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SPOTSWOOD COLLEGE

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2025

School Directory

Ministry Number:	173
Principal:	Nicola Ngarewa
School Address:	129 South Road, New Plymouth
School Postal Address:	P O Box 6116, Moturoa, New Plymouth, 4344
School Phone:	06 751 2416
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Accountant / Service Provider:	Education Services Dedicated to your school

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SPOTSWOOD COLLEGE

Annual Financial Statements - For the year ended 31 December 2025

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Spotswood 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.

MICHAEL COLE
Full Name of Presiding Member

Signature of Presiding Member

2 June 2026
Date

Nicola Ngarewa
Full Name of Principal

Signature of Principal

2 June 2026
Date

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Spotswood 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	14,009,898	12,772,300	14,214,095
Locally Raised Funds	3	871,831	489,877	964,972
Interest		43,452	47,500	77,029
Gain on Sale of Property, Plant and Equipment		75	-	-
Other Revenue		-	-	6,764
Total Revenue		14,925,256	13,309,677	15,262,860
Expense				
Locally Raised Funds	3	879,498	528,551	800,111
Learning Resources	4	10,304,260	9,609,214	10,082,982
Administration	5	1,102,969	667,894	1,927,464
Interest		17,824	4,592	8,858
Property	6	2,759,776	2,455,855	2,643,442
Loss on Disposal of Property, Plant and Equipment		-	-	1,899
Total Expense		15,064,327	13,266,106	15,464,756
Net Surplus / (Deficit) for the year		(139,071)	43,571	(201,896)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		(139,071)	43,571	(201,896)

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

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Spotswood 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		3,307,737	3,590,807	3,532,616
Total comprehensive revenue and expense for the year		(139,071)	43,571	(201,896)
Contribution - Furniture and Equipment Grant		125,505	-	422
Contributions from the Ministry of Education - TAC Furniture & Equipment Grant		3,591	-	-
Contributions from the Ministry of Education - Net Movement in Trusts		(3,408)	-	(5,323)
Distributions to the Ministry of Education		-	-	(18,082)
Equity at 31 December		3,294,354	3,634,378	3,307,737
Accumulated comprehensive revenue and expense		3,294,354	3,634,378	3,307,737
Equity at 31 December		3,294,354	3,634,378	3,307,737

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.

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Spotswood 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	2,024,570	2,885,578	1,981,921
Accounts Receivable	8	861,426	573,271	687,629
GST Receivable		28,520	-	88,586
Prepayments		22,219	5,000	4,066
Inventories	9	107,256	90,858	68,496
Investments	10	497,310	127,796	303,435
Funds Receivable for Capital Works Projects	17	9,626	-	87,421
		3,550,927	3,682,503	3,221,554
Current Liabilities				
GST Payable		-	14,042	-
Accounts Payable	12	922,110	698,414	941,774
Revenue Received in Advance	13	323,363	252,934	194,449
Provision for Cyclical Maintenance	14	194,364	58,837	49,640
Finance Lease Liability	15	115,705	115,594	87,360
Funds held in Trust	16	238,941	130,625	176,370
Funds held for Capital Works Projects	17	-	-	1,905
Funds held on behalf of Truancy Cluster	18	190,608	74,660	116,214
		1,985,091	1,345,106	1,567,712
Working Capital Surplus/(Deficit)		1,565,836	2,337,397	1,653,842
Non-current Assets				
Property, Plant and Equipment	11	2,194,369	1,515,456	1,798,901
		2,194,369	1,515,456	1,798,901
Non-current Liabilities				
Provision for Cyclical Maintenance	14	227,867	122,492	94,306
Finance Lease Liability	15	237,984	95,983	50,700
		465,851	218,475	145,006
Net Assets		3,294,354	3,634,378	3,307,737
Equity		3,294,354	3,634,378	3,307,737

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

Spotswood 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		4,947,302	4,845,580	4,867,973
Locally Raised Funds		590,231	274,500	565,263
International Students		355,139	215,377	376,148
Goods and Services Tax (net)		60,066	-	(102,628)
Payments to Employees		(3,246,737)	(2,494,834)	(3,085,208)
Payments to Suppliers		(2,240,133)	(2,175,227)	(2,629,572)
Interest Paid		(17,824)	(4,592)	(8,858)
Interest Received		20,340	-	75,167
Net cash from/(to) Operating Activities		468,384	660,804	58,285
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(419,875)	(195,000)	(437,399)
Purchase of Investments		(199,423)	-	(183,692)
Net cash from/(to) Investing Activities		(619,298)	(195,000)	(621,091)
Cash flows from Financing Activities				
Furniture and Equipment Grant		125,505	-	422
Contributions from Ministry of Education		183	-	(5,323)
Distributions to Ministry of Education		-	(162,643)	(18,082)
Finance Lease Payments		(110,461)	-	(104,598)
Repayment of Borrowings		-	(247,791)	-
Funds Administered on Behalf of Other Parties		178,336	-	(157,900)
Net cash from/(to) Financing Activities		193,563	(410,434)	(285,481)
Net increase/(decrease) in cash and cash equivalents		42,649	55,370	(848,287)
Cash and cash equivalents at the beginning of the year	7	1,981,921	2,830,208	2,830,208
Cash and cash equivalents at the end of the year	7	2,024,570	2,885,578	1,981,921

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.

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

1. Statement of Accounting Policies

a) Reporting Entity
Spotswood College (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a School as described in the Education and Training Act 2020. The Board is of the view that the School is a public benefit entity for financial reporting purposes.

b) Basis of Preparation
Reporting Period
The financial statements have been prepared for the period 1 January 2025 to 31 December 2025 and in accordance with the requirements of the Education and Training Act 2020.

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

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

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

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

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

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

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

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

Cyclical maintenance
The School recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the School buildings. The estimate is based on the School's best estimate of the cost of painting the School and when the School is required to be painted, based on an assessment of the School's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 14.

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Useful lives of property, plant and equipment
The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment, as disclosed in the significant accounting policies, are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 11.

Critical Judgements in applying accounting policies
Management has exercised the following critical judgements in applying accounting policies:

Classification of leases
Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the School. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee.

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 15. Future operating lease commitments are disclosed in note 23b.

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

c) Revenue Recognition

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

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

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

Other Ministry Grants for directly funded programs are recorded as revenue when the School has the rights to the funding in the period they relate to. The grants are not received in cash by the School and are paid directly by the Ministry of Education.

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

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

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

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

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

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

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

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

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

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

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

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

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

Property, plant and equipment are recorded at cost or, in the case of donated assets, fair value at the date of receipt, less accumulated depreciation and impairment losses. Cost or fair value, as the case may be, includes those costs that relate directly to bringing the asset to the location where it will be used and making sure it is in the appropriate condition for its intended use.
Gains and losses on disposals (i.e. sold or given away) are determined by comparing the proceeds received with the carrying amounts (i.e. the book value). The gain or loss arising from the disposal of an item of property, plant and equipment is recognised in the Statement of Comprehensive Revenue and Expense.

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

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

The estimated useful lives of the assets are:

Building Improvements	20-40 years
Furniture and Equipment	5-10 years
Information and Communication Technology	5 years
Motor Vehicles	5 years
Textbooks	6 years
Library Resources	12.5% Diminishing value
Leased Assets held under a Finance Lease	Term of Lease

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. The valuation is based on a comparison to recent market transactions.

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.

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

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

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

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

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

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

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

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

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

The School carries out painting maintenance of the whole school over a 1 to 15 year period. The economic outflow of this is dependent on the plan established by the School to meet this obligation and is detailed in the notes and disclosures of these accounts.

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

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.

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t) 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.

u) 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.

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

w) 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	4,892,283	4,738,395	4,810,446
Teachers' Salaries Grants	7,007,394	6,472,997	6,739,420
Use of Land and Buildings Grants	1,467,547	1,450,480	1,586,747
Ka Ora, Ka Ako - Healthy School Lunches Programme	450,061	-	920,713
Other Government Grants	192,613	110,428	156,769
	14,009,898	12,772,300	14,214,095

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	3,992	-	500
Fees for Extra Curricular Activities	267,382	37,500	278,783
Trading	208,523	210,000	202,832
Fundraising and Community Grants	34,568	27,000	104,419
Other Revenue	2,227	-	2,290
International Student Fees	355,139	215,377	376,148
	871,831	489,877	964,972
Expense			
Extra Curricular Activities Costs	239,215	75,200	263,281
Trading	225,957	237,066	265,835
Fundraising and Community Grant Costs	2,628	-	5,949
International Student - Employee Benefits - Salaries	200,865	120,000	151,519
International Student - Other Expenses	210,833	96,285	113,527
	879,498	528,551	800,111
Surplus/(Deficit) for the year Locally Raised Funds	(7,667)	(38,674)	164,861

4. Learning Resources

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Curricular	541,789	509,012	460,697
Employee Benefits - Salaries	8,625,281	8,023,408	8,490,648
Staff Development	26,980	25,000	26,520
Depreciation	369,807	283,000	324,475
Ict	71,255	65,000	79,622
Gateway	54,956	83,269	58,324
Star	53,905	94,225	63,119
Taranaki Activity Centre	140,245	129,500	136,285
Alternative Education	420,042	396,800	443,292
	10,304,260	9,609,214	10,082,982

5. Administration

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Audit Fees	18,326	15,000	11,650
Board Fees and Expenses	42,680	37,300	33,467
Other Administration Expenses	157,369	152,350	153,124
Employee Benefits - Salaries	386,064	410,244	423,365
Insurance	34,254	16,000	21,920
Service Providers, Contractors and Consultancy	37,566	37,000	30,285
Ka Ora, Ka Ako - Healthy School Lunch Programme	426,710	-	1,253,653
	1,102,969	667,894	1,927,464

6. Property

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Cyclical Maintenance	285,445	28,246	43,680
Heat, Light and Water	206,024	144,000	161,891
Rates	13,283	12,800	11,779
Repairs and Maintenance	183,590	190,090	233,054
Use of Land and Buildings	1,467,547	1,450,480	1,586,747
Employee Benefits - Salaries	529,542	534,179	502,887
Other Property Expenses	74,345	96,060	103,404
	2,759,776	2,455,855	2,643,442

The use of land and buildings figure represents 5% of the school's total property value. Property values are established as part of the nation-wide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

7. Cash and Cash Equivalents

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Bank Accounts	2,024,570	2,885,578	1,981,921
Cash and cash equivalents for Statement of Cash Flows	2,024,570	2,885,578	1,981,921

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

Of the $2,024,570 Cash and Cash Equivalents $562,304 is subject to restrictions for the following reasons:

- $323,363 of Revenue Received in Advance is held by the school, as disclosed in note 13.
- $238,941 is held in trust by the school on behalf of other parties, as disclosed in note 16.

8. Accounts Receivable

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Receivables	139,694	37,433	2,826
Receivables from the Ministry of Education	14,648	-	9,193
Interest Receivable	24,983	9	1,871
Teacher Salaries Grant Receivable	682,101	535,829	673,739
	861,426	573,271	687,629
Receivables from Exchange Transactions	164,677	37,442	4,697
Receivables from Non-Exchange Transactions	696,749	535,829	682,932
	861,426	573,271	687,629

9. Inventories

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Canteen	582	434	903
Farm	31,200	11,420	18,320
Uniforms	75,474	79,004	49,273
	107,256	90,858	68,496

10. Investments

The School's investment activities are classified as follows:

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Current Asset			
Short-term Bank Deposits	497,310	127,796	303,435
Total Investments	497,310	127,796	303,435

11. Property, Plant and Equipment

2025	Opening Balance (NBV) $	Additions $	Disposals $	Impairment $	Depreciation $	Total (NBV) $
Building Improvements	968,802	120,555	-	-	(41,309)	**1,048,049**
Furniture and Equipment	534,252	289,252	-	-	(159,604)	**663,900**
Information and Communication Technology	71,509	4,816	-	-	(34,298)	**42,027**
Motor Vehicles	58,189	9,130	-	-	(14,661)	**52,658**
Textbooks	-	-	-	-	-	**-**
Leased Assets	157,841	342,265	(744)	-	(118,489)	**380,873**
Library Resources	6,227	-	-	-	(778)	**5,449**
Intangible Assets	2,081	-	-	-	(668)	**1,413**
	1,798,901	766,018	(744)	-	(369,807)	**2,194,369**

The net carrying value of equipment held under a finance lease is $380,873 (2024: $157,841)

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 $
Building Improvements	1,746,679	(698,630)	**1,048,049**	1,626,124	(657,322)	**968,802**
Furniture and Equipment	2,212,243	(1,548,343)	**663,900**	1,922,991	(1,388,739)	**534,252**
Information and Communication Technology	617,841	(575,814)	**42,027**	613,025	(541,516)	**71,509**
Motor Vehicles	127,401	(74,743)	**52,658**	118,271	(60,082)	**58,189**
Textbooks	178,025	(178,025)	**-**	178,025	(178,025)	**-**
Leased Assets	735,332	(354,459)	**380,873**	394,401	(236,560)	**157,841**
Library Resources	187,579	(182,130)	**5,449**	187,579	(181,352)	**6,227**
Intangible Assets	77,816	(76,403)	**1,413**	77,816	(75,735)	**2,081**
	5,882,916	(3,688,547)	**2,194,369**	5,118,232	(3,319,331)	**1,798,901**

12. Accounts Payable

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Creditors	157,572	87,997	181,002
Accruals	15,282	11,650	11,650
Employee Entitlements - Salaries	682,101	535,829	673,739
Employee Entitlements - Leave Accrual	67,155	62,938	75,383
	922,110	698,414	941,774
Payables for Exchange Transactions	922,110	698,414	941,774
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	922,110	698,414	941,774

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Prov for Sport Unif Replcmt	6,018	6,018	6,018
Other Revenue In Advance	26,936	26,838	21,469
International Student Fees	290,409	220,078	166,962
	323,363	252,934	194,449

14. Provision for Cyclical Maintenance

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Provision at the Start of the Year	143,946	153,083	130,993
Increase/(decrease) to the Provision During the Year	285,445	28,246	41,633
Use of the Provision During the Year	(7,160)	-	(28,680)
Provision at the End of the Year	422,231	181,329	143,946
Cyclical Maintenance - Current	194,364	58,837	49,640
Cyclical Maintenance - Non current	227,867	122,492	94,306
	422,231	181,329	143,946

Per the cyclical maintenance schedule, the School is next expected to undertake painting works during 2026. This plan is based on the School's 10 Year Property plan / painting quotes.

15. Finance Lease Liability

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

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	$	$	$
No Later than One Year	134,542	115,594	92,884
Later than One Year	259,491	95,983	53,913
Future Finance Charges	(40,344)	-	(8,737)
	353,689	211,577	138,060
Represented by			
Finance lease liability - Current	115,705	115,594	87,360
Finance lease liability - Non current	237,984	95,983	50,700
	353,689	211,577	138,060

16. Funds held in Trust

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	$	$	$
Funds Held in Trust on Behalf of Third Parties - Current	238,941	130,625	176,370
Funds Held in Trust on Behalf of Third Parties - Non-current	-	-	-
	238,941	130,625	176,370

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

17. Funds Held for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects. The amount of cash held on behalf of the Ministry for capital works project is included under cash and cash equivalents in note 7, and includes retentions on the projects, if applicable.

2025	Project No.	Opening Balances $	Receipts from MoE $	Payments $	Board Contributions / Transfers	Closing Balances $
L Block Interior Upgrade	241991	(41,309)	67,605	(26,296)	-	-
BWOF Compliance	237262	1,905	-	(1,905)	-	-
O Blk Staff Area to Performance Room	226787	(3,650)	3,650	-	-	-
S: Interior Refurbish	248918	(42,462)	42,462	101,644	101,466	-
LSPM A,B,N,O,P,S,T2 Gym: Access Modifica	256810	-	-	(9,626)	-	(9,626)
Totals		(85,516)	113,717	63,817	101,466	(9,626)

Represented by:

Funds Held on Behalf of the Ministry of Education	-
Funds Receivable from the Ministry of Education	(9,626)

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

2024	Project No.	Opening Balances $	Receipts from MoE $	Payments $	Board Contributions / Transfers	Closing Balances $
SIP Pool Plant & Machinery	226790	(13,473)	13,473	-	-	-
L Block Interior Upgrade	241991	291,887	-	(333,196)	-	(41,309)
BWOF Compliance	237262	(80,609)	112,293	(29,779)	-	1,905
O Blk Staff Area to Performance Room	226787	(3,650)	-	-	-	(3,650)
B11 Refurb of Breakout Space	248919	-	35,658	(35,658)	-	-
S: Interior Refurbish	248918	-	163,126	(223,670)	18,082	(42,462)
Totals		194,155	324,550	(622,303)	18,082	(85,516)

Represented by:

Funds Held on Behalf of the Ministry of Education	1,905
Funds Receivable from the Ministry of Education	(87,421)

18. Funds held on behalf of Truancy Cluster

Spotswood College is the lead school funded by the Ministry of Education to provide services to its cluster of schools.

	2025 Actual $	2025 Budget $	2024 Actual $
Funds Held at Beginning of the Year	116,214	74,660	74,661
Funds Received from MOE	348,277	-	249,737
Funds Received from Cluster Members			
Total funds received	464,491	74,660	324,398
Funds Spent on Behalf of the Cluster	273,883	-	208,184
Funds remaining	190,608	74,660	116,214
Funds Held at Year End	190,608	74,660	116,214

19. Related Party Transactions

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

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

20. Remuneration

Key management personnel compensation

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

	2025 Actual $	2024 Actual $
Board Members		
Remuneration	3,570	4,820
Leadership Team		
Remuneration	786,265	614,609
Full-time equivalent members	5.85	4.00
Total key management personnel remuneration	789,835	619,429

There are 12 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 (4 members) and Property (4 members) committees that met 7 and 7 times 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	210 - 220	210 - 220
Benefits and Other Emoluments	6 - 7	6 - 7
Termination Benefits	-	-

Principal 2

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	160-170	-
Benefits and Other Emoluments	-	-
Termination Benefits	-	-

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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	24.00	13.00
110 - 120	6.00	11.00
120 - 130	8.00	3.00
130 - 140	3.00	2.00
	41.00	29.00

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

21. Compensation and Other Benefits Upon Leaving

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

	2025 Actual	2024 Actual
Total	$0	$0
Number of People	0	0

22. Contingencies

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

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

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

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23. Commitments

(a) Capital Commitments

As at 31 December 2025, the Board had capital commitments of $160,374 (2024: $137,394) as a result of entering the following contracts:

Contract Name	Remaining Capital Commitment $
LSPM A,B,N,O,P,S,T2 Gym: Access Modifications & Access	160,374
Total	**160,374**

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

(b) Operating Commitments

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

(a) operating lease of photocopiers;

	2025 Actual $	2024 Actual $
No later than One Year	18,928	-
Later than One Year and No Later than Five Years	17,420	-
Later than Five Years	-	-
	36,348	-

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

24. Financial Instruments

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

Financial assets measured at amortised cost	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Cash and Cash Equivalents	2,024,570	2,885,578	1,981,921
Receivables	861,426	573,271	687,629
Investments - Term Deposits	497,310	127,796	303,435
Total financial assets measured at amortised cost	3,383,306	3,586,645	2,972,985
Financial liabilities measured at amortised cost			
Payables	922,110	698,414	941,774
Finance Leases	353,689	211,577	138,060
Total financial liabilities measured at amortised cost	1,275,799	909,991	1,079,834

25. Events After Balance Date

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

26. Comparatives

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

SA SILKS AUDIT

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF SPOTSWOOD COLLEGE'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER *2025*

The Auditor-General is the auditor of Spotswood College (the School). The Auditor-General has appointed me, David Fraser, using the staff and resources of Silks Audit Chartered Accountants Limited, to carry out the audit of the financial statements of the School on pages 2 to 21, that comprise the statement of financial position as at 31 December 2025, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

Opinion

In our opinion the financial statements:

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

Our audit was completed on 2 June 2026. This is the date at which our opinion is expressed.

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

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

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

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

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

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

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

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

Our responsibilities arise from the Public Audit Act 2001.

Other information included in the Board's annual report

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

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

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

Whanganui | Ngāmotu | Taupō | Te Papaioea | Rotorua | Tāmaki Makaurau | Kirikiriroa

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

Independence

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

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

David Fraser

David Fraser
Silks Audit Chartered Accountants Limited
On behalf of the Auditor-General
Whanganui, New Zealand

Whanganui | Ngāmotu | Taupō | Te Papaioea | Rotorua | Tāmaki Makaurau | Kirikiriroa

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Education Services
Dedicated to your school

Spotswood College

Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Mike Cole	Presiding Member	Elected	Sep 2028
Nicola Ngarewa	Principal	ex Officio	
Darren Scott	Acting Principal	Appointed	Sep 2025
Michelle Evans	Parent Representative	Elected	May 2025
Katja Eager	Parent Representative	Elected	Sep 2028
Fiona Elliott	Parent Representative	Co-opted	Sep 2028
Pat Tongi	Parent Representative	Co-opted	Sep 2025
Louise Chapman	Parent Representative	Elected	Sep 2028
Virginia Douglas	Parent Representative	Elected	Sep 2028
Timothy Steedman	Parent Representative	Elected	Sep 2028
Zoe Kirkcaldie	Staff Representative	Elected	Sep 2025
Erin Kelly	Staff Representative	Elected	Sep 2028
Tate Upson	Student Representative	Elected	Sep 2025
Mohammed Jazib	Student Representative	Elected	Sep 2028

Education Services
Dedicated to your school

Spotswood College

Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2025, the school received total Kiwisport funding of $24,422 (excluding GST). The funding was spent on sporting endeavours.

Statement of Compliance with Employment Policy

For the year ended 31st December 2025 the Spotswood College Board:

- Has developed and implemented personnel policies, within policy and procedural frameworks to ensure the fair and proper treatment of employees in all aspects of their employment.
- Has reviewed its compliance against both its personnel policy and procedures and can report that it meets all requirements and identified best practice.
- Is a good employer and complies with the conditions contained in the employment contracts of all staff employed by the Board.
- Ensures all employees and applicants for employment are treated according to their skills, qualifications and abilities, without bias or discrimination.
- Meets all Equal Employment Opportunities requirements.

SPOTSWOOD COLLEGE
TE KURA TUARUA O NGĀMOTU

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PO Box 6116 | New Plymouth 4344
New Zealand

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Email: admin@spotswoodcollege.school.nz
www.spotswoodcollege.school.nz

Statement of Confirmation of Good Employer
Spotswood College

Date: 31 December 2025

As the Principal of Spotswood College, I confirm that the Board of Trustees and leadership team have acted in accordance with the principles of being a good employer, as outlined in section 77A of the State Sector Act 1988 and the relevant employment legislation.

This includes ensuring:

1. **Fair and Proper Treatment** of all employees in all aspects of employment including recruitment, selection, training, employee development, performance management, and conditions of employment.

2. **Equal Employment Opportunities (EEO)** are actively promoted, ensuring that our workplace is inclusive and accessible to all staff regardless of gender, ethnicity, age, disability, or background.

3. **A Safe and Healthy Work Environment** is maintained, with robust health and safety policies and procedures, and a proactive approach to staff wellbeing.

4. **Recognition of the Employment Interests of Māori**, including the commitment to the principles of the Treaty of Waitangi.

5. **Leadership and Support** that encourages professional growth, collaboration, and the maintenance of high standards of teaching and support services.

We are committed to upholding these principles and continuously improving our practices to ensure Spotswood College remains a supportive, fair, and high-performing work environment.

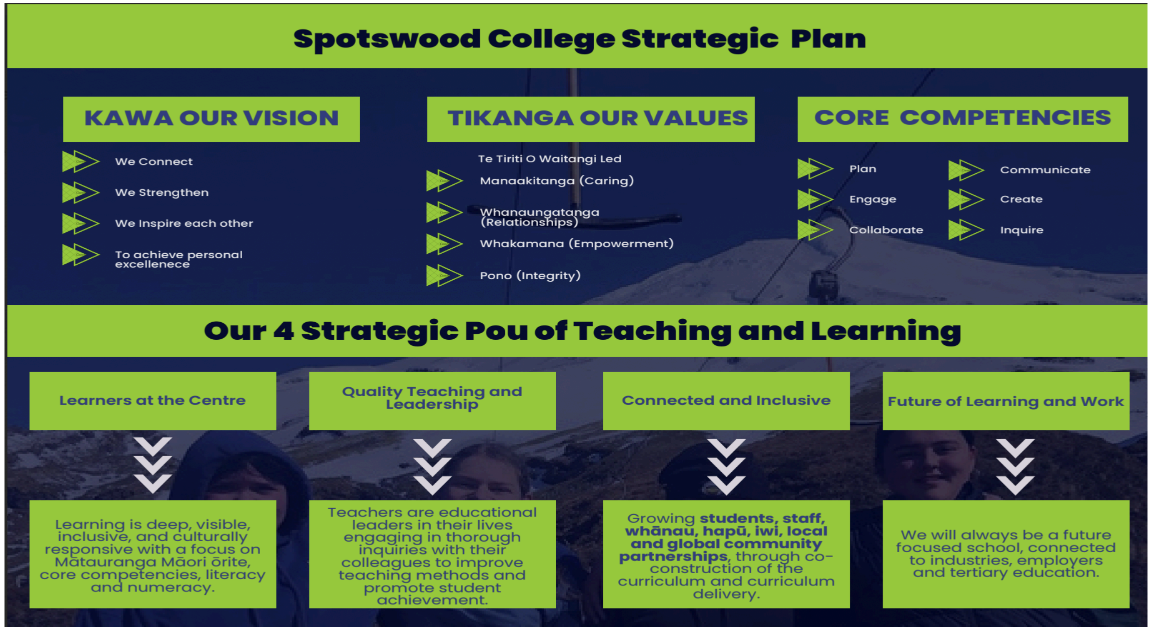
Signed:

Nicola Ngarewa
Principal
Spotswood College

TE TĀTARI ANGA WHAKAMUA 2026
VARIANCE OF ANALYSIS 2026

SC Whakapapa.pdf

Te Korekoreka An Indigenous Model of Inquiry/ Change



1. Learners at the Centre / Ko ngā tauira kei te manawa

VOA Summary:
Dedicated literacy and numeracy programmes, including Tupu, support 85–90% of participating students to show measurable growth, with differentiated support for those below expectations and extension for higher achievers. Student councils, feedback panels, and student-led initiatives have strengthened agency, engagement, and ownership, while some students are negotiating assessment approaches with teachers. Recognition initiatives, such as monthly awards and newsletters, have increased visibility of achievements and positively influenced school culture.

Next Steps / Kia anga whakamua:
Ensure English and Maths provision for all Year 9–10 students as mandated in 2026; provide targeted support for students not achieving expected gains; broaden student-led projects and leadership opportunities; refine recognition programmes; and systematically report and engage with whānau to maintain inclusivity and equity.

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2. Quality Teaching, Learning and Leadership / Ngā whakaakoranga me te kaiārahi kounga

VOA Summary:
Culturally responsive and inclusive teaching practices are increasingly embedded across classrooms, guided by Te Tiriti o Waitangi and the 4 Whenu of Learning. Staff are integrating te reo, tikanga, and mātauranga Māori, with exemplar lessons, collaboration, and professional learning strengthening pedagogy. Students experience deeper, more visible, and inclusive learning, while leadership at all levels supports consistency and reflective practice.

Next Steps / Kia anga whakamua:
Embed the Science of Learning (SOL) in daily teaching using evidence-based strategies, strengthen Culturally Responsive and Relational Pedagogy (CRRP) through targeted PLD and student feedback, continue development of exemplar lessons and collaborative teacher practices combining SOL and CRRP, and monitor impact via data, reflection, and classroom observation to improve outcomes.

---

3. Connected and Inclusive / Te taura whiri

VOA Summary:
Teacher-led working groups have co-created resources reflecting diverse cultural and historical narratives, with students providing feedback to ensure inclusivity. Some departments are integrating culturally diverse content effectively. Attendance at whānau workshops has remained steady, with positive feedback indicating stronger connections between students, whānau, and the school.

Next Steps / Kia anga whakamua:
Roll out new curriculum areas across all subjects using a Spotswood College pedagogical approach grounded in SOL and CRRP, provide ongoing professional learning for staff in CRRP, increase frequency and accessibility of whānau engagement, systematically collect and analyse whānau feedback, and build leadership capacity to sustain strong community partnerships.

---

4. Future of Learning and Work / Te anamata o ngā akoranga me ngā mahi

VOA Summary:
Partnerships with local businesses, community organisations, and tertiary institutions have been established, providing students with real-world experiences and mentorship. Students report increased confidence and engagement through work-integrated projects, while staff are reviewing and refining partnerships to ensure alignment with learning goals. Feedback mechanisms are in place but could be used more systematically to inform programme improvements.

Next Steps / Kia anga whakamua:
Embed real-world learning experiences systematically into curriculum design across all subjects, scale and share successful partnership models school-wide, ensure alignment between partnerships and strategic Pou objectives, expand feedback loops with students, staff, and partners, and

explore new partnership opportunities to diversify learning experiences and future pathways for all students.

1. **Learners at the Centre Ko ngā tauira kei te manawa**				
Goal: Te kōura: To enhance literacy and numeracy skills, empower student voice and agency, and celebrate student achievements.		**Targets: Ngā keo:**	**Actions/ Tracking Tools: Hei mahi / Ngā rūri**	**Variance of Analysis (Next Steps): Te tātari (Kia anga whakamua):**
1.1	**Literacy and Numeracy Enhancement:** **Te whakapākari o te reo matatini me te pāngarau:** Strengthen **literacy** and numeracy programmes including gathering and regular reporting on formative and summative data to meet ākonga needs. (HTA/DSC)	**Literacy and Numeracy:** **Te reo matatini me te pāngarau:** Outcome: 95% of students participating in dedicated literacy and numeracy programs show measurable improvement in their skills over the academic year. **Student Voice and Agency:** **Te reo me te rangatiratanga o ngā tauira:** Outcome: Increase the number of student-led initiatives and projects, fostering a sense of ownership and engagement in their learning journey. **Celebration of Achievements:** **Te heruanga:** Outcome: Implement a monthly recognition program to celebrate		**Dedicated literacy and numeracy programmes (Tupu and other interventions) are in place across Year 9–10, with 85–90% of participating students showing measurable improvement in formative and summative assessments.** **Differentiated approaches are being implemented for students below co-requisite levels, and extension opportunities are provided for students above expectations.** **Staff are increasingly confident in using digital tools to track progress and**

		student achievements, encouraging a positive learning culture and motivation.		**identify learning gaps.** **Next Steps:** **Implement mandated English and Maths to all year 9 and 10s** **Target students not achieving expected gains through additional scaffolding, tutoring, or specialised programmes.** **Continue developing Tupu and across school literacy/numeracy initiatives to reach more students while ensuring data-driven interventions.** **Provide ongoing professional learning for pouako to strengthen SMART tools - data analysis and communication with ākonga and whānau.** **Student councils and feedback panels were established and those that continued through out the year, provided meaningful input to SLT and influencing programme design.** **Student-led initiatives in areas like wellbeing,**

				inclusivity, and sustainability have increased, demonstrating stronger engagement and ownership. **Students are negotiating assessment approaches in some areas and collaboration with teachers, reflecting their strengths and preferences.** **Next Steps:** **Expand the range and scope of student-led projects across the school.** **Develop leadership wānanga and workshops to enhance students' skills in project planning, collaboration, and problem-solving.** **Systematically collect and analyse student feedback to evaluate the impact of agency initiatives on learning outcomes.** **Integrate student voice into reporting mechanisms to showcase impact to**

				whānau and wider community. Monthly recognition initiatives have been piloted in numeracy, including certificates, awards.. Staff and students report increased visibility of achievement and positive influence on school culture. Success stories are being highlighted in newsletters and assemblies. Nest Steps: Review impact of recognition methods on motivation and engagement, refining approaches where needed. Expand student co-designed recognition programmes to include a broader range of achievements (academic, cultural, sporting, and personal growth). Integrate recognition activities with whānau engagement opportunities to celebrate success collaboratively. Monitor participation

				trends and adapt programmes to ensure inclusivity and equity for all students.
1.1.1	Strengthen and expand Tupu and other literacy support programmes to include more ākonga where appropriate. Develop opportunities for ākonga who have already met literacy and numeracy co-requisites to extend their learning. (HTA/DSC)			
1.1.2	**Monitoring and Evaluation:** Strengthen digital tools to track and analyse ākonga progress more efficiently. Ensure ākonga and whānau voices are woven into evaluations to guide improvements. (HTA/DSC)			
1.1.3	**Enhance Communication and Reporting:** Establish a clear plan for reporting literacy and numeracy progress to ākonga, whānau, and staff, including the IDP process. (HTA)			

	Provide PL for kaiako to strengthen their ability to communicate data insights effectively with ākonga and whānau. (HTA/DSC)			
1.1.4	**Collaborative Goal-Setting:** Develop a repository of evidence-based literacy and numeracy interventions tailored to individual or group needs. (HTA/DSC)			
1.1.5	**Leadership and Capacity Building:** Uplift literacy and numeracy leaders and teachers by providing ongoing ako wānanga, including in depth PLP. Foster collaboration across SLT, middle managers, and pouako to support literacy and numeracy. (HTA/DSC)			
1.2	<u>**Student Voice and Agency:**</u> <u>**Te reo me te rangatiratanga o ngā tauira:**</u>			○
1.2.1	**Strengthen Student-Led Initiatives** Establish a student feedback panel to provide direct feedback to SLT, guiding programme adjustments. (HTA/DSC)			
1.2.2	Develop student-led action groups focused on key learning themes (e.g., inclusivity, engagement, and well-being). (SLT)			

1.2.3	Develop a diverse range of leadership wānanga for students to enhance their ability to initiate and lead meaningful projects. DSC			
1.3	**<u>Celebration of Achievements:</u>** **<u>Te heruanga:</u>** Trial preferred ākonga recognition options (e.g., tohu, tiwhikete, vouchers) and assess their impact. (HTA)			
1.3.1	Student Council and Other Student-Led Initiatives Co-design a tuakana-teina nomination system where ākonga can acknowledge their peers' achievements. (HTA)			

Next Steps:

Kia anga whakamuai:

Our goal to enhance literacy and numeracy, empower student voice, and celebrate achievements is progressing well. Dedicated literacy and numeracy programmes (including Tupu) are supporting 85–90% of participating students to show measurable growth, with differentiated support for those below expectations and extension for higher achievers. Student councils, feedback panels, and student-led initiatives have strengthened agency, engagement, and ownership, while some students are actively negotiating assessment approaches with teachers. Recognition initiatives, including monthly awards and newsletters, have increased visibility of achievements and positively influenced school culture.

Next Steps would be to ensure provision of English and Maths to all Year 9–10 students as mandated in 2026, target students needing additional support, broaden student-led projects and leadership opportunities, refine recognition programmes, and ensure systematic reporting and engagement with whānau to maintain inclusivity and equity.

<u>Quality Teaching, Learning and Leadership</u>:

<u>Ngā whakaakoranga me te kaiārahi kounga:</u>

2.1 Culturally Responsive and Inclusive Teaching and Learning: DSH
2.1 Ngā akoranga tuāho:

Be Te Tiriti O Waitangi led through our processes and delivery.
All staff to incorporate te reo, tikanga Māori, and mātauranga Māori into the classroom environment.
Promote culturally responsive teaching practices, recognising and celebrating the cultural backgrounds of all students.
Evidence teaching around our 4 Whenu Of Learning, Deep, Visible, Inclusive and Culturally Responsive.
Pouarahi ensures teachers' planning and delivery meet the TOW expectations. SLT to support when required.
This will be included in the PLD for teachers.

2.2 Professional Development:
2.2 Ako ngaiotanga:
Provide ongoing professional development opportunities for teachers to enhance their knowledge of our 4 Whenu Of Learning.

Have a focus on literacy and numeracy.

Encourage collaboration among educators to share best practices and innovative teaching methods.

Arotahinga - Our Outcomes:

Quality Teaching and Leadership:
Ngā whakaakoranga me te kaiārahi kounga:

Culturally Responsive and Inclusive Teaching and Learning:
Ngā akoranga tuāho:
Outcome: Conduct regular audits to ensure that te reo, tikanga Māori, and mātauranga Māori are integrated into classroom environments, with an increase in culturally responsive practices observed.

Professional Development:
Ako ngaiotanga:
Outcome: Achieve 90% teacher participation in ongoing professional development opportunities related to the 4 Pou of Learning, with a specific focus on literacy and numeracy.

Students Will:
Ngā haepapa o ngā tauira

Culturally Responsive and Inclusive Teaching and Learning:

Ngā akoranga tuāho:
Students will: Experience Te Tiriti O Waitangi-led processes and delivery, with teachers incorporating te reo, tikanga Māori, and mātauranga Māori into the classroom environment.

Junior students will engage in school waiata and school haka during the Hauora space.

Professional Development:
Ako ngaiotanga:
Students will: Benefit from innovative teaching methods resulting from ongoing professional development opportunities for teachers.

Staff Will:
Ngā haepapa o ngā pouako:

Culturally Responsive and Inclusive Teaching and Learning:
Ngā akoranga tuāho:

Staff will: Lead by example in incorporating te reo, tikanga Māori, and mātauranga Māori into the classroom environment.

Staff will: Engage in continuous professional development to enhance their ability to deliver culturally responsive teaching practices.

Professional Development:
Ako ngaiotanga:

Staff will: Actively participate in ongoing professional development opportunities related to the 4 Whenu of Learning, with a specific focus on literacy and numeracy.

Staff will: Collaborate with colleagues to share best practices and innovative teaching methods.

Middle Leaders Will:

Ngā haepapa o ngā poutiaki me ngā pouārahi:

Culturally Responsive and Inclusive Teaching and Learning:
Ngā akoranga tuāho:
Middle Leaders will: Lead efforts to ensure that te reo, tikanga Māori, and mātauranga Māori are integrated into the classroom environment within their hubs.

Middle Leaders will: Champion and support professional development opportunities related to the 4 Whenu of Learning, fostering a culture of continuous improvement. **Professional Development:** **Ako ngaiotanga:** Middle Leaders will: Facilitate and encourage collaboration among educators within their hubs to share best practices and innovative teaching methods. Middle Leaders will: Advocate for and coordinate ongoing professional development opportunities for teachers within their areas of responsibility. **<u>Senior Leaders Will:</u>** **<u>Ngā haepapa o ngā pouwhakahaere:</u>** **Culturally Responsive and Inclusive Teaching and Learning:** **Ngā akoranga tuōho:** Senior Leaders will: Lead the integration of te reo, tikanga Māori, and mātauranga Māori into the overall school environment, ensuring that culturally responsive teaching practices are embedded throughout the kura. **Professional Development:** **Ako ngaiotanga:** Senior Leaders will: Spearhead and coordinate ongoing professional development opportunities for all staff, emphasising the importance of the 4 Whenu of Learning and promoting a culture of continuous improvement. **Action Plan: Quality Teaching, Learning, and Leadership - DSH and SLT** **Te whakamahere: Ngā whakaakoranga me te kaiārahi kounga** Goal: To promote culturally responsive and inclusive teaching and learning practices while providing ongoing professional development opportunities for educators to enhance their knowledge.

2. Quality Teaching, Learning and Leadership: **2. Ngā whakaakoranga me te kaiārahi kounga:**				
Goal: Culturally Responsive and Inclusive Teaching and Learning: **Kōura: Ngā akoranga tuōho:** Be Te Tiriti O Waitangi led through our processes and delivery. All staff to incorporate te reo, tikanga Māori, and mātauranga Māori into the classroom environment. Promote culturally responsive teaching practices, recognising and celebrating the cultural backgrounds of all students. Evidence teaching around our 4 Whenu Of Learning, Deep, Visible, Inclusive and Culturally Responsive.		**Targets:** **Ngā keo:**	**Actions** **Hei mahi**	**VOA/ Next Steps** **Te tātari**
2	**Quality Teaching, Learning, and Leadership** **Ngā whakaakoranga me te kaiārahi kounga** To promote culturally responsive and inclusive teaching and learning practices while providing ongoing professional development opportunities for educators to enhance their knowledge.	**Quality Teaching and Leadership:** **Ngā whakaakoranga me te kaiārahi kounga:** **Culturally Responsive and Inclusive Teaching and Learning:** **Ngā akoranga tuōho:** Outcome: Conduct regular audits to ensure that te reo, tikanga Māori, and mātauranga Māori are integrated into classroom environments, with an increase in culturally responsive practices observed.		**Term-by-term audits indicate increasing integration of te reo, tikanga Māori, and mātauranga Māori across classrooms.** **Staff are embedding culturally responsive practices aligned with the 4 Whenu of Learning (Deep, Visible, Inclusive, Culturally Responsive).** **Students report feeling**

		Professional Development: Ako ngaiotanga: Outcome: Achieve 90% teacher participation in ongoing professional development opportunities related to the 4 Whenu of Learning, with a specific focus on literacy and numeracy.		**more connected to learning through cultural representation in curriculum content and classroom practices.** **Early ākonga-led cultural advisory groups are providing meaningful insight to improve teaching approaches.** **Next Steps:** **Address gaps highlighted in audits with targeted PLD and mentoring focused on Science of Learning and Culturally Responsive Practices.** **Scale ākonga-led cultural advisory groups to inform school-wide cultural practices.** **Continue engagement with whānau, hapū, and iwi to align classroom practices with aspirations and expectations.** **Ensure fidelity of pracitce across all hubs in embedding culturally**

				responsive approaches.
2.1.1	Implement term by term self peer cultural audits			**85% of teaching staff have participated in PLD related to the 4 Whenu of Learning, with ongoing workshops focusing on literacy and numeracy integration.** **Digital repositories and collaborative sharing sessions are supporting practice adoption across departments.** **Teachers are increasingly using evidence-informed strategies in lesson planning, reflecting PLD learnings.** **Next Steps:** **Reach the 90% participation target and evaluate the impact of PLD on teaching and student learning outcomes.** **Continue with "Cultural Clinics" and peer-sharing opportunities to promote innovation and knowledge**

				dissemination. **Develop mentor/coaching models for teachers to embed SOL/ CRRP and strategies effectively.** **Continue PLD led by Māori educators and cultural competency experts to strengthen staff capability.**
2.1.2	Attend wānanga, hui, and other kaupapa led by *Whānau Whānui* to connect with the aspirations of whānau, hapū, and iwi. DSH/ANG			
2.1.3	Continue to implement a school-wide Te Ao Māori plan, integrating te reo, tikanga, and mātauranga Māori across all hubs. NNG,ANG, DSH			
2.1.4	Establish an ākonga-led cultural advisory group to inform culturally responsive practices and share their perspectives with staff and leadership. ANG, DSH			
2.2	**Strengthening the 4 Whenu of Learning** **Te here a ngā whenu e wha** Develop exemplar lessons for each of the 4 Whenu (Deep, Visible, Inclusive, and Culturally Responsive) and provide these as resources for staff. ANG, DSH			

2.2.1	**Collaboration and Sharing Best Practices** **Te mahi tahi ā-kura me te eke kounga** Establish a digital repository for pouako to share resources, lesson plans, and culturally responsive teaching examples. ANG, DSH			
2.2.2	Facilitate "Cultural Clinics" where staff share innovative methods of integrating cultural narratives into their subjects. ANG ,DSH			
2.3	**Professional Development:** **Ako ngaiotanga** Ongoing Professional Learning Opportunities			
2.3.1	Include professional development sessions led by Māori educators and cultural competency experts. HTA,DSH, ANG			

Next Steps

Kia anga whakamua

Progress has been made in embedding culturally responsive and inclusive teaching practices, guided by Te Tiriti o Waitangi and the 4 Whenu of Learning. Staff are increasingly incorporating te reo, tikanga, and mātauranga Māori into classroom practices, while collaboration, professional learning, and exemplar lessons are strengthening pedagogy across the school. Evidence shows teachers are aligning practices with students' needs and cultural contexts, and students are engaging in deeper, more visible, and inclusive learning experiences. Leadership at all levels is supporting consistency and reflective practice across departments.

Next steps would be to focus on embedding the Science of Learning (SOL) in daily teaching by using evidence-based strategies that enhance memory, retrieval, and mastery for all students. Strengthen Culturally Responsive and Relational Pedagogy (CRRP) through targeted professional learning, and ākonga-led feedback to ensure teaching practices reflect student identities and relational trust. Continue to develop exemplar lessons and collaborative teacher practices that combine SOL and CRRP principles, while monitoring impact through data, reflection, and classroom observation to improve learning outcomes.

<u>3. Connected and Inclusive:</u>
<u>3. Te taura whiri:</u>

3.1 Inclusive Curriculum Design: SLT
3.1 Te marautanga tūoho:

Develop a culturally responsive and inclusive school culture that reflects diverse perspectives and experiences.

3.2 Whānau, hapori Engagement: NNG
3.2 Te mahi tahi ā-hapori:

Foster strong connections with students' whānau to create a supportive learning community.
Hold regular meetings, workshops, and events to involve whānau in their child's education journey.

<u>Arotahinga - Our Outcomes:</u>

Connected and Inclusive:
Inclusive Curriculum Design:
Outcome: Establish an inclusive curriculum that reflects diverse perspectives, with an increase in the incorporation of culturally diverse content.

Whānau, hapori Engagement:
Te wānanga ā-hapori:
Outcome: Increase attendance at whānau whānui workshops and events by strengthening connections between the school, students, and their whānau.

<u>Students Will:</u>
<u>Ngā haepapa o ngā tauira:</u>

Inclusive Curriculum Design:
Te marautanga tūoho:

Students will: Engage in a curriculum that reflects diverse perspectives, contributing to discussions about inclusive content and experiences.

Whānau, hapori Engagement:
Te wānanga ā-hapori:

Students will: Participate in meetings, workshops, and events that involve their whānau, creating a strong and supportive learning community.

Staff Will
Ngā haepapa o ngā pouako

Inclusive Curriculum Design:
Te marautanga tūoho:

Staff will: Collaborate to design an inclusive curriculum that reflects diverse perspectives, ensuring that content is culturally responsive and engaging for all students.

Whānau, hapori Engagement:
Te wānanga ā-hapori:

Staff will: Foster strong connections with students' whānau, involving them in the education journey through regular meetings, workshops, and events.

Middle Leaders Will:
Ngā haepapa o ngā poutiaki me ngā pouārahi:

Inclusive Curriculum Design:

Te marautanga tūoho:
Middle Leaders will: Work collaboratively with teachers to design an inclusive curriculum that reflects diverse perspectives within their specific subject areas.

Whānau, hapori Engagement:

Te wānanga ā-hapori:

Middle Leaders will: Facilitate strong connections with students' whānau within their hubs, organising hub-specific meetings, workshops, and events.

<u>Senior Leaders Will:</u>
<u>Ngā haepapa o ngā pouwhakahaere:</u>

Inclusive Curriculum Design:
Te marautanga tūoho:

Senior Leaders will: Oversee the development of an inclusive curriculum that reflects diverse perspectives, ensuring consistency across all departments and subject areas.

Whānau, hapori Engagement:
Te wānanga ā-hapori:

Senior Leaders will: Facilitate strong connections with students' whānau at the school level, organising events and initiatives that involve the broader community in the education journey.

3. Connected and Inclusive
3. Te taura whiri

Goal: **Kōura:** To create a connected and inclusive educational environment by developing a culturally responsive and inclusive curriculum, fostering strong connections with students' whānau, and involving the wider community in the learning journey.		**<u>Targets</u>** **<u>Ngā keo</u>**	**Actions** **Hei mahi**	**VOA/ Next Steps** **Te tātari**
3.1	**Inclusive Curriculum Design** **Te marautanga tūoho**	**Connected and Inclusive:** **Te taura whiri:** **Inclusive Curriculum Design:** **Te marautanga tūoho:**		**Teacher-led working groups have co-created resources reflecting diverse cultural and**

3.2.	Deepen Integration of Diverse Perspectives Establish teacher-led working groups to co-create resources that reflect diverse cultural and historical narratives. SLT Incorporate regular student-led reviews of teaching materials to ensure inclusivity and engagement. HTA,DSC **Whānau, Hapū, Iwi Engagement** **Te wānanga ā-hapori** Enhance Relationship-Building	Outcome: Establish an inclusive curriculum that reflects diverse perspectives, with an increase in the incorporation of culturally diverse content. **Whānau, hapori Engagement:** **Te wānanga ā-hapori:** Outcome: Increase attendance at whānau workshops and events by strengthening connections between the school, students, and their whānau.		**historical narratives.** **Students are providing feedback on some curriculum content to ensure inclusivity and engagement.** **Some departments are integrating more culturally diverse content, but coverage varies.** **Next Steps:** **Focus will need to be on the roll out of the new Curriculum areas across all subjects.** **Develop a SC Pedaggocial approach which based around the SOL and CRRP adn ensure all departments are implementing this with fidelity in practice.** **Provide ongoing professional learning for staff on culturally responsive practices.** **Attendance at whānau**

				workshops remained steady.. **Whānau feedback indicates positive engagement and a greater sense of involvement in their child's learning journey.** **Next Steps:** **Increase frequency and accessibility of whānau engagement opportunities, including online and flexible formats.** **Collect and analyse whānau feedback regularly to inform engagement strategies.** **Connect whānau engagement activities with student learning outcomes to strengthen the feedback loop.** **Build leadership capacity to manage and sustain whānau and community relationships across the school.**

Next Steps
Kia anga whakamua

Teacher-led working groups have co-created resources that reflect diverse cultural and historical narratives, and students are providing feedback to ensure inclusivity and engagement. Some departments are integrating culturally diverse content effectively across the school. Attendance at whānau workshops and events has remained steady, with positive feedback indicating stronger connections between students, whānau, and the school, though opportunities remain to increase accessibility and engagement.

Next steps would be to roll out the new curriculum areas across all subjects using a Spotswood College pedagogical approach grounded in Science of Learning (SOL) and Culturally Responsive and Relational Pedagogy (CRRP). Provide ongoing professional learning for staff in CRRP, increase the frequency and accessibility of whānau engagement, systematically gather and analyse whānau feedback, and build leadership capacity to sustain strong community partnerships.

4. Future of Learning and Work:
4. Te anamata o ngā akoranga me ngā mahi:

4.1 Community Partnerships:
4.1 Te mahi tahi ā-hapori:

Collaborate with hapori, organisations, businesses, and institutions to provide students with real-world experiences and mentorship opportunities.

Arotahinga - Our Outcomes:

4. Future of Learning and Work:
4. Te anamata o ngā akoranga me ngā mahi:

4.1 Community Partnerships:
4.1 Te mahi tahi ā-hapori:

Outcome: Establish partnerships with local businesses, community organisations, and tertiary institutions, providing students with diverse opportunities for real-world experiences.
Regularly review and assess the effectiveness of outcomes through data analysis, feedback, and reflection, adjusting strategies to continuously improve alignment with the strategic Pou.

Students Will:
Ngā haepapa o ngā tauira:

Community Partnerships:
Te mahi tahi ā-hapori:

Students will: Collaborate with local businesses, community organisations, and tertiary institutions, gaining real-world experiences through mentorship opportunities.

Staff Will:
Ngā haepapa o ngā pouako:

Community Partnerships:
Te mahi tahi ā-hapori:

Staff will: Collaborate with local businesses, community organisations, and tertiary institutions, establishing partnerships to provide students with diverse opportunities for real-world experiences.

Staff will: Take part in the regular review and assessment process within their departments, using data analysis, feedback, and reflection to make informed decisions and improve alignment with the strategic Pou.

Middle Leaders Will:

Ngā haepapa o ngā poutiaki me ngā pouārahi:

Community Partnerships:

Te mahi tahi ā-hapori:
Middle Leaders will: Lead efforts to establish partnerships with local businesses, community organisations, and tertiary institutions within their subject areas, providing students with subject-specific real-world experiences.

Middle Leaders will: Lead the regular review and assessment process within their departments, using data analysis, feedback, and reflection to make informed decisions and improve alignment with the strategic Pou.

Senior Leaders Will:
Ngā haepapa o ngā pouwhakahaere

Community Partnerships:

Te mahi tahi ā-hapori: Senior Leaders will: Lead efforts to establish and maintain partnerships with local businesses, community organisations, and tertiary institutions, providing students with a comprehensive range of real-world experiences. Senior Leaders will: Lead the regular review and assessment process at the school level, ensuring that data analysis, feedback, and reflection guide informed decisions and improvements aligned with the strategic Pou.
Future of Learning and Work: **Te anamata o ngā akoranga me ngā mahi:**

Goals: **Ngā kōura:** To enhance the future of learning and work by establishing meaningful partnerships with local organisations, businesses, and institutions, providing students with real-world experiences and mentorship opportunities.		**Targets** **Ngā keo:**	**Actions** **Hei mahi**	**VOA/ Next Steps** **Te tātari / Ngā tapuwae e whai ai**
4.	**Community Partnerships** ***Te mahi tahi ā-hapori*** ***Future of Learning and Work:*** ***Te anamata o ngā akoranga me ngā mahi:*** ***Community Partnerships:*** ***Te mahi tahi ā-hapori*** *Establish partnerships with local businesses, community organisations, and tertiary institutions, providing students with diverse opportunities for real-world experiences.*	**Community Partnerships:** ***Te mahi tahi ā-hapori:*** Establish partnerships with local businesses, community organisations, and tertiary institutions, providing students with diverse opportunities for real-world experiences. Regularly review and assess the effectiveness of outcomes through data analysis, feedback, and reflection, adjusting strategies to continuously improve alignment with the strategic Pou. Regularly review and assess the		**Partnerships with local businesses, community organisations, and tertiary institutions are established, offering mentorship and real-world experiences.** **Students are participating in work-integrated projects and reporting increased confidence in workplace skills.**

		effectiveness of outcomes through data analysis, feedback, and reflection, adjusting strategies to continuously improve alignment with the strategic Pou.		**Staff are actively reviewing partnership effectiveness and adjusting approaches.** **Next Steps:** **Embed real-world learning experiences more systematically into curriculum design.** **Share successful partnership models school-wide to inform practice across departments.** **Ensure alignment between partnerships, student learning goals, and strategic Pou objectives.**

4.1.1	***Identify potential local organisations, businesses, and institutions that align with the educational goals and aspirations of the school.*** *Continue to establish the staff-wide document for input on potential partnerships.NNG*			

	Continue to identify and prioritise local entities that align with Spotswood College's values and goals. NNG			
4.1.2	***Develop programmes that offer students opportunities for real-world experiences, such as internships, apprenticeships, or job shadowing.*** *Pilot Te Manawa Piharau Māori transittion programme through Te Waka Manaaki*			
4.1.3	***Encourage educators to integrate real-world case studies and projects into the curriculum, leveraging the expertise of community partners.*** *Provide professional development sessions for staff on integrating real-world project into lesson planning.*			
4.1.4	***Regularly review and assess the effectiveness of outcomes through data analysis, feedback, and reflection, adjusting strategies to continuously improve alignment with strategic Pou.*** *Develop feedback mechanisms for students, staff and partners to evaluate programme success.*			

<u>Next Steps</u>
<u>Kia anga whakamua</u>

Partnerships with local businesses, community organisations, and tertiary institutions have been successfully established, providing students with meaningful mentorship and real-world learning experiences. Students report increased confidence and engagement through work-integrated

projects, while staff are actively reviewing and refining partnerships to ensure alignment with learning goals. Feedback mechanisms are in place, though their use could be expanded to more systematically inform programme improvements and curriculum integration.

Next steps would be to systematically embed real-world learning experiences into curriculum design across all subjects, scale and share successful partnership models school-wide, ensure all partnerships align clearly with student learning goals and strategic Pou objectives, expand feedback loops with students, staff, and partners to guide continuous improvement, and explore new partnership opportunities to diversify learning experiences and future pathways for all students.