakana, Peer Mediation GROWTH coaching and DBT STEPS-A workshops are underway or planned, supporting leadership, resilience, and interpersonal skill development. **Evidence:** • Tier 2 referral spreadsheet shows increased number of referrals and follow up actions completed. • Orah platform data shows numbers of students using it. Actions on the platform by deans are beginning to be logged with increased frequency. • Deans report redirecting staff to behaviour management flowchart . • Groups run on timetable and groups to support belonging and transition (GROWTH/ TUAKANA) have surplus applicants showing they are integrated into student experience at Carmel. **Reasons for differences:** • Successful social and emotional learning group programmes including peer support and mentoring. • Successful intervention groups to support NCEA literacy and numeracy requirements. • Successful revitalisation of some student programmes. • Development of the MTSS framework took longer than expected, as collaborative work across deans, counselling, and

		learning support was required to standardise language and processes. ● Additional PD (behaviour management refresh, CPS for PCTs, MTSS common language), which also slightly shifted timelines for framework completion. ● A rise in complex behaviour and Tier 3 students required more targeted interventions and proactive planning than originally anticipated, reducing time for preventative and proactive measures in Term 3 and 4. **b. Refine student leadership framework for students in Year 7-13** **What has been achieved?** ● Student leadership frameworks have been established. ● Leadership connections between House Leaders, Atawhai Animators, and Tuakana Leaders (Years 11–12) are developing well. ● Leadership training now includes project-based initiative training linked to portfolio roles. ● Carmel Day leadership structure has been developed, including clearer role distribution. ● Wellbeing check-ins with counsellors for the student leadership team have begun. ● Peer mediation teams are active, visible, and confidently managing lunchtime rosters. ● House points structure has been reviewed and brainstormed with House Leaders to broaden opportunities for earning points. **Evidence:** ● Improved collaboration and alignment across House, Atawhai, and Tuakana leadership positions. ● Scheduled leadership training days at the beginning and end of the year. ● Positive recent feedback from counsellors and student leaders about the wellbeing check-ins. ● Peer mediators are consistently covering lunchtimes and ready to lead planned lessons for Year 7 and 8. ● Portfolio staff leads have an end-of-term meeting booked to ensure consistency and support. **Reasons for differences:**

		● Early feedback on wellbeing check-ins was mixed but has improved with continued implementation and clearer purpose. ● Leadership structures are still evolving as the team moves away from the previous class-captain model and towards a more integrated leadership approach. **c. Develop a framework to establish leadership development pathways, and identify staff for targeted leadership growth opportunities to grow sustainability in curriculum and pastoral care** **What has been achieved?** ● Pastoral care growth opportunities have been explored purposefully with various PLD opportunities being provided. ● In the curriculum area there has been a range of PLD, but this has not been focused to support the growth of middle leadership. **Evidence:** ● Good engagement in pastoral initiatives. ● Need to find new HODs outside of current staff, recent exception the appointment of one HOD from internal applicants. **Reasons for differences:** ● Anecdotally the loss of the kahui ako funding, and this not being strategically used previously has been a lost opportunity for middle leadership growth. **d. Target future staff in areas of identified shortage eg Religious Education - ASTTP/ Waikato University Teacher Trainee programme** **What has been achieved?** ● This year we had four trainee teachers through ASTTP ● We have appointed one to staff for 2026 **Evidence:** ● Whilst 4 trained on site and only one has joined the Carmel staff, the other 3 have all been successful in finding a position at another school **Reasons for differences:** ● Carmel staff changing their plans for 2026 reduced our ability to employ the trainees

Where to next?	● Continue UDL-focused PLD sessions and sharing of best practice. ● Further embed cognitive load theory into teaching practices. ● Support staff in using AI and other tools to plan differentiated and accessible learning experiences. ● Monitor and evaluate the impact of UDL strategies on student engagement and learning outcomes.	**a. Identification of Multi Tiered Systems of Support (MTSS) for students that are identified as needing additional assistance to learn** ● Funding for release time for teachers for Collaborative Proactive Solutions Conversations between Tier 2/3 students and staff has been applied for to MOE learning Support. This will support the implementation of this approach with our Tier 2/3 students. ● PLD at deaning meetings will center around confidence building for facilitation of this approach. ● In 2026 a stronger focus on cultural competencies, accessing counselling and mental health services for our international students will help support confidence and belonging during their time at Carmel. ● A new programme will be proposed to help students bridge the cultural gaps between domestic and international students. This is a collaborative exercise between PCT and the International department. **b. Refine student leadership framework for students in Year 7-13** ● Further develop Māori and Pacific student leadership pathways and strengthen junior leadership opportunities. ● Continue refining the leadership framework and embed the new structures fully. ● Implement project-based leadership training as part of annual leadership days. ● Extend peer mediation into Year 7–8 classes to promote relationship skills, using planned lessons delivered by mediators. ● Finalise and implement the revised House points system to encourage a broader range of student contributions. **c. Develop a framework to establish leadership development pathways, and identify staff for targeted leadership growth opportunities to grow sustainability in curriculum and pastoral care** ● This needs to remain a focus area for SLT and PLD provisions. **d. Target future staff in areas of identified shortage eg Religious Education - ASTTP/ Waikato University Teacher Trainee programme** ● Two teacher trainees have been appointed from The Teacher Institute.

<table>
<tr><td colspan="3">Strategic Area: Catholic Character
The Carmel College Catholic Character is understood by our community and visible in all that we do.</td></tr>
<tr><td>Goals</td><td>Dimension 1: Te Tūtaki ki a Te Karaiti-Encounter with Christ</td><td>Dimension 4: Safeguarding and Strengthening Catholic Character – Te Kaitiakitanga me te Whakapakari I te Tuakiri Katorika</td></tr>
<tr><td>Actions</td><td>Continuing to develop opportunities for students and staff to experience spiritual growth</td><td>Recruitment and retention of Religious Education teachers</td></tr>
<tr><td>What did we achieve? Evidence and reasons for differences</td><td>What has been achieved?
Staff engaged in Catholic Character development, including a Term 1 hikoi, participation in the Pompallier Shield, and ongoing PD and spiritual formation opportunities.
Staff attended national and international Catholic Character PLD, including the AMSSA Conference and the “Teachers New to Catholic Schools” programme hosted at Carmel.
Chapel use has increased, with Rosary mornings available.
Students have had multiple opportunities to grow spiritually through camps, retreats, Eucharistic Minister and Altar Server training, and parish youth group connections.
Carmel supported student leaders and Eucharistic Ministers with subsidies to attend St Joseph’s Life Teen Camp.
Sacramental Programme expanded to include a senior student option in 2025.
PLD provision extended in Term 3, with four staff participating in “Having Life to the Full” PLD and professional learning awards opened.
Evidence:
Participation in the Sacramental Programme:</td><td>What has been achieved?
RE teachers have been retained, with one teacher trainee joining staff in 2026
Evidence:
Recruitment
Reasons for differences:
Full show roll means more teachers are required.</td></tr>
</table>

	39 Year 7 students, 2 Year 12 students (new option in 2025), 1 staff member - Participation in Service Programme - Attendance at Retreat Days: Record of participation ongoing; included as part of annual year-level retreats and leadership formation **Reasons for differences:** - Introduction of the Year 12 Sacramental option is new, so uptake is expected to begin small while awareness builds. - Service programme numbers are delayed as the final verification of hours occurs in Term 4. - Levels of participation in spiritual growth opportunities may vary depending on student readiness, scheduling, and competing commitments during the school year.	
Where to next?	- Continue offering and strengthening staff Catholic Character PLD, including further AMSSA engagement and “Teachers New to Catholic Schools” onboarding. - Explore expanded opportunities for senior student involvement in the Sacramental Programme. - Increase visibility and accessibility of parish youth group connections. - Review and enhance retreat and service programme structures based on 2025 participation data. - Continue investment in middle leadership and staff formation through Life to the Full PLD and professional learning awards	To continue to support staff in their professional learning.

<table>
<tr><td colspan="3">Strategic Area: Learning and Teaching
All learners are engaging in quality learning and teaching to achieve personal excellence and be learners for life.</td></tr>
<tr><td>Goals</td><td>Year 7-10 curriculum alignment - establish a learning pathway to ensure a consistent and strategic approach to learning outcomes (Continuation from 2024)</td><td>a. Develop a consistent, collective approach to numeracy teaching and testing
b. Develop a consistent, collective approach to literacy teaching and testing</td></tr>
<tr><td>Actions</td><td>Review the structure of the Year 7-10 programme.
Inclusion of UDL in alignment with NZC refreshment guidelines in unit planning.</td><td>a. Develop a consistent, collective approach to literacy teaching and testing (standardised testing and tracking of readiness)
b. Develop a consistent, collective approach to numeracy teaching and testing (standardised testing and tracking of readiness)</td></tr>
<tr><td>What did we achieve? Evidence and reasons for differences</td><td>What has been achieved?
● Ongoing curriculum trial involving 3 staff members in Maths.
● Adjustments made to timetable to support literacy and numeracy priorities (as noted above under the term 2 update)
● Numeracy and structured literacy PLD delivered to support curriculum implementation.
● Initial planning aligned with the forthcoming release of the new curriculum.

Evidence:
● Participation of 3 staff members in Maths curriculum trial.
● Term 2 timetable adjustments recorded and implemented.
● Numeracy and structured literacy PLD sessions delivered in Term 3.
● Documentation of ongoing alignment with Ministry of Education guidance on the new curriculum.

Reasons for differences:
● Further action paused pending detailed guidance and release of the new curriculum from the Ministry of Education. Timetable adjustments are interim measures until full implementation is possible.
●</td><td>a. Develop a consistent, collective approach to literacy teaching and testing (standardised testing and tracking of readiness)
What has been achieved?
● Year 7–8 code teaching is ongoing.
● Writers Toolbox implemented for Year 9, with diagnostic testing results being analysed.
● easTTle testing for Year 7–8 completed.
● Literacy PLD for Year 7–8 staff funded by the Ministry of Education has begun, with one of three sessions completed and two scheduled for Term 4.
● Review of assessment tools aligned with NZ Government directives has commenced.

Evidence:
● Completion of Year 7–8 easTTle assessments.
● Diagnostic testing data from Year 9 Writers Toolbox being analysed.
● Literacy PLD participation for Year 7–8 staff (one session completed, two scheduled).
● Documentation of alignment process with new assessment tool directives from the Ministry of Education.

Reasons for differences:
● Awaiting release of the Ministry of Education’s new standardised assessment tool, expected at the end of Term 3, to allow trial in Term 4.</td></tr>
</table>

		● Review and alignment of assessment tools delayed until official guidance is received. **b. Develop a consistent, collective approach to numeracy teaching and testing *(standardised testing and tracking of readiness)*** **What has been achieved?** ● easTTle testing has been completed. ● Year 7–8 students are participating in a Ministry-funded Maths intervention programme. ● One day of PLD for staff supporting the intervention has been completed, with another session planned for Term 4. ● Review of assessment tools is ongoing in line with New Zealand Government directives. **Evidence:** ● Completion of easTTle testing for relevant year levels. ● Participation records of Year 7–8 students in the Maths intervention programme. ● PLD attendance by staff (one session completed, one scheduled for Term 4). ● Documentation of ongoing assessment tool review aligned with government directives. **Reasons for differences:** ● Further action on assessment tools is delayed pending finalisation and release of the new standardised tool by the Ministry of Education. ● Implementation of intervention and PLD is staged to align with assessment tool developments.
Where to next?	● Continue Maths curriculum trial and expand staff involvement as guidance from the Ministry of Education becomes available. ● Align timetable and teaching allocations with the new curriculum. ● Continue structured literacy and numeracy PLD to support staff readiness. ● Monitor impact of changes on student learning outcomes in English, Maths, and Science.	**a. Develop a consistent, collective approach to literacy teaching and testing *(standardised testing and tracking of readiness)*** ● Review the new Ministry of Education assessment tool once released. ● Complete the remaining literacy PLD sessions for Year 7–8 staff. ● Align Year 9 Writers Toolbox data with easTTle results to identify trends and inform teaching.

		● Review PAT and the new standardised assessment tool to ensure consistency and effectiveness in literacy assessment. **b. Develop a consistent, collective approach to numeracy teaching and testing *(standardised testing and tracking of readiness)*** ● Complete remaining PLD session for Year 7–8 staff supporting the Maths intervention programme. ● Implement and align new standardised assessment tools once released. ● Monitor the impact of the Maths intervention programme on student outcomes. ● Review and adjust teaching approaches based on intervention results and assessment data.

Strategic Area: 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.*		
Goals	Continued cultural competency understanding through professional development (*Continuation from 2024)*	Enhance language proficiency of Te Reo Māori among kiako
Actions	Continued cultural competency understanding through professional development, done as a collective and individuall	a. Curriculum programmes that integrate mātauranga Māori b. Increase confidence and proficiency among staff of Te Reo through the Poutama Reo language initiative
What did we achieve? Evidence and reasons for differences	**What has been achieved?** ● Staff more confident in uses words & phrases in Te Reo ● More Te Reo Māori heard around the school in terms of informal and formal greetings **Evidence:** ● SLT using Māori prayer to open meetings **Reasons for differences:** ● Progress is slow but growing	**a. Curriculum programmes that integrate mātauranga Māori** **What has been achieved?** ● Departments have incorporated mātauranga Māori accordingly **Evidence:** ● Most successful cross curricular approach has been Year 11 with RE, Health and Te Reo Māori at Te Kamaka marae **Reasons for differences:**

		- Delayed until the NZC is updated, this will be phased in when the NZC documents are available. - RE and Social studies/ NZ history are the only published documents. **b. Increase confidence and proficiency among staff of Te Reo through the Poutama Reo language initiative** **What has been achieved?** - To date 12 staff have completed the Beginners Level and gained a Green Badge. - There are others that are partially complete. - The matrix for the next levels have been developed in preparation for 2026. **Evidence:** - Marking schedules from Green Assessments & the number of badges presented to staff **Reasons for differences:** - Positive engagement from staff- positive role modelling
Where to next?	Possibly providing staff with vocab lists of common classroom instructions in Te Reo that can be used eg ‘Pakipaki'- Give a round of applause	**a. Curriculum programmes that integrate mātauranga Māori** - Review and adjust teaching programmes based on finalised curriculum documents. **b. Increase confidence and proficiency among staff of Te Reo through the Poutama Reo language initiative** - To continue the development of Poutama Reo and for this to extend to students

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

Year 7- 10 Learning Progress

Since 2019, Year 7–10 students have typically completed e-asTTle assessments in Maths and Reading at the start and end of each year. Maths includes two tests (Number & Algebra, and Measurement & Geometry), while Reading assesses various English curriculum elements, with Years 9–10 completing two tests that are averaged. Although assessments were conducted in 2025, gaps in the data meant that learning progress for Years 7–10 was reported using overall teacher judgements.

Year 7-10 Overall Teacher Judgement (OTJ) Data Analysis

An Overall Teacher Judgement (OTJ) is the professional decision a teacher makes about a student's achievement in a subject, based on evidence from a range of assessments, observations, and learning activities over a period of time. In our curriculum context, OTJs are used to summarise where a student is performing overall in relation to the curriculum level expectations, therefore it is not based on one task or assessment, but on a comprehensive view of learning over time.

Instead of relying on a single test or piece of work, an OTJ considers all learning experiences, including classwork, projects, tests, and participation, to give a holistic picture of a student's progress.

OTJs are expressed in terms of how a student is progressing in relation to the curriculum expectations:

- **Working Towards:** The student is developing the skills and understanding for the curriculum expectations but has not yet consistently demonstrated them.

- **Working At:** The student is meeting the curriculum expectations and demonstrates the expected skills and understanding for their level.

- **Working Above:** The student demonstrates skills and understanding beyond the expected level, i.e. one year above, and can apply learning in more complex contexts.

- **Working Well Above:** The student consistently performs at a level significantly beyond the expected curriculum standard, showing advanced understanding and application i.e. two years above.

Table summarising as a %

Year | Subject	Working towards	At	Above	Well Above
7ENG	19	57	21	3
7MAT	19	52	24	5
8ENG	19	59	21	1

8MAT	20	52	26	2
9ENG	24	40	34	2
9MAT	17	31	34	18
10ENG	14	53	31	2
10MAT	24	46	22	8

Year 7

In Year 7, 44 students are on the Learning Support Register. The majority of students on the school roll identify as European (86) and Asian (57), with smaller numbers of Māori (14), MELAA (6), Pacific (3), and Other (2), out of a total cohort of 168 students.

Year 7 English

English is taught in mixed-ability classes by the Core Learning Group teacher, with daily lessons complemented by a fortnightly library period dedicated to reading.

What has been done throughout the year?

In 2025 *The Science of Language* was introduced, which is a course that deepens students' understanding of the origins of words, grammar, and language structure. To support this and strengthen literacy outcomes across the year level, teachers have actively engaged in professional learning and development (PLD) focused on the Structured Literacy programme. These initiatives have enhanced both teaching practice and student engagement with language.

OTJ table based on an average of 10 pieces of assessment data

Year | Subject	Working towards	At	Above	Well Above
7ENG	19	57	21	3
Ethnicity				
European	23	55	19	3
Māori	18	63	17	2
Pacific	35	62	3	
Asian	12	60	25	3
MELAA	18	63	18	
Other		50	50	

Overall, the Year 7 English results show that:

- 78% of students are achieving At or Above expectations
- 3% performing Well Above

- Māori and MELAA learners are performing strongly, with over 80% achieving At or Above
- Asian students show the highest achievement profile, with the lowest proportion Working Towards and the strongest representation in the Above bands
- European students are consistent with whole-cohort trends
- Pacific students show the greatest need for support, with 35% Working Towards and very few achieving Above or Well Above expectations. These trends indicate targeted support is required to lift Pacific learners into higher achievement bands.

Year 7 Maths

Mathematics teaching in Year 7 is in a mixed-ability classroom and is taught by the Core Learning Group teacher. They are taught Mathematics every day. This aligns with Government priorities.

The programme is discussed with the HoD/Asst HoD of Mathematics and the Year 7 teachers. The focus on Number, Algebra, Probability, Measurement and Geometry & the Mangahigh Maths Programme is used as a base. The structured numeracy programme has brought new resources into the classrooms. Students are using Oxford Maths Texts.

There is a perceived increase in Maths anxiety and poor basic skills in addition, subtraction, multiplication, division, and place value.

What has been done throughout the year?

Carmel staff have been involved in a MOE mathematics trial to target students who are below the expected level and accelerate their learning to the required standard. This has involved removing from class to run extra maths teaching in small groups.

Year 7 and 8 teachers are involved in the MOE funded maths PLD to support the implementation of the new curriculum. They have had two full days in Term 3 and Term 4. With two further days of PLD in 2026.

OTJ table based on an average of 9 pieces of assessment data

Year | Subject	Working towards	At	Above	Well Above
7MAT	19	52	24	5
Ethnicity				
European	24	51	22	3
Māori	21	48	21	10
Pacific	38	38	20	4
Asian	12	49	31	8
MELAA	19	76	5	
Other		56	44	

Overall, the Year 7 Mathematics results show that:

- 81% of students are achieving At or Above expectations, with a further 5% performing Well Above
- Asian students show the strongest achievement trend, with the lowest percentage of students Working Towards and the highest percentage of students in the Above and Well Above bands
- Māori students also show positive results, with strong representation in the higher bands, including 10% Well Above
- European learners are aligned with overall trends, though with a slightly higher proportion Working Towards
- Pacific students require the greatest level of support, with 38% Working Towards and a comparatively smaller proportion achieving At or Above
- MELAA students show a high level of success, with 76% achieving At
- The small ‘Other’ group displays a strong split between At and Above.
- These trends indicate good overall performance in mathematics, with clear strengths among Asian and Māori students and targeted support needed to lift Pacific students’ achievement.

Year 8

In Year 8, 35 students are on the Learning Support Register. The largest groups are European (76) and Asian (59), with smaller numbers of Māori (12), Pacific (4), and Other (3), out of a total cohort of 154 students.

Year 8 English

English teaching in Year 8 is in a mixed-ability classroom and is taught by the Core Learning Group teacher who has a strength in teaching literacy-rich subjects. Students are taught English every day, and one period per fortnight is spent in the school library reading. Teachers have been attending PLD to support the implementation of the Structured Literacy programme.

In 2024, we introduced a course called “The Science of Language” that looks at the etymology of words, grammar and so on. This course has been extended into Year 8.

OTJ table based on an average of 11 pieces of assessment data

Year | Subject	Working towards	At	Above	Well Above
8ENG	19	59	21	1
Ethnicity				
European	18	60	20	2
Māori	19	59	21	1
Pacific	28	48	24	
Asian	12	60	24	4
MELAA	14	74	12	

Other	50	40	10	

Overall, the Year 8 English results show that:
- 81% of students are achieving At or Above expectations
- Māori and European students closely mirror overall cohort patterns, with strong consistency in the At and Above bands
- Asian students show the highest achievement level, with the lowest proportion Working Towards and the highest overall representation in the Above and Well Above categories
- Pacific students have a higher percentage Working Towards at 28%, though many are still achieving At or Above expectations
- MELAA students show a majority achieving At with 74% and an additional 12% Above
- The small 'Other' group shows a wider spread, with half of students Working Towards
- These results indicate stable overall achievement in Year 8 English, with particular strengths among Asian and MELAA learners and a need for targeted support for Pacific students.

Year 8 Maths

Mathematics teaching in Year 8 is in a mixed-ability classroom and is taught by a Core Learning Group teacher who has a strength of teaching mathematics. Mathematics is taught every day. This aligns with Government priorities.

What has been done throughout the year?

Year 8 teachers have been involved in the MOE funded maths PLD to support the implementation of the new curriculum. They have had two full days in Term 3 and Term 4. With two further days of PLD in 2026.

Some staff have been involved in a mathematics trial to target students who are below the expected level and accelerate their learning to the required standard. This has involved students being removed from other class time to run extra maths teaching in small groups.

OTJ table based on an average of 9 pieces of assessment data

Year | Subject	Working towards	At	Above	Well Above
8MAT	20	52	26	2
Ethnicity				
European	24	56	18	2
Māori	38	46	16	
Pacific	52	48		
Asian	12	44	42	2
MELAA	14	67	19	
Other	54	46		

Overall, the Year 8 Mathematics results show that:

- 80% of students are achieving At or Above expectations, with 2% performing Well Above
- Asian students have the strongest achievement levels, with the lowest proportion Working Towards and the highest percentage in the Above band
- European students largely reflect overall cohort patterns
- Māori students show a higher percentage of Working Towards (38%) and fewer in the Above and Well Above bands
- Pacific students require the most support, with over half (52%) Working Towards, although the remainder are achieving At
- MELAA students show a solid pattern, with 67% achieving At and 19% Above
- The small 'Other' group shows a high proportion Working Towards (54%) but some representation At (46%)
- These trends indicate strong overall achievement, with particular strengths among Asian and MELAA learners and a clear need for targeted support for Pacific and Māori students.

Year 9

In Year 9, 27 students are on the Learning Support Register. The cohort consists of 155 students, with the largest groups being European (67) and Asian (64), and smaller numbers of Māori (8), MELAA (6), and Pasifika (10).

Year 9 English

Students are taught by English specialists in mixed ability classes. They have 9 50-minute periods per fortnight and use a range of teaching resources, including Education Perfect.

OTJ table based on an average of 11 pieces of assessment data

Year | Subject	Working towards	At	Above	Well Above
9ENG	24	40	34	2
Ethnicity				
European	24	40	34	2
Māori	27	41	30	2
Pacific	63	30	7	
Asian	15	39	44	2
MELAA	16	48	34	2
Other				

Overall, the Year 9 English results show that:

- 76% of students are achieving At or Above expectations, with 2% performing Well Above
- Asian students show the strongest achievement profile, with 44% in the Above band and the lowest proportion Working Towards (15%)
- European and Māori students show similar patterns to the overall cohort, with the majority achieving At or Above, though Māori learners have a slightly higher proportion Working Towards (27%).
- Pacific students require the most support, with 63% Working Towards and only a small proportion achieving Above
- MELAA students show positive achievement, with over 80% achieving At or Above
- These results indicate solid overall achievement, with particular strengths among Asian and MELAA learners, while Pacific students require targeted support to improve outcomes.

Maths Y9

Students are taught by maths specialists in mixed ability classes. Students have nine 50-minute periods per fortnight and use a range of teaching resources including Education Perfect.

OTJ table based on an average of 7 pieces of assessment data

Year | Subject	Working towards	At	Above	Well Above
9MAT	17	31	34	18
Ethnicity				
European	26	34	28	12
Māori	14	47	39	
Pacific	53	37	10	
Asian	4	24	42	30
MELAA	7	38	45	10
Other				

Overall, the Year 9 Mathematics results show that:

- 83% of students are achieving At or Above expectations, with 18% performing Well Above
- Asian students show the strongest achievement profile, with the lowest percentage Working Towards (4%) and the highest representation in Above and Well Above bands (72% combined)
- MELAA students also show strong performance, with 55% achieving Above or Well Above and only 7% Working Towards
- European students largely reflect overall cohort patterns, though a slightly higher proportion are Working Towards (26%)

- Māori students show solid outcomes, with the majority achieving At or Above and a notable 39% Above
- Pacific students require targeted support, with over half (53%) Working Towards and only 10% Well Above
- These results indicate strong overall achievement in Year 9 Mathematics, with particular strengths among Asian and MELAA learners and a clear need to support Pacific students to progress into higher achievement bands.

Year 10

In Year 10, 30 students are on the Learning Support Register. The cohort consists of 171 students, with the largest groups being European (87) and Asian (49), and smaller numbers of Māori (13), Pasifika (12), and MELAA (10).

English Y10

Students are taught by English specialists in mixed-ability classes. They have nine 50-minute periods per fortnight and use a range of teaching resources, including Education Perfect. This represents an increase in teaching time from eight to nine periods in 2025.

We are in the second year of using the Writer's Toolbox with Year 10 students. This tool is helping them structure sentences and write with greater flair and accuracy.

Implications of literacy programmes for the future:
The Writer's Toolbox has been used cross-curricularly in English, RE, Social Sciences, and some Science subjects. Students are now applying the vocabulary and sentence structures in Year 11. Moving forward, we may need to support other subject areas, such as Mathematics (particularly for statistics), to use the same writing structures consistently.

OTJ table based on an average of 10 pieces of assessment data

Year | Subject	Working towards	At	Above	Well Above
10ENG	14	53	31	2
Ethnicity				
European	14	56	24	6
Māori	18	57	25	
Pacific	18	42	38	2
Asian	13	47	37	3
MELAA	5	60	35	
Other		56	44	

Overall, the Year 10 English results show that:
- 86% of students are achieving At or Above expectations, with 2% performing Well Above

- MELAA students show the strongest profile, with 95% achieving At or Above and 35% in the Above band
- Asian students also show strong outcomes, with 84% At or Above and 40% in Above or Well Above
- European and Māori students largely reflect cohort trends, with the majority achieving At or Above and modest representation in the Above and Well Above bands
- Pacific students have a higher percentage Working Towards (18%) but also a strong representation in the Above band (38%), indicating a mixed achievement profile
- The small ‘Other’ group shows a high percentage achieving At or Above (100%), with nearly half Above
- These results indicate overall strong performance in Year 10 English, with particular strengths among MELAA and Asian learners and a need to support Pacific students to lift all learners into the higher bands.

Maths Yr 10

Students are taught by maths specialists in mixed-ability classes, with one targeted class designed to accelerate learning. They have nine 50-minute periods per fortnight, using a range of teaching resources, including Education Perfect. This represents an increase in teaching time from seven to nine periods in 2025. Identified students also received additional teacher support to prepare for the CAA assessment.

OTJ table based on an average of 4 pieces of assessment data

Year | Subject	Working towards	At	Above	Well Above
10MAT	24	46	22	8
Ethnicity				
European	28	50	18	4
Māori	37	37	15	11
Pacific	21	60	17	2
Asian	14	38	36	12
MELAA	18	41	35	6
Other		25	75	

Overall, the Year 10 Mathematics results show that:

- 76% of students are achieving At or Above expectations, with 8% performing Well Above
- Asian students show the strongest achievement profile, with 48% in Above or Well Above bands and the lowest proportion Working Towards (14%)
- MELAA students also perform well, with 41% achieving Above and 6% Well Above
- Māori students have a higher percentage Working Towards (37%) but also show a notable 11% Well Above, indicating a mixed profile

- European students largely reflect overall cohort trends, while Pacific students show solid outcomes, with 60% achieving At and a small proportion in Above and Well Above bands
- The small 'Other' group shows strong achievement, with 75% At or Above
- These results indicate overall good achievement in Year 10 Mathematics, with particular strengths among Asian and MELAA students and targeted support needed for Māori students to lift those Working Towards into higher bands.

Year 10 Common Assessment Activity Attainment data *(Corequisite for NCEA)*

Students at Carmel College are able to sit the Common Assessment Activities (CAAs) from Year 10. Should students not achieve the CAAs in Year 10, there are further opportunities in Year 11. In some instances, students are provided with alternative pathways to achieve the co-requisite through approved Achievement Standards at NCEA Level 1 or above.

	Passed %	Not Achieved %	Absent %
Reading	91	6	2
Writing	89	8	3
Numeracy	82	16	2

Overall, the end-of-year assessment data shows:
- strong achievement across literacy and numeracy
- Reading has the highest pass rate at 91%, with only 6% Not Achieved and 2% absent
- Writing follows closely, with 89% passing, 8% Not Achieved, and 3% absent
- Numeracy has a slightly lower pass rate at 82%, with 16% Not Achieved, indicating a need for targeted support in this area
- Overall, the data reflects high levels of attainment, particularly in literacy, while numeracy presents the main area for focused intervention.

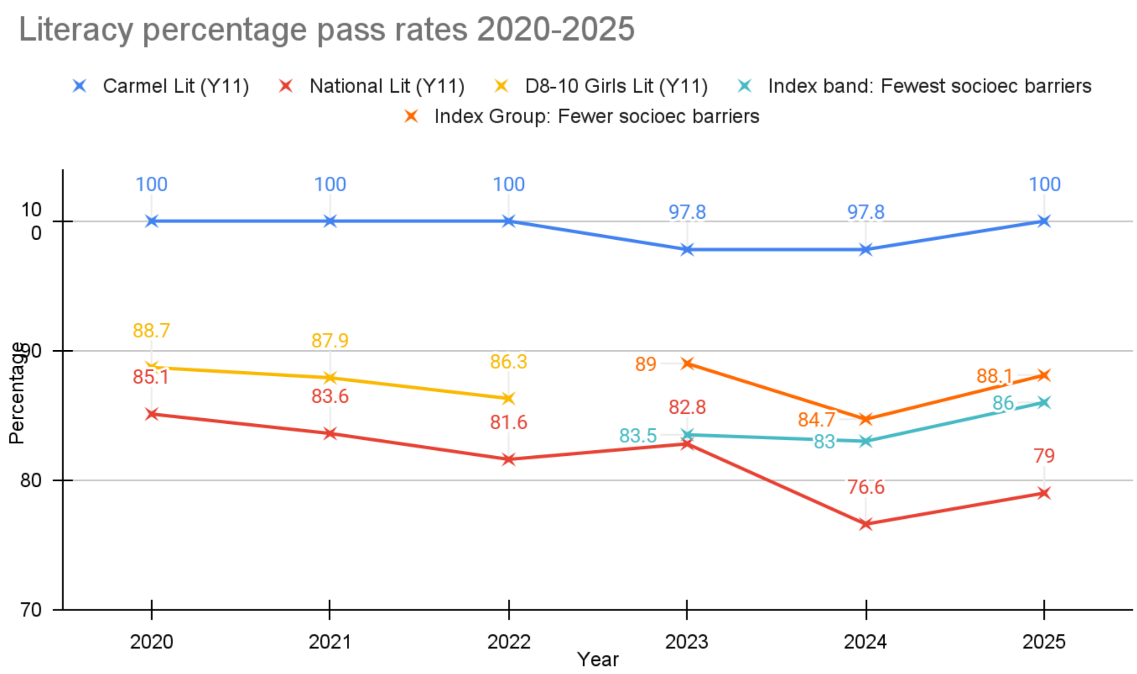
Year 11-13 NCEA results

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'.

Literacy and numeracy (Level 1) results for 2025

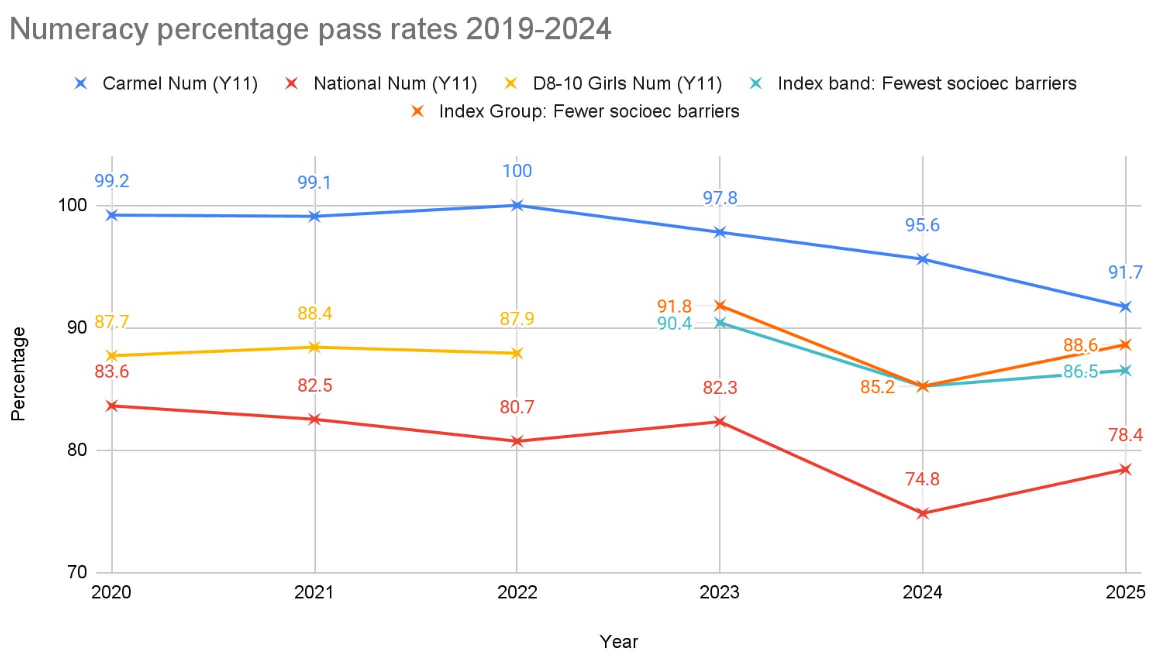


	2020	2021	2022	2023	2024	2025
Carmel Lit (Y11)	100	100	100	97.8	97.8	100
National Lit (Y11)	85.1	83.6	81.6	82.8	76.6	79
D8-10 Girls Lit (Y11)	88.7	87.9	86.3			
Index band: Fewest socio-ec barriers				83.5	83	86

Index Group: Fewer socio-ec barriers				89	84.7	88.1

Literacy Analysis:

Literacy achievement at NCEA Level 1 at Carmel College remains consistently exceptional, with results at or near 100% across the six-year period, including a return to 100% in 2025 following two years at 97.8%. This places the school well above the national average, which has declined overall from 85.1% in 2020 to 79% in 2025. Carmel's outcomes are also notably higher than those of comparable schools, where achievement has generally remained in the mid-80% range.



	2020	2021	2022	2023	2024	2025
Carmel Num (Y11)	99.2	99.1	100	97.8	95.6	91.7
National Num (Y11)	83.6	82.5	80.7	82.3	74.8	78.4
D8-10 Girls Num (Y11)	87.7	88.4	87.9			
Index band: Fewest socio-ec barriers				90.4	85.2	86.5
Index Group: Fewer socio-ec barriers				91.8	85.2	88.6

Numeracy Analysis:

Level 1 numeracy achievement at Carmel College has remained very strong over time, though a gradual decline is evident from a peak of 100% in 2022 to 91.7% in 2025. Despite this shift, results continue to sit well above the national average, which has fluctuated and overall declined from 83.6% in 2020 to 78.4% in 2025. Carmel also outperforms comparable groups, where achievement has generally remained in the mid- to high-80% range. While the downward trend over the past three years warrants monitoring, the data still reflects strong numeracy outcomes and a sustained pattern of achievement significantly above national and similar-school benchmarks.

Year 11 (*not assessed for NCEA Level 1)*

In Year 11, students did not complete NCEA Level 1 in the formal sense; instead, data was generated through school-based assessments delivered in modules. Each subject consisted of four modules, with each module worth four “credits” that were used solely for data tracking purposes rather than formal NCEA credit allocation.

To be recognised as achieving at Year 11 level, students were required to complete at least 15 modules at Achieved level or higher, in addition to meeting the Level 1 literacy and numeracy co-requisite through official NCEA pathways, either via the Common Assessment Activities (CAAs) or through approved Achievement Standards. Endorsements at Merit or Excellence level were awarded to students who achieved at least 13 modules at the required Merit or Excellence standard.

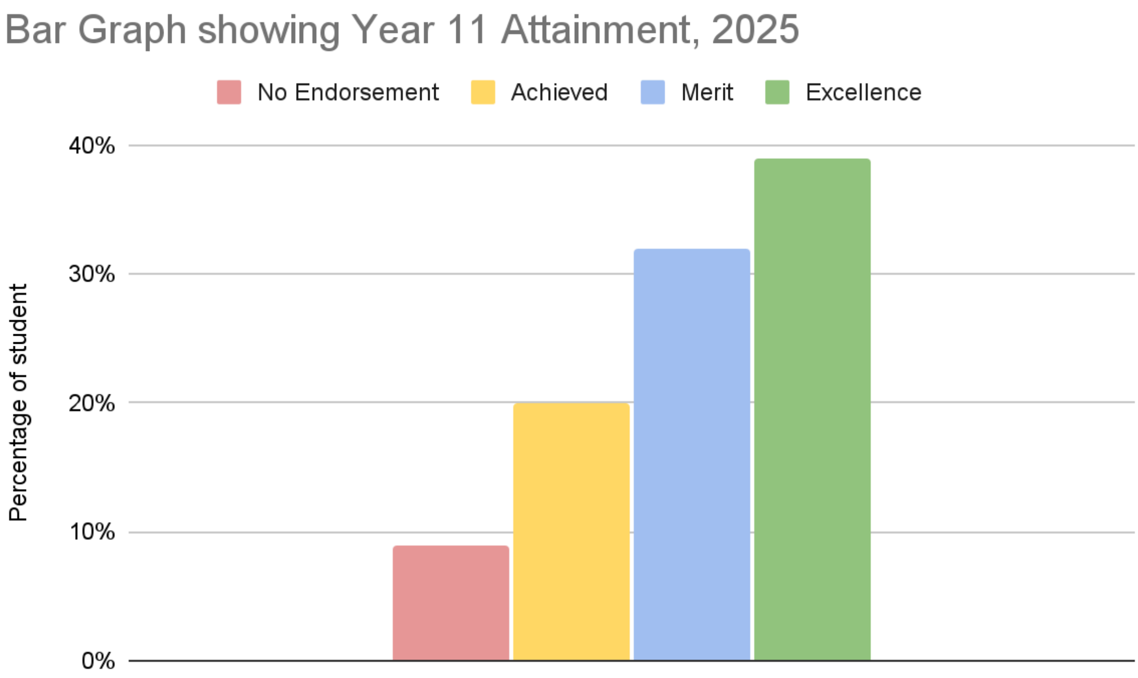
As this is the first year that the Year 11 programme has been run in this modular format, there is no comparable data to benchmark against. While it would be possible to compare these results with previous years when students were assessed through formal NCEA Level 1 qualifications, such comparisons would not be meaningful due to differences in assessment design, structure, and weighting.

In particular, previous NCEA assessment structures involved varying credit values across standards, whereas the current modular system uses a consistent internal credit allocation for tracking purposes. As a result, direct year-on-year comparisons would not provide an accurate reflection of student performance or progress. A comparison to NCEA Level 1 data does follow; however, it should be interpreted with these structural differences in mind when considering trends and outcomes.

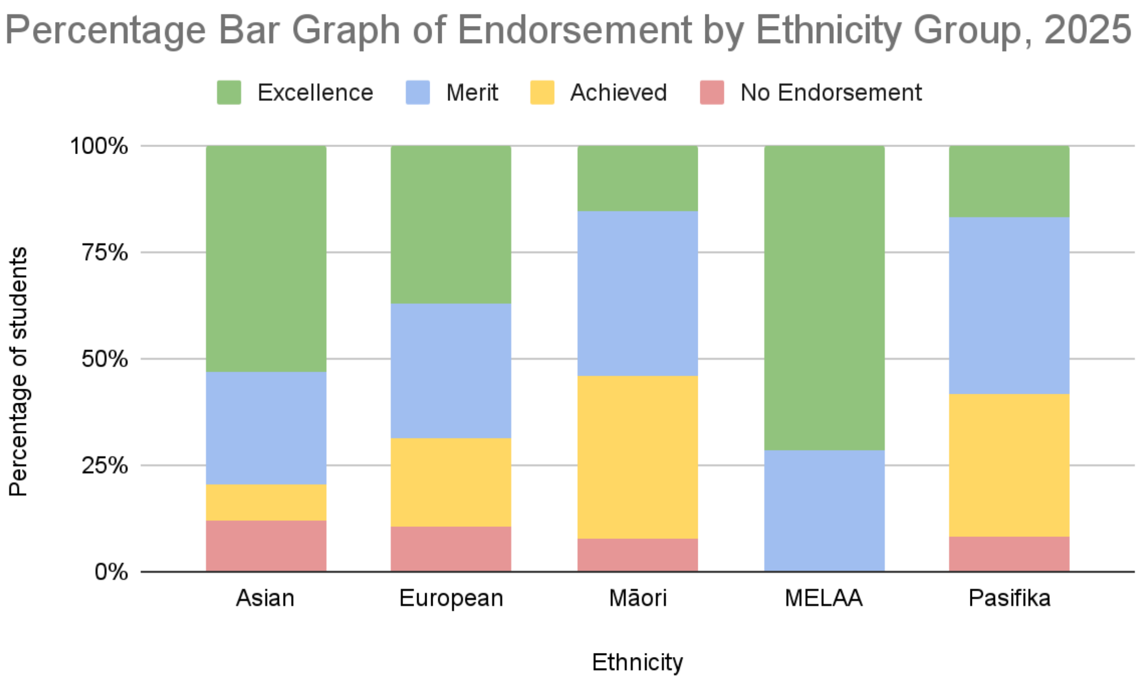
Factors to consider when analysing Year 11 cohort’s results:

- Thirteen students did not achieve Year 11
    - One student has a dual enrollment with Northern Health Schools
    - Eleven students are yet to achieve the Numeracy co-requisite *(all gained literacy)*
    - Nine of the ten are on our learning support register
    - Three had attendance 75% or lower, one with 68% attendance

To note: This data excludes international students and is participation-based, reflecting engagement and achievement within the cohort rather than formal qualification outcomes.



Overall, attainment of Year 11 was high, with 9% of students not being recognised as passing the Year 11 course. The endorsement data shows a strong level of academic achievement, with the majority of students gaining Merit or Excellence endorsements. A total of 71% of students achieved an endorsement at Merit or Excellence level (32% Merit and 39% Excellence), which is a particularly positive outcome**.**



The endorsement data by ethnicity shows generally strong overall achievement across most groups, with a high proportion of students gaining Merit and Excellence endorsements in several categories. Asian students demonstrate the strongest outcomes overall, with 79% achieving Merit or Excellence (26% Merit and 53% Excellence), indicating a particularly high level of sustained high performance. European students also show strong results, with 68%

achieving Merit or Excellence, and a relatively balanced distribution across Achieved, Merit, and Excellence levels.

Māori students show a different pattern, with the majority of students either gaining at an Achieved or Merit level (both at 38%) and a smaller proportion achieving Excellence (15%). While there is evidence of students reaching higher levels, the data suggests fewer Māori students are accessing Excellence compared to other groups.

MELAA students show very strong outcomes, with all recorded students achieving at Merit or Excellence level, including a particularly high proportion (71%) at Excellence. Although this represents a small cohort, it indicates very high levels of achievement within this group.

Pasifika students show a more distributed pattern of achievement, with 42% at Merit and 17% at Excellence, alongside 33% at Achieved and 8% with no endorsement. While a significant proportion are achieving at Merit level, those gaining Excellence is a smaller proportion.

Overall Year 11 Analysis

Blue: NCEA Level 1
Yellow: Carmel College Year 11 Programme

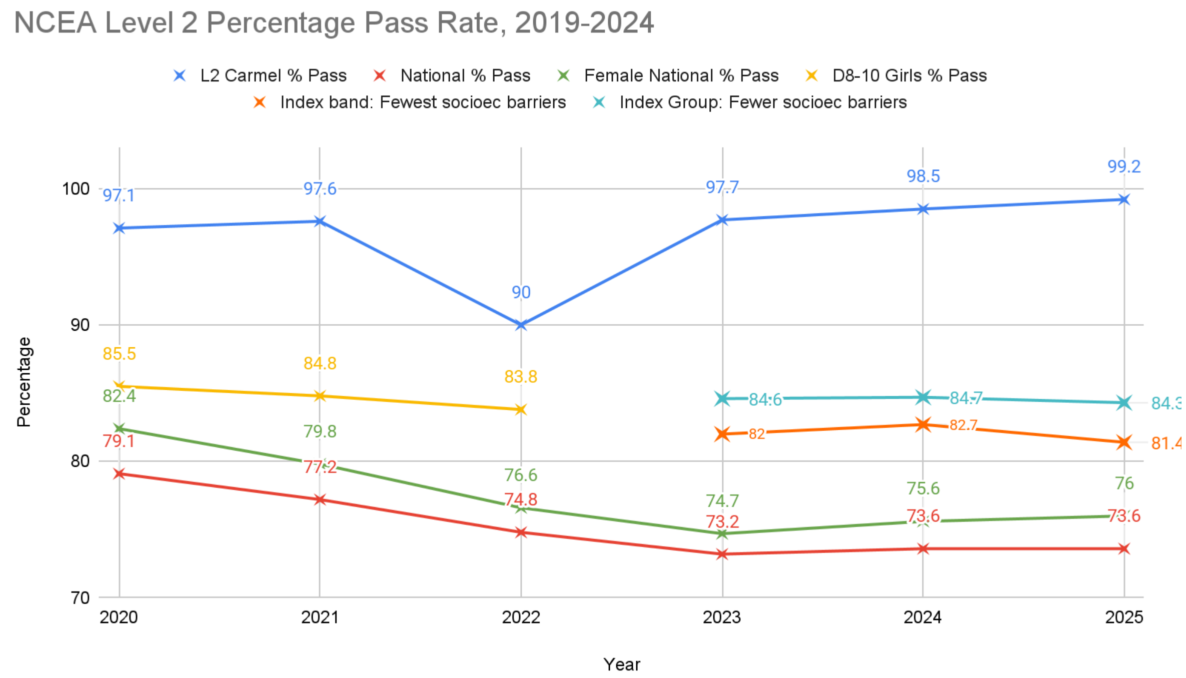
	2020	2021	2022	2023	2024	2025
L1 Carmel % Pass	97	95	97	95	92	91
	2020	**2021**	**2022**	**2023**	**2024**	**2025**
Carmel L1 endorsed	89	89	88	87	82	71

Across the six-year period, Level 1 pass rates remain consistently high, sitting above 90% each year, but show a gradual downward trend from 97% (2020/2022) to 91% in 2025.

In contrast, Level 1 endorsement rates have declined more noticeably, holding relatively steady between 87–89% from 2020–2023, before dropping to 82% in 2024 and more sharply to 71% in 2025. Overall, while achievement (pass rates) remains strong, there is a clear decline in higher-level performance (endorsements) in the most recent years,

However, it is important to note that the 2025 data is not directly comparable to previous years due to the shift away from formal NCEA Level 1 qualifications and the introduction of a new Year 11 programme structure. As a result, changes in endorsement rates should be interpreted with caution, as they reflect a different assessment and reporting model rather than a like-for-like comparison.

Level 2 NCEA results for 2025



	2020	2021	2022	2023	2024	2025
L2 Carmel % Pass	97.1	97.6	90	97.7	98.5	99.2
National % Pass	79.1	77.2	74.8	73.2	73.6	73.6
Female National % Pass	82.4	79.8	76.6	74.7	75.6	76
D8-10 Girls % Pass	85.5	84.8	83.8			
Index band: Fewest socio-ec barriers				82	82.7	81.4
Index Group: Fewer socio-ec barriers				84.6	84.7	84.3

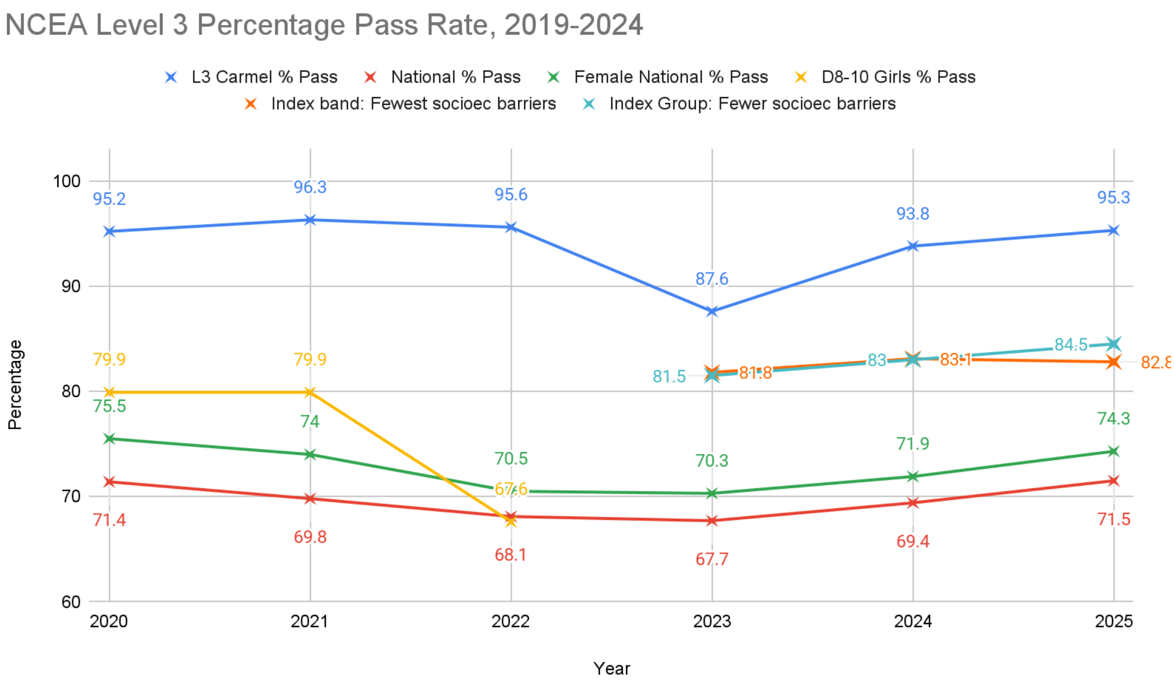
Factors to consider when analysing cohort's NCEA Level 2 results:

- 1 student did not achieve NCEA Level 2

- This student is on our learning support register and working towards achieving her personal excellence, which includes working towards the numeracy corequisites

Level 2 Analysis: NCEA Level 2 results at Carmel College are consistently outstanding, with pass rates remaining above 97% in five of the past six years and reaching 99.2% in 2025. The only notable dip occurred in 2022 (90%). Carmel's performance significantly exceeds national outcomes, which have declined from 79.1% in 2020 to 73.6% in 2025, as well as the female national average (76% in 2025). Students at Carmel outperform students in comparable groups, where results have generally remained in the low- to mid-80% range.

Level 3 NCEA results for 2025



	2020	2021	2022	2023	2024	2025
L3 Carmel % Pass	95.2	96.3	95.6	87.6	93.8	95.3
National % Pass	71.4	69.8	68.1	67.7	69.4	71.5
Female National % Pass	75.5	74	70.5	70.3	71.9	74.3
D8-10 Girls % Pass	79.9	79.9	67.6			
Index band: Fewest socio-ec barriers				81.8	83.1	82.8

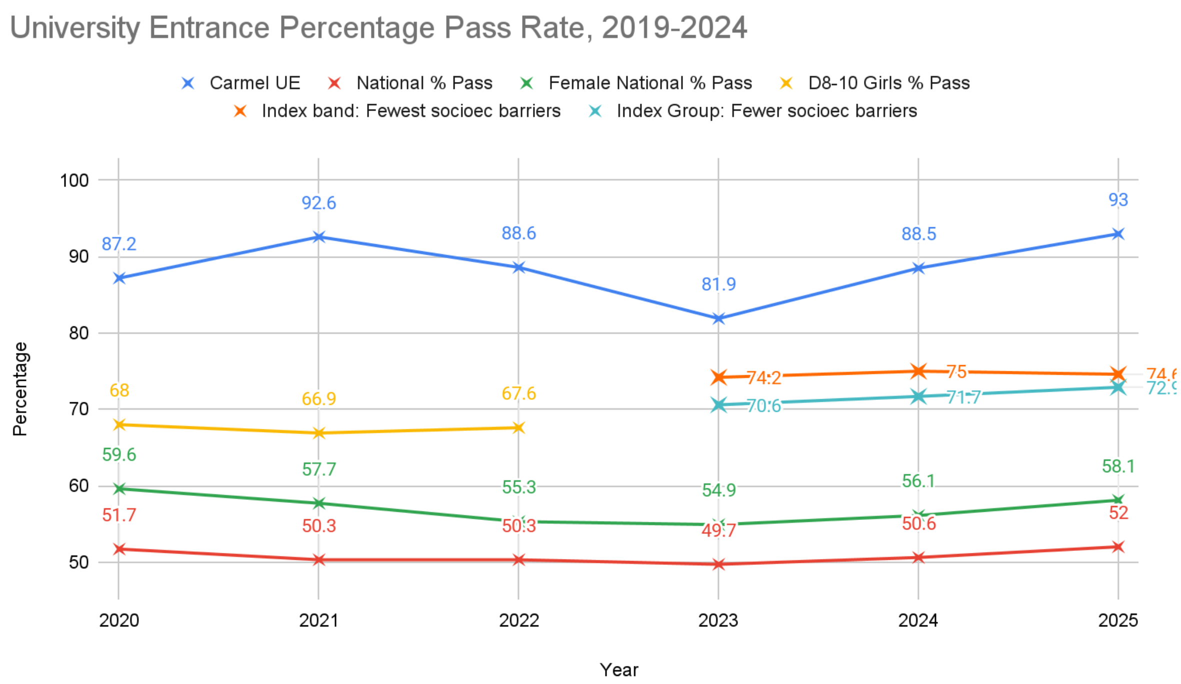
Index Group: Fewer socio-ec barriers				81.5	83	84.5

Factors to consider when analysing cohort’s NCEA Level 3 results:

- 5 students, did not gain NCEA Level 3
    - Of the students who did not achieve NCEA;
        - 3 had between 26- 46 credits, all with attendance <60%
        - 1 left school
        - 1 did not achieve the numeracy corequisites

Level 3 Analysis: NCEA Level 3 achievement at Carmel College remains consistently high, with pass rates in the mid-90% range across most years and 95.3% achieved in 2025. A notable dip in 2023 (87.6%) was followed by a strong recovery over the subsequent two years. Carmel’s results continue to significantly exceed national performance, which has remained relatively stable in the low 70% range (71.5% in 2025), as well as the female national average (74.3% in 2025). The school also outperforms comparable groups, where achievement typically sits in the low- to mid-80% range.

University Entrance



	2020	2021	2022	2023	2024	2025
Carmel UE	87.2	92.6	88.6	81.9	88.5	93
National % Pass	51.7	50.3	50.3	49.7	50.6	52

Female National % Pass	59.6	57.7	55.3	54.9	56.1	58.1
D8-10 Girls % Pass	68	66.9	67.6			
Index band: Fewest socio-ec barriers				74.2	75	74.6
Index Group: Fewer socio-ec barriers				70.6	71.7	72.9

Factors to consider when analysing cohort's UE results:

- Of the 7 students that did not gain UE:
    - 5 did not achieve NCEA Level 3 (noted above)
    - 1 student did not require UE and therefore did not work towards meeting the requirements
    - 1 fell short in gaining a final bundle of 14 credits in an approved UE course

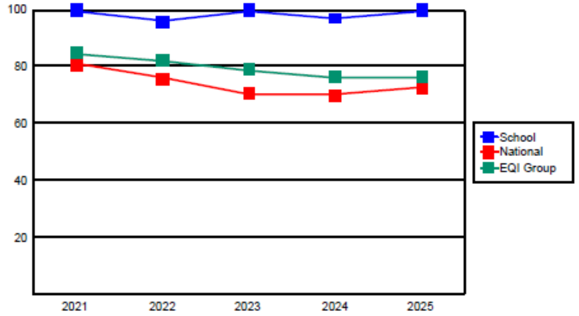
UE Analysis: University Entrance (UE) achievement at Carmel College remains consistently strong, with results generally in the high 80% to low 90% range and reaching 93% in 2025, the highest across the six-year period. While there was a dip in 2023 (81.9%), this was followed by a clear recovery over the next two years. Carmel's UE outcomes are substantially higher than national results, which have remained relatively stable around the 50–52% mark, as well as the female national average (58.1% in 2025). The school also significantly outperforms comparable groups, where achievement typically sits in the low- to mid-70% range.

Analysis of Achievement by Ethnicity

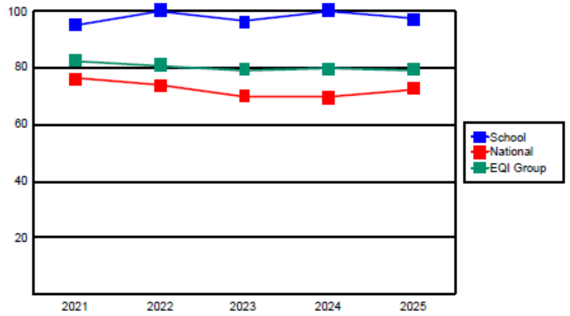
Asian Student Achievement

	Carmel College						National			Fewer Socioeconomic Barriers (School Equity Index Group)		
Academic Year	Year 12 NCEA L2	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 NCEA L3	Year 13 UE	Year 13 UE	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
Asian												
2021	29 / 29	100.0	39 / 41	95.1	39 / 41	95.1	81.1	76.2	63.4	84.8	82.5	74.9
2022	25 / 26	96.2	28 / 28	100.0	27 / 28	96.4	76.0	73.6	61.3	82.3	80.9	73.1
2023	28 / 28	100.0	25 / 26	96.2	25 / 26	96.2	70.7	70.1	58.1	78.9	79.1	72.2
2024	34 / 35	97.1	29 / 29	100.0	28 / 29	96.6	70.1	69.6	57.9	76.6	79.4	72.3
2025	39 / 39	100.0	33 / 34	97.1	33 / 34	97.1	72.7	72.3	59.8	76.6	79.1	71.1

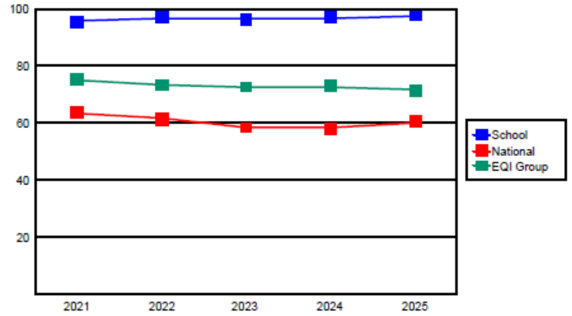
Year 12 NCEA Level 2 - Asian



Year 13 NCEA Level 3 - Asian



Year 13 University Entrance - Asian

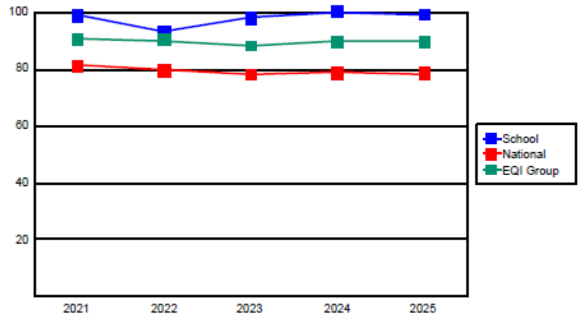


Carmel College's Asian students consistently demonstrate very high achievement in NCEA Level 2, Level 3, and University Entrance, with UE attainment typically between 96–100% and NCEA Level 3 and Level 2 similarly remaining in the mid-to-high 90% range. This performance is consistently well above national equity-index group benchmarks across all measures, where UE rates range roughly from 70–85% and NCEA outcomes sit in the high 50s to mid-70s. While there is a slight dip in national comparison indicators over time, Carmel College results remain stable and exceptionally strong overall, showing sustained high levels of academic success and strong outcomes for Asian students across senior secondary qualifications.

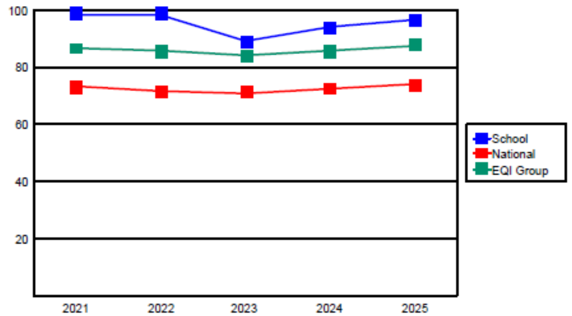
European Student Achievement

Academic Year	Carmel College Year 12 NCEA L2	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 NCEA L3	Year 13 UE	Year 13 UE	National Year 12 NCEA L2	National Year 13 NCEA L3	National Year 13 UE	Fewer Socioeconomic Barriers (School Equity Index Group) Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
European												
2021	79 / 80	98.8	81 / 82	98.8	77 / 82	93.9	81.2	73.2	57.2	90.2	86.9	75.9
2022	65 / 70	92.9	73 / 74	98.6	69 / 74	93.2	79.4	71.6	56.0	89.8	85.7	74.7
2023	85 / 87	97.7	58 / 65	89.2	56 / 65	86.2	78.0	71.4	55.5	88.1	84.2	73.2
2024	94 / 94	100.0	80 / 85	94.1	76 / 85	89.4	78.6	72.8	55.6	89.3	85.8	74.4
2025	92 / 93	98.9	89 / 92	96.7	88 / 92	95.7	78.2	74.2	56.6	89.4	88.0	76.9

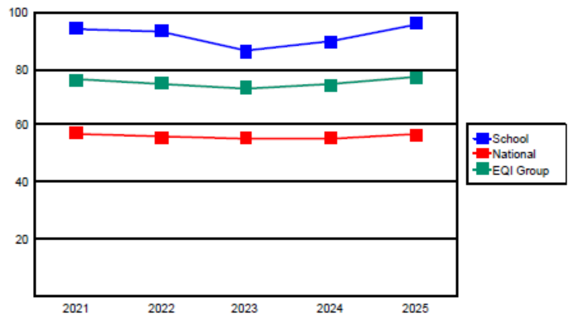
Year 12 NCEA Level 2 - European



Year 13 NCEA Level 3 - European



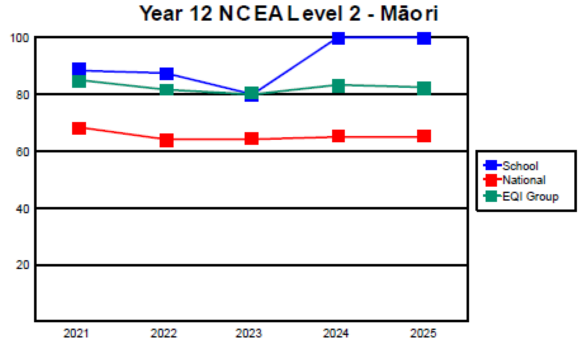
Year 13 University Entrance - European

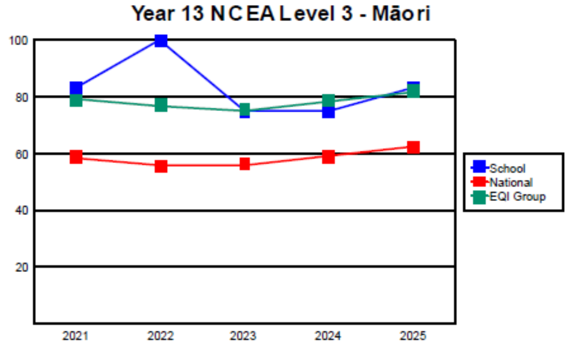


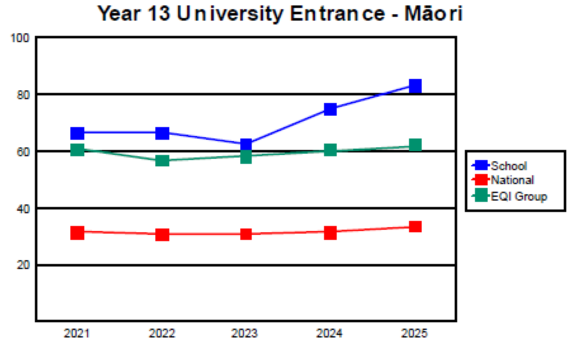
European students at Carmel College show consistently very strong achievement in NCEA Level 2, Level 3, and University Entrance, with UE rates generally in the high 90% range and NCEA Level 3 and Level 2 also remaining predominantly in the mid-to-high 90% range, despite some variation year to year. These outcomes are consistently well above national equity-index group benchmarks, where UE typically sits around the high 70s to low 80s and NCEA measures in the mid-50s to mid-70s. Over time, Carmel College results remain stable and high-performing, with 2024–2025 showing particularly strong recovery and consolidation at or near 100% UE, reinforcing sustained high academic achievement for European students.

Māori Student Achievement

Academic Year	Carmel College Year 12 NCEA L2	Carmel College Year 12 NCEA L2	Carmel College Year 13 NCEA L3	Carmel College Year 13 NCEA L3	Carmel College Year 13 UE	Carmel College Year 13 UE	National Year 12 NCEA L2	National Year 13 NCEA L3	National Year 13 UE	Fewer Socioeconomic Barriers (School Equity Index Group) Year 12 NCEA L2	Fewer Socioeconomic Barriers (School Equity Index Group) Year 13 NCEA L3	Fewer Socioeconomic Barriers (School Equity Index Group) Year 13 UE
Māori												
2021	8 / 9	88.9	5 / 6	83.3	4 / 6	66.7	68.3	58.5	31.7	84.9	79.2	60.7
2022	7 / 8	87.5	6 / 6	100.0	4 / 6	66.7	64.1	55.7	30.9	81.9	77.0	56.9
2023	4 / 5	80.0	6 / 8	75.0	5 / 8	62.5	64.6	56.3	31.2	80.6	75.3	58.4
2024	6 / 6	100.0	3 / 4	75.0	3 / 4	75.0	65.4	59.0	31.9	83.3	78.9	60.5
2025	10 / 10	100.0	5 / 6	83.3	5 / 6	83.3	65.4	62.4	33.7	82.5	82.1	62.0



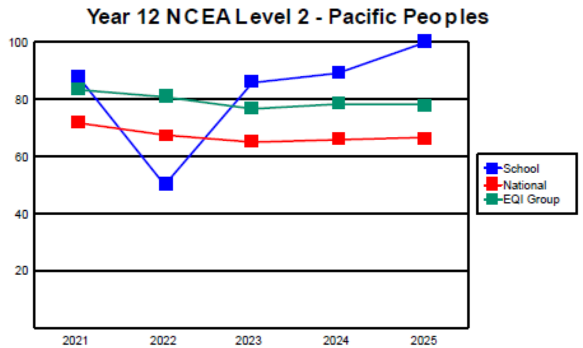


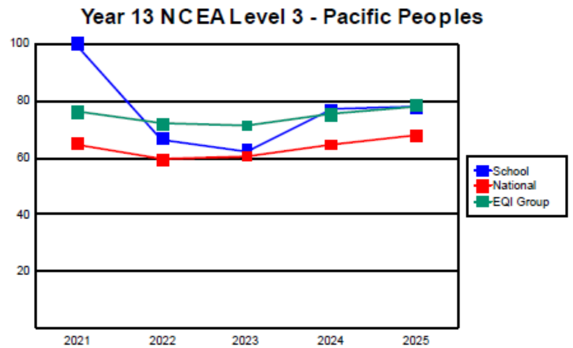


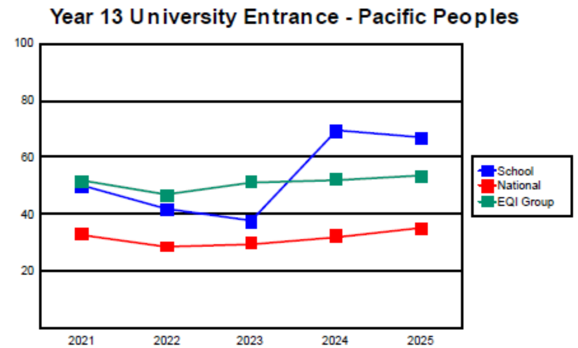
Māori students at Carmel College demonstrate variable but improving achievement in NCEA Level 2, Level 3, and University Entrance, with UE results ranging from 80–100% and more recent years (2024–2025) showing stronger and more consistent outcomes, including two consecutive years of 100% UE in 2024 and 2025. NCEA Level 3 achievement also improved in the most recent year to 83.3%, indicating positive upward trend following fluctuations, which can relate to small numbers. While outcomes remain below those of some other ethnic groups within the school, Carmel Māori results are generally at or above national equity-index benchmarks, particularly in UE attainment.

Pacific Student Achievement

Academic Year	Carmel College Year 12 NCEA L2	Carmel College Year 12 NCEA L2	Carmel College Year 13 NCEA L3	Carmel College Year 13 NCEA L3	Carmel College Year 13 UE	Carmel College Year 13 UE	National Year 12 NCEA L2	National Year 13 NCEA L3	National Year 13 UE	Fewer Socioeconomic Barriers (School Equity Index Group) Year 12 NCEA L2	Fewer Socioeconomic Barriers (School Equity Index Group) Year 13 NCEA L3	Fewer Socioeconomic Barriers (School Equity Index Group) Year 13 UE
Pacific Peoples												
2021	14 / 16	87.5	4 / 4	100.0	2 / 4	50.0	71.5	64.9	33.0	83.2	76.2	51.7
2022	4 / 8	50.0	8 / 12	66.7	5 / 12	41.7	67.3	59.4	28.7	80.8	71.8	46.8
2023	12 / 14	85.7	5 / 8	62.5	3 / 8	37.5	65.0	60.4	29.8	76.7	71.4	51.6
2024	8 / 9	88.9	10 / 13	76.9	9 / 13	69.2	65.8	64.6	32.2	78.3	75.4	52.1
2025	10 / 10	100.0	7 / 9	77.8	6 / 9	66.7	66.0	67.7	35.3	77.9	78.1	53.5

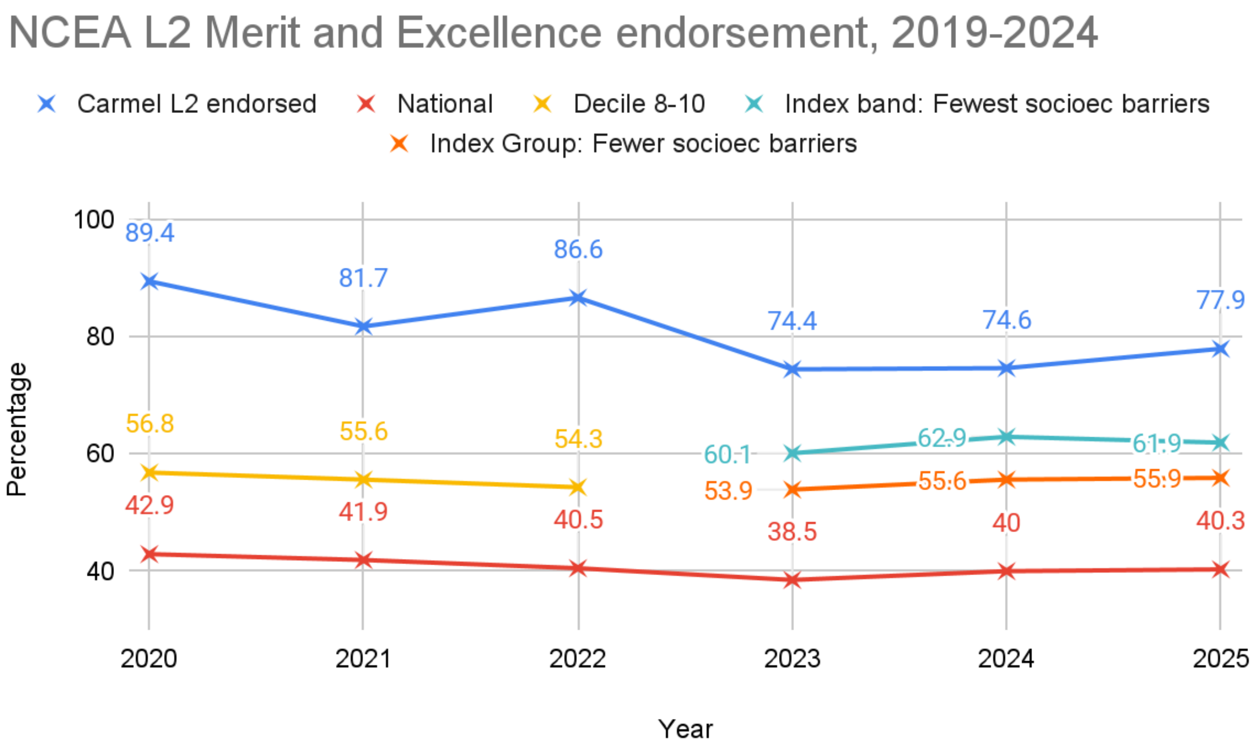






Pacific students at Carmel College show fluctuating but improving achievement in NCEA Level 2, Level 3, and University Entrance, with UE outcomes ranging from a low of 50% in 2021 to 100% in 2025, indicating strong recent gains. NCEA Level 3 and Level 2 results also vary across the period but show clear improvement in the most recent years, particularly 2024–2025 where both measures increase alongside UE performance. Again, the small number of students in each cohort does impact overall results. While outcomes remain below those of some other ethnic groups within the school, Carmel Pacific student achievement is generally above national equity-index benchmarks across most years, especially in UE and NCEA Level 2.

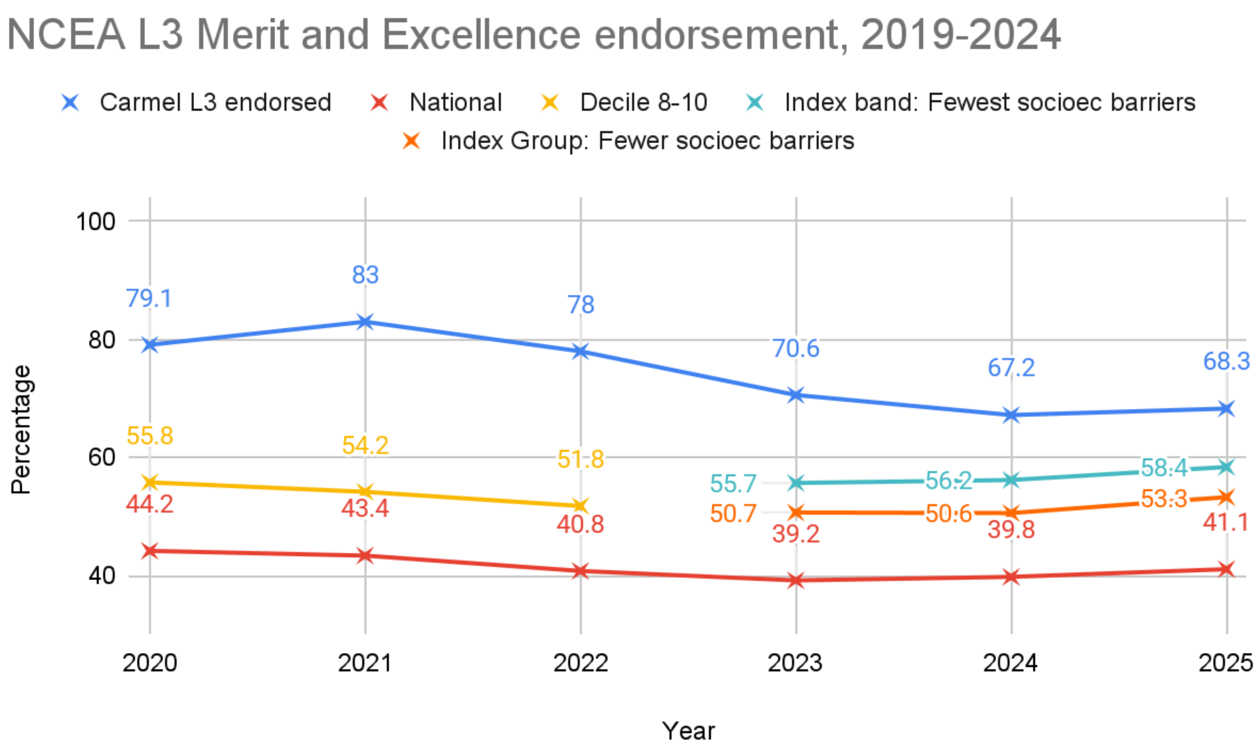
Analysis of Achievement: Merit and Excellence Endorsement



	2020	2021	2022	2023	2024	2025
Carmel L2 endorsed	89.4	81.7	86.6	74.4	74.6	77.9
National	42.9	41.9	40.5	38.5	40	40.3
Decile 8-10	56.8	55.6	54.3			
Index band: Fewest socio-ec barriers				60.1	62.9	61.9
Index Group: Fewer socio-ec barriers				53.9	55.6	55.9

Level 2 Endorsement Analysis:

Carmel College consistently demonstrates strong NCEA Level 2 endorsement outcomes, with school endorsement rates significantly exceeding national and equity-index group benchmarks in every year. While results peak in 2020 (89.4%), they remain strong overall, stabilising in the mid-to-high 70s in recent years (74.4–77.9% from 2023–2025), still well above national averages (around 38.5–42.9%). In 2025, achievement remains particularly strong, with 33.6% of students gaining Excellence endorsement and 44.3% gaining Merit endorsement, indicating a high proportion of students achieving at the upper end of the endorsement spectrum. Overall, the data shows sustained high performance and strong academic outcomes relative to national and comparable school groupings, with continued emphasis on higher-level achievement.



	2020	2021	2022	2023	2024	2025
Carmel L3 endorsed	79.1	83	78	70.6	67.2	68.3
National	44.2	43.4	40.8	39.2	39.8	41.1
Decile 8-10	55.8	54.2	51.8			
Index band: Fewest socio-ec barriers				55.7	56.2	58.4
Index Group: Fewer socio-ec barriers				50.7	50.6	53.3

Level 3 Endorsement Analysis:

Carmel College's NCEA Level 3 endorsement results remain consistently strong and well above national and equity-index benchmarks, despite a gradual decline from a peak of 83% in 2021 to 68.3% in 2025. Student endorsement performance continues to sit significantly higher than national rates (approximately 39–44%). In 2025, endorsement outcomes remain strong, with 31.7% of students achieving Excellence and 36.6% achieving Merit, indicating that over two-thirds of students are attaining Merit or Excellence endorsement. Overall, the data reflects sustained high-level achievement at Level 3, with a strong concentration of students performing at the upper endorsement levels despite recent shifts in overall endorsement rates.

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.

- 2023 marked the introduction of the Carmel Haka to our students and staff, an incredible milestone not only for our Māori students, but for our entire school community. It was first performed publicly by students at Leavers' Mass, followed by staff reciprocating with a haka for our leaving students.

- Throughout 2024, efforts focused on embedding the haka into our school culture, strengthening its presence and significance. By 2025, it had become a natural and valued part of school life.

- 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. We are still working on establishing 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 matauranga 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,was implemented 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?	We provide good and safe working conditions by taking a structured, proactive approach to health, safety, and wellbeing. - Clear systems and compliance: Our school policies are maintained though Schooldocs, a H& S working group undertook external PLD to develop standard operating procedures, and regular risk assessments are undertaken to ensure compliance, which includes property. - Training and accountability: Staff complete health and safety training through HSE Connect to ensure up-to-date practice. PLD provided during term 1 regarding processes of reporting any concerns. When matters arise, for example during property maintenance, this is communicated via staff meetings and email. - Hazard identification and risk management: Regular environment checks identify risks, with action taken to eliminate or minimise hazards. DP with H&S responsibilities oversees the risk and hazard register, which is also reviewed termly by SLT. - Staff wellbeing initiatives: Wellbeing is supported through staff initiatives, support services, and a positive workplace culture with a focus on supporting the development and implementation of initiatives to support staff wellbeing throughout the year ie staff sports, Auckland Marathon participation, book club and social events. - Consultation and communication: The Board of Trustees Health and safety sub committee review schoolwide concerns and there is open communication to ensure staff can raise concerns and contribute to solutions (Schoolbridge process). - Emergency preparedness: Clear procedures and regular drills ensure staff are prepared for emergencies. This is coordinated and overseen with Harrison and Tew. - Safe student management practices: Restorative and behaviour management systems and supervision processes support staff safety in managing students. In 2025 a crisis team was established who received physical restraint training.

	- Continuous improvement: Incidents are recorded, analysed, and reported to leadership and the Board to inform ongoing improvement.
What is in your equal employment opportunities programme? How have you been fulfilling this programme?	All employment opportunities at Carmel College ensure 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. How the programme is fulfilled: - Job advertisements are written in inclusive language. - Appointment committees are formed according to Board delegations and school policies. - Employment criteria focus on merit and skills rather than personal characteristics. - Professional development opportunities are offered broadly across staff to ensure equitable access to growth and leadership pathways. - Staff wellbeing and inclusion are supported through mentoring, pastoral care structures, and wellbeing initiatives that foster a respectful and supportive culture. - The school collects data and reports to the Board on recruitment, promotions, and staff demographics. - Identified gaps are 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?	We have transparent, consistent, and evidence-based recruitment processes designed to ensure fairness and best suited decision making. - Appointment committees are formed according to Board delegations and school policy, 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).

	- Positions are advertised externally through the Education Gazette, for teachers, and through Seek for support staff, along with on the school website. - All candidates CV's, cover letters and supporting material is made accessible to those on the interview panel, which are deleted once an appointment is made. - Standardised interview questions are asked of all candidates so that they are evaluated fairly and consistently. - Reference and background checks, including teacher registration and/ or Police vetting is carried out, typically by the Principal, to verify suitability and ensure safe appointments.
How are you recognising, - The aims and aspirations of Māori, - The employment requirements of Māori, and - Greater involvement of Māori in the Education service?	We are on a journey that aims to continue to strengthen our commitment to equity, partnership, and improved outcomes for Māori learners and staff. - We recognise the importance of recruiting and retaining Māori staff and ensuring equitable access to employment and career development opportunities. This is supported through fair and inclusive recruitment processes and professional growth pathways that support leadership development for Māori staff. Workplace practices also aim to ensure a culturally safe and supportive environment. - We promote Māori involvement in education through engagement with whānau through regular whānau hui. Whilst the Associate Principal holds the portfolio of Māori, all of SLT support initiatives, with there being an expectation of attendance at hui, events and activities.
How have you enhanced the abilities of individual employees?	We support and develop the abilities of individual employees through approaches that enable them to build skills, improve performance, and progress in their careers in a purposeful and equitable way. - New employees receive structured induction to ensure they understand expectations, systems, and culture, enabling a strong foundation for success. - New and developing staff are supported through mentoring relationships, peer observation, and coaching to build confidence and refine practice. - Extensive internal and external PLD opportunities are provided. This also now includes Staff Professional Learning Awards that are supported by the Board of Trustees and Proprietor Board. - There is an internal 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. - Furthermore, following PGC completion, if areas of support are requested/ identified, these are noted. - SLT encourages ongoing constructive feedback to ensure support is available and appropriate as it helps staff refine their practice and continue to grow professionally.
How are you recognising the employment requirements of women?	The majority of staff at Carmel College are female. Where possible, flexible hours, part-time roles, job-sharing, and leave provisions are supported to assist staff in balancing professional and personal responsibilities. For example 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 are supported.
How are you recognising the employment requirements of persons with disabilities?	Although there are currently no staff members with disabilities, the school is committed to removing barriers and providing reasonable accommodations where needed. This includes ensuring recruitment processes are accessible and that adjustments can be made to roles, work environments, or conditions to support individual needs.

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

CARMEL COLLEGE

STATEMENT ON KIWISPORT FUNDING

YEAR ENDED 31ST DECEMBER 2025

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2025, the school received total Kiwisport funding of $25,058.57 (excluding GST).

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