

UPPER HUTT COLLEGE

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2025



Principal:	Judith Taylor
School Address:	Moonshine Road, Upper Hutt
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Ministry Number:	0250
Accountant / Service Provider:	Accounting For Schools Limited

Upper Hutt College

Annual financial statements – For the year ended 31 December 2025

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UPPER HUTT 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.

Wendy Holmes

Full Name of Presiding Member



Signature of Presiding Member

10-06-2026

Date:

Judith Taylor

Full Name of Principal



Signature of Principal

10/06/2026

Date:

UPPER HUTT 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	15,013,872	12,961,411	13,597,350
Locally Raised Funds	3	922,523	510,500	1,317,155
Interest		162,097	300,000	214,803
Other Revenue		32,957	-	28,764
		<u>16,131,449</u>	<u>13,771,911</u>	<u>15,158,072</u>
Expenses				
Locally Raised Funds	3	397,918	233,200	921,854
Learning Resources	4	10,072,143	9,532,541	9,061,726
Administration	5	664,182	609,379	622,986
Property	6	4,001,003	3,297,633	3,309,582
Interest		7,535	6,000	8,051
		<u>15,142,781</u>	<u>13,678,753</u>	<u>13,924,199</u>
Net Surplus for the year		988,668	93,158	1,233,873
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u><u>988,668</u></u>	<u><u>93,158</u></u>	<u><u>1,233,873</u></u>

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



UPPER HUTT COLLEGE

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

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Balance at 1 January	4,970,169	4,625,202	3,736,295
Total comprehensive revenue and expense for the year	988,668	93,158	1,233,874
BOT Contribution	(29,224)	-	-
Capital Contributions from the Ministry of Education Contribution - Te Mana Tuhono (N4L)	131,507	-	-
Equity at 31 December	6,061,120	4,718,360	4,970,169
Accumulated comprehensive revenue and expense	6,061,120	4,718,360	4,970,169
Equity at 31 December	6,061,120	4,718,360	4,970,169

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.



UPPER HUTT 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	3,190,210	4,886,790	1,725,314
Accounts Receivable	8	886,906	650,000	711,002
Funds receivable for Capital Works Projects	17	131,818	-	187,968
Inventories	9	3,906	3,500	2,338
Investments	10	3,251,324	-	3,094,982
Prepayments		389,338	-	25,000
		<u>7,853,502</u>	<u>5,570,290</u>	<u>5,746,604</u>
Current Liabilities				
Accounts Payable	12	1,132,650	925,000	980,290
Finance Lease Liability	15	42,961	35,000	41,384
Funds held for Capital Works Projects	17	421,574	-	25,467
Funds held in Trust	16	387,381	200,000	337,794
GST Payable		5,851	-	2,051
Provision for Cyclical Maintenance	14	-	20,000	-
Revenue Received in Advance	13	1,157,222	472,000	510,248
		<u>3,147,639</u>	<u>1,652,000</u>	<u>1,897,234</u>
Working Capital Surplus		4,705,863	3,918,290	3,849,370
Non-current Assets				
Property, Plant and Equipment	11	1,542,592	940,070	1,258,902
		<u>1,542,592</u>	<u>940,070</u>	<u>1,258,902</u>
Non-current Liabilities				
Finance Lease Liability	15	37,997	60,000	58,485
Funds held in Trust	16	3,300	-	3,300
Provision for Cyclical Maintenance	14	146,041	80,000	76,318
		<u>187,338</u>	<u>140,000</u>	<u>138,103</u>
Net Assets		<u>6,061,120</u>	<u>4,718,360</u>	<u>4,970,169</u>
Equity		<u>6,061,120</u>	<u>4,718,360</u>	<u>4,970,169</u>

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



UPPER HUTT COLLEGE
Statement of Cash Flows
For the year ended 31 December 2025

	2025	2025	2023
Note	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cash flows from Operating Activities			
Government Grants	3,791,602	3,605,864	3,739,125
Locally Raised Funds	847,769	283,000	435,730
International Students	750,565	454,500	625,362
Goods and Services Tax (net)	3,800	-	34,163
Payments to Employees	(1,755,009)	(1,751,730)	(1,581,473)
Payments to Suppliers	(2,219,292)	(1,384,454)	(1,741,146)
Interest Paid	(7,535)	(6,000)	(8,051)
Interest Received	177,148	300,000	209,548
Net cash from/(to) the Operating Activities	1,589,048	1,501,180	1,713,258
Cash flows from Investing Activities			
Purchase of PPE (and Intangibles)	(519,967)	267,485	(248,963)
Purchase of Investments	(958,261)	-	(664,600)
Receipts from sale of investments	801,919	1,930,000	-
Net cash from/(to) the Investing Activities	(676,309)	2,197,485	(913,563)
Cash flows from Financing Activities			
Finance Lease Payments	(44,484)	(42,899)	(46,268)
Funds Administered on Behalf of Other Parties	465,134	196,700	39,680
Furniture and Equipment Grant	131,507	-	-
Net cash from/(to) Financing Activities	552,157	153,801	(6,588)
Net increase/(decrease) in cash and cash equivalents	1,464,896	3,852,466	793,107
Cash and cash equivalents at the beginning of the year	7 1,725,314	1,034,324	932,207
Cash and cash equivalents at the end of the year	7 3,190,210	4,886,790	1,725,314

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



UPPER HUTT COLLEGE

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

1. Statement of Accounting Policies

a) Reporting Entity

Upper Hutt 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 reports 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 in accordance with generally accepted accounting practice. The financial statements have been prepared in accordance with 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 expenditure 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

A 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 long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at note 14.

UPPER HUTT COLLEGE

Notes to the Financial Statements

For the year ended 31 December 2025

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 21b.

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.



UPPER HUTT COLLEGE

Notes to the Financial Statements

For the year ended 31 December 2025

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 credit losses (uncollectable debts). The schools 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 comprise of stationery and school uniforms. They are stated at the lower of cost and net realisable value. Cost is determined on a first in, first out basis. Net realisable value is the estimated selling price in the ordinary course of activities less the estimated costs necessary to make the sale. Any write down from cost to net realisable value is recorded as an expense in the Statement of Comprehensive Revenue and Expense in the period of the write down.

i) Investments

Bank term deposits are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. A loss allowance for expected credit losses is recognised if the estimated loss allowance is not trivial.



UPPER HUTT COLLEGE

Notes to the Financial Statements

For the year ended 31 December 2025

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 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.

Property, plant and equipment acquired with individual values under \$1,000 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Buildings	50 years
Furniture and Equipment	5 - 20 years
Information Technology	3 - 5 years
Library Resources	12.5% Diminishing value
Motor Vehicles	5 years
Text Books	6 years



UPPER HUTT COLLEGE

Notes to the Financial Statements

For the year ended 31 December 2025

k) Impairment of property, plant, and equipment and intangible assets

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 [details of the valuer's approach to determining market value (i.e. what valuation techniques have been employed, comparison to recent market transaction etc.)].

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 the surplus or deficit.

The reversal of an impairment loss is recognised in the 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 benefits that are due to be settled within 12 months after the end of the period in which the employee renders 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 also annual leave earned, by non teaching staff, to but not yet taken at balance date.

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 international students, should the School be unable to provide the services to which they relate.

o) Funds Held in Trust

Funds are held in trust where they have been received by the School for a specified purpose, or are being held on behalf of a third party. The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.



UPPER HUTT COLLEGE

Notes to the Financial Statements

For the year ended 31 December 2025

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 Revenue and Expense.

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

q) Provision for Cyclical Maintenance

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

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

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

r) Financial Instruments

The School's financial assets comprise cash and cash equivalents, accounts receivable, and investments. All of these financial assets, except for investments that are shares, are categorised as 'financial assets measured at amortised cost' for accounting purposes in accordance with financial reporting standards.

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

s) 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 statements of cash flows.

Commitments and contingencies are disclosed exclusive of GST.

t) Budget Figures

The budget figures are extracted from the School budget that was approved by the Board at the start of the year.

u) Services received in-kind

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



UPPER HUTT COLLEGE

Notes to the Financial Statements

For the year ended 31 December 2025

2. Government Grants

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Government Grants - Ministry of Education	3,675,314	3,157,903	3,665,320
Other Government Grants	116,288	53,508	73,805
Teachers' Salaries Grants	8,112,362	7,300,000	7,311,263
Use of Land and Buildings Grants	3,109,908	2,450,000	2,546,962
	<u>15,013,872</u>	<u>12,961,411</u>	<u>13,597,350</u>

3. Locally Raised Funds

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

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Revenue			
Fees for Extra-Curricular Activities	223,079	14,000	806,512
Fundraising & Community Grants	22,367	-	-
Other revenue	21,382	-	225
Trading	6,165	7,000	5,770
International student fees	649,530	489,500	504,648
	<u>922,523</u>	<u>510,500</u>	<u>1,317,155</u>
Expenses			
Extra-Curricular Activities Costs	184,474	25,200	755,142
Fundraising & Community Grants Costs	17,035	-	2,757
Other Locally Raised Funds Expenditure	18,553	-	-
Trading	1,087	-	1,510
International Student - Commissions	56,575	73,000	59,358
International Student - Employee Benefit - Salaries	63,447	68,000	61,193
International Student - Levy	9,861	-	6,893
International Student - Other Expenses	46,886	67,000	35,001
	<u>397,918</u>	<u>233,200</u>	<u>921,854</u>
<i>Surplus for the year Locally raised funds</i>	<u>524,605</u>	<u>277,300</u>	<u>395,301</u>

4. Learning Resources

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Curricular	446,283	588,934	410,796
Depreciation	261,853	245,000	245,413
Employee Benefits - Salaries	9,222,544	8,503,118	8,271,486
Information and Communication Technology	110,630	152,689	109,912
Library Resources	4,426	10,300	5,102
Staff Development	26,407	32,500	19,017
	<u>10,072,143</u>	<u>9,532,541</u>	<u>9,061,726</u>

UPPER HUTT COLLEGE

Notes to the Financial Statements

For the year ended 31 December 2025

5. Administration

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	19,296	19,996	22,889
Board of Trustee Fees and Expenses	21,023	15,904	7,627
Communication	22,802	6,500	17,346
Consumables	58,555	-	51,910
Employee Benefits - Salaries	448,625	467,729	430,182
Insurance	9,058	10,000	8,858
Other	66,304	70,750	65,894
Service Providers, Contractors and Consultancy	18,519	18,500	18,280
	<u>664,182</u>	<u>609,379</u>	<u>622,986</u>

6. Property

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	44,050	42,000	42,837
Consultancy and Contract Services	228,622	263,000	226,910
Cyclical Maintenance Provision	83,133	70,000	10,611
Employee Benefits - Salaries	142,164	137,883	144,390
Grounds	60,435	60,850	53,299
Heat, Light and Water	152,043	147,500	148,752
Rates	8,905	7,500	7,686
Repairs and Maintenance	165,332	111,900	122,108
Security	6,411	7,000	6,027
Use of Land and Buildings	3,109,908	2,450,000	2,546,962
	<u>4,001,003</u>	<u>3,297,633</u>	<u>3,309,582</u>

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	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cash on Hand	600	600	600
Bank Current Account	1,169,854	166,190	715,878
Bank Call Account	2,019,756	1,200,000	1,008,836
Short-term Bank Deposits	-	3,520,000	-
Net cash and cash equivalents for Cash Flow Statement	<u>3,190,210</u>	<u>4,886,790</u>	<u>1,725,314</u>

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

Of the \$3,190,210 Cash and Cash Equivalents, \$220,616 is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2025 on Crown owned school buildings under the School's Five Year Property Plan. See note 17.

Of the \$3,190,210 Cash and Cash Equivalents, \$452,210 is related to international student fees relating to the 2026 school year have been collected by the school. This is included in Revenue in Advance in note 13.

UPPER HUTT COLLEGE

Notes to the Financial Statements

For the year ended 31 December 2025

8. Accounts Receivable

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	17,863	30,000	6,521
Receivables from the Ministry of Education	-	-	7,222
Interest Receivable	14,785	-	29,836
Teacher Salaries Grant Receivable	854,258	620,000	667,423
	<u>886,906</u>	<u>650,000</u>	<u>711,002</u>
Receivables from Exchange Transactions	32,648	30,000	36,357
Receivables from Non-Exchange Transactions	854,258	620,000	674,645
	<u>886,906</u>	<u>650,000</u>	<u>711,002</u>

9. Inventories

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Stationery	3,906	3,500	2,338
	<u>3,906</u>	<u>3,500</u>	<u>2,338</u>

10. Investments

The School's investment activities are classified as follows:

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Current Asset			
Short-term Bank Deposits	3,251,324	-	3,094,982

The carrying value of term deposits longer than 90 days but less than 12 months approximates their fair value at 31 December 2025.

UPPER HUTT COLLEGE

Notes to the Financial Statements

For the year ended 31 December 2025

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2025	\$	\$	\$	\$	\$	\$
Buildings	130,734	59,190	-	-	(6,111)	183,813
Furniture and Equipment	689,458	109,839	-	-	(89,140)	710,157
Information Technology	233,777	285,728	-	-	(100,935)	418,570
Leased Assets	92,817	25,573	-	-	(44,146)	74,244
Library Resources	48,948	7,772	-	-	(6,200)	50,520
Motor Vehicles	7,927	5,214	-	-	(8,364)	4,777
Textbooks	55,241	1,698	-	-	(6,957)	49,982
Work in Progress	-	50,529	-	-	-	50,529
Balance at 31 December 2025	1,258,902	545,543	-	-	(261,853)	1,542,592

The net carrying value of equipment held under a finance lease is \$74,244 (2024: \$92,817).

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 \$
Buildings	349,129	(165,316)	183,813	289,941	(159,207)	130,734
Furniture and Equipment	1,501,462	(791,305)	710,157	1,391,623	(702,165)	689,458
Information Technology	1,118,353	(699,783)	418,570	832,625	(598,848)	233,777
Leased Assets	325,896	(251,652)	74,244	300,323	(207,506)	92,817
Library Resources	89,241	(38,721)	50,520	81,469	(32,521)	48,948
Motor Vehicles	100,363	(95,586)	4,777	95,152	(87,225)	7,927
Textbooks	87,830	(37,848)	49,982	86,134	(30,891)	55,241
Work in Progress	50,529	-	50,529	-	-	-
Balance at 31 December	3,622,803	(2,080,211)	1,542,592	3,077,267	(1,818,363)	1,258,902

12. Accounts Payable

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Creditors	143,128	180,000	187,752
Accruals	19,296	-	18,556
Employee Entitlements - Salaries	942,303	720,000	750,275
Employee Entitlements - Leave Accrual	27,923	25,000	23,707
	1,132,650	925,000	980,290
Payables for Exchange Transactions	1,132,650	925,000	980,290
	1,132,650	925,000	980,290

The carrying value of payables approximates their fair value.

UPPER HUTT COLLEGE

Notes to the Financial Statements

For the year ended 31 December 2025

13. Revenue Received in Advance

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
International Student Fees in Advance	460,036	200,000	359,001
Other Student Activity Fees in Advance	697,186	272,000	151,247
	<u>1,157,222</u>	<u>472,000</u>	<u>510,248</u>

14. Provision for Cyclical Maintenance

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Provision at the Start of the Year	76,318	76,318	78,103
Increase/(Decrease) to the Provision During the Year	83,133	70,000	10,611
Other Adjustments	(13,410)	(46,318)	(12,396)
Provision at the End of the Year	<u>146,041</u>	<u>100,000</u>	<u>76,318</u>
Cyclical Maintenance - Current	-	20,000	-
Cyclical Maintenance - Non Current	146,041	80,000	76,318
	<u>146,041</u>	<u>100,000</u>	<u>76,318</u>

The schools cyclical maintenance schedule details annual painting to be undertaken, the costs associated to this annual work will vary dependent on the requirements during the year. This plan is based on the schools 10 Year Property plan.

15. Finance Lease Liability

The School has entered into a number of finance lease agreements for laptops and photocopiers. Minimum lease payments payable:

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
No Later than One Year	49,322	35,000	47,745
Later than One Year	41,945	60,000	62,433
Future Finance Charges	(10,309)	-	(10,309)
	<u>80,958</u>	<u>95,000</u>	<u>99,869</u>
Represented By			
Finance Lease Liability - Current	42,961	35,000	41,384
Finance Lease Liability - Non Current	37,997	60,000	58,485
	<u>80,958</u>	<u>95,000</u>	<u>99,869</u>



UPPER HUTT COLLEGE

Notes to the Financial Statements

For the year ended 31 December 2025

16. Funds held in Trust

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	387,381	200,000	337,794
Funds Held in Trust on Behalf of Third Parties - Non Current	3,300	-	3,300
	<u>390,681</u>	<u>200,000</u>	<u>341,094</u>

These funds are held in trust for international students home stay fees.

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.

2025		Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M) \$	Closing Balances \$
AMS Flooring	<i>Completed</i>	(1,127)	76	(931)	1,982	-
Food & Textiles (was Master Planning)	<i>in progress</i>	(43,133)	-	(71,764)	39,506	(75,391)
Roofing Project	<i>in progress</i>	(9,584)	29,000	(35,569)	3,133	(13,020)
S Block Toilets & Kitchen	<i>Completed</i>	(62,858)	33,639	(830)	29,224	(825)
T5 Foods	<i>in progress</i>	7,675	-	-	-	7,675
Sports Turf	<i>Completed</i>	2,748	-	(2,748)	-	-
Block W (Awhina)	<i>in progress</i>	(8,700)	-	(2,450)	-	(11,150)
Heating	<i>in progress</i>	(7,520)	-	(3,675)	-	(11,195)
H Block Roof	<i>in progress</i>	(12,770)	244,010	(197,471)	-	33,769
Plumbing	<i>Completed</i>	(10,126)	30,736	(20,610)	-	-
General Property Consultancy	<i>in progress</i>	(19,173)	-	-	-	(19,173)
Precast Panel & Structural	<i>in progress</i>	15,044	-	(14,109)	-	935
Electrical Works - Block G	<i>Completed</i>	(671)	8,460	(7,789)	-	-
Stage 1 Sprinkler	<i>in progress</i>	(12,306)	442,365	(107,192)	-	322,867
Driveway	<i>in progress</i>	-	90,000	(74,222)	-	15,778
Foodtech Ceiling Fix	<i>in progress</i>	-	23,337	(2,768)	-	20,569
AMS Electrical & Building Upgrade	<i>in progress</i>	-	111,511	(112,575)	-	(1,064)
G & J Roofing Replacement	<i>in progress</i>	-	44,090	(24,109)	-	19,981
Totals		<u>(162,501)</u>	<u>1,057,224</u>	<u>(678,812)</u>	<u>73,845</u>	<u>289,756</u>

Represented by:

Funds Held on Behalf of the Ministry of Education
Funds Due from the Ministry of Education

421,574
(131,818)
289,756



UPPER HUTT COLLEGE

Notes to the Financial Statements

For the year ended 31 December 2025

17. Funds Held for Capital Works Projects (cont.)

2024			Opening	Receipts	Payments	BOT	Closing
			Balances	from MoE		Contribution/ (Write-off to R&M)	
			\$	\$	\$	\$	\$
Fire & Security Upgrade	<i>Completed</i>		515	-	-	(515)	-
J Block (Te Manawa)	<i>in progress</i>		-	-	-	-	-
AMS Flooring	<i>in progress</i>		-	36,827	(37,954)	-	(1,127)
Drainage Project 1	<i>Completed</i>		(3,720)	(7,595)	-	11,315	-
Food & Textiles (was Master Planning)	<i>in progress</i>		(122,562)	149,819	(70,390)	-	(43,133)
Roofing Project	<i>in progress</i>		27,771	-	(37,355)	-	(9,584)
Roof Membranes	<i>in progress</i>		-	-	-	-	-
River Gym Wall Panels	<i>Completed</i>		(493)	-	-	493	-
River Gym Lighting	<i>Completed</i>		710	-	-	(710)	-
S Block Toilets & Kitchen	<i>Completed</i>		(87,317)	-	23,660	799	(62,858)
T5 Foods	<i>in progress</i>		(4,438)	-	-	12,113	7,675
Sports Turf	<i>Completed</i>		(3,747)	302,230	(295,735)	-	2,748
Re-set Sports Posts	<i>Completed</i>		22,059	(22,059)	-	-	-
Block W (Awhina)	<i>in progress</i>		-	-	(8,700)	-	(8,700)
Heating	<i>in progress</i>		(2,923)	-	(4,597)	-	(7,520)
H Block Roof	<i>in progress</i>		-	-	(12,770)	-	(12,770)
Plumbing	<i>in progress</i>		-	-	(10,126)	-	(10,126)
General Property Consultancy	<i>in progress</i>		(6,248)	-	(12,925)	-	(19,173)
Precast Panel & Structural	<i>in progress</i>		-	17,000	(1,956)	-	15,044
Electrical Works	<i>in progress</i>		-	-	(671)	-	(671)
Stage 1 Sprinkler	<i>in progress</i>		-	-	(12,306)	-	(12,306)
Drainage - Stage 2	<i>Completed</i>		57,942	10,588	(68,530)	-	-
			-	-	-	-	-
Totals			(122,451)	486,810	(550,355)	23,495	(162,501)

18. Related Party Transactions

The School is a controlled entity of the Crown, and the Crown provides the major source of revenue to the school. The school enters into transactions with other entities also controlled by the Crown, such as government departments, state-owned enterprises and other Crown entities. Transactions with these entities are not disclosed as they occur on terms and conditions no more or less favourable than those that it is reasonable to expect the school would have adopted if dealing with Related party disclosures have not been made for transactions with related parties that are within a normal supplier or client/recipient relationship on terms and condition no more or less favourable than those that it is reasonable to expect the school would have adopted in dealing with the party at arm's length in the same circumstances. Further, transactions with other government agencies (for example, Government departments and Crown entities) are not disclosed as related party transactions when they are consistent with the normal operating arrangements between government agencies and



UPPER HUTT COLLEGE

Notes to the Financial Statements

For the year ended 31 December 2025

19. Remuneration

Key management personnel compensation

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

	2025 Actual \$	2024 Actual \$
<i>Board Members</i>		
Remuneration	4,445	4,335
<i>Leadership Team</i>		
Remuneration	703,768	735,274
Full-time equivalent members	4.5	5.0
Total key management personnel remuneration	708,213	739,609
Total full-time equivalent personnel	4.5	5.0

There are 8 members of the Board excluding the Principal. The Board held 8 full meetings of the Board in the year. The Board also has 8 members of the Finance & Property committee that meet 9 times per year. As well as these regular meetings, including preparation time, the Presiding Member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal

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	200 - 210
Benefits and Other Emoluments	-	-

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	23	23
110 - 120	11	7
120 - 130	7	7
140 - 150	2	-
150 - 160	1	-
160 - 170	-	1
	44	38

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



UPPER HUTT COLLEGE

Notes to the Financial Statements

For the year ended 31 December 2025

20. Contingencies

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

21. Commitments

(a) Capital Commitments

As at 31 December 2025 the Board had capital commitments of \$1,072,850 (2024: \$14,462) as a result of entering the following contracts:

Contract Name	Contract Amount	Spend to Date	Remaining Capital Commitment
	\$	\$	\$
Roofing Project	162,738	157,899	4,839
Block W (Awhina)	57,459	11,150	46,309
Heating	37,260	11,195	26,065
H Block Roof	346,792	210,241	136,551
Precast Panel & Structural	17,000	16,065	935
Stage 1 Sprinkler	495,272	119,498	375,774
Driveway	112,539	74,222	38,317
Foodtech Ceiling Fix	25,927	2,768	23,159
AMS Electrical & Building Upgrade	127,531	112,575	14,956
G & J Roofing Replacement	430,054	24,109	405,945
	1,812,572	739,722	1,072,850

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 not entered into any operating commitments (2024: nil).



UPPER HUTT COLLEGE

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

22. Financial Instruments

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

	2025	2025	2024
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Financial assets measured at amortised cost			
Cash and Cash Equivalents	3,190,210	4,886,790	1,725,314
Receivables	886,906	650,000	711,002
Investments - Term Deposits	3,251,324	-	3,094,982
Total Financial Assets Measured at Amortised Cost	7,328,440	5,536,790	5,531,298
Financial liabilities measured at amortised cost			
Payables	1,132,650	925,000	980,290
Finance Leases	80,958	95,000	99,869
Total Financial Liabilities Measured at Amortised Cost	1,213,608	1,020,000	1,080,159

23. Events After Balance Date

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

24. Comparatives

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

Independent auditor's report

To the readers of the financial statements of Upper Hutt College for the year ended 31 December 2025

The Auditor-General is the auditor of Upper Hutt College (the School). The Auditor-General has appointed me, Andrew Steel, using the staff and resources of Moore Markhams Wellington Audit, 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

We have audited the financial statements of the School on pages 2 to 21, which comprise the statement of financial position as at 31 December 2025, and the statement of comprehensive income, statement of changes in equity and statement of cash flows for the year then ended, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion, the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2025, and
 - its financial performance and its 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 (Public Sector PBE Standards RDR)

Our audit was completed on 10 June 2026. This is the date at which our opinion is expressed.

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

Basis for Opinion

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

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

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

Responsibilities of the Board for the financial statements

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

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit

evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.

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

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

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

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

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

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

Independence

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

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



Andrew Steel | **Moore Markhams Wellington Audit**
On behalf of the Auditor-General | Wellington, New Zealand

Upper Hutt College

Members of the Board

For the year ended 31 December 2025

Name	Position	How position on Board gained	Term expired / expires
Wendy Holmes	Presiding member	Elected September 2025	September 2028
Judith Taylor	Principal		
Andrew Kerr	Parent Representative	Elected September 2025	September 2028
Vesi Leilua-Toilolo	Parent Representative	Elected September 2025	September 2028
Simon Parton	Parent Representative	Elected September 2025	September 2028
Kylee Walker	Parent Representative	Elected September 2025	September 2028
Bruce Thomas	Staff Representative	Elected September 2025	September 2028
Jaydis Asiata-Turitanga	Student Representative	Elected September 2025	September 2026
Charlie Beckett	Māori representative to the Board (Māngai Māori)	Co-opted September 2025	September 2028
Garth Johnson	Presiding member	Elected Sept 2022	September 2025
Craig Butler	Parent Representative	Elected Sept 2022	September 2025
Wendy Holmes	Parent Representative	Elected Sept 2022	September 2025
Joanne Leiper	Parent Representative	Elected Sept 2022	February 2025
Mark Brewer	Parent Representative	Co-opted Sept 2022	September 2025
Koh Than	Student Representative	Elected Sept 2024	October 2025

Statement of Variance: progress against targets

Upper Hutt College's 2023-2025 Strategic Plan has the following four strategic goals:

1. Learners at the Centre - Provide learning opportunities that enable ākongā success
2. Quality Teaching and Leadership - Promote excellence in teaching and leadership
3. Enhancing Hauora and Inclusion - Foster a safe and inclusive learning environment
4. Positive Partnerships - Grow partnerships with whānau and the wider community

Strategic Goal 1 – Learners at the Centre Provide learning opportunities that enable ākongā success	
Annual Goal <ul style="list-style-type: none"> • Having high aspirations for every ākongā • Every learner has the opportunity to gain sound foundation skills • Reduce barriers to learning • Increased focus on digital literacy skills to ensure ākongā are suitably prepared for the future 	
What do we expect to see by the end of the year? <ul style="list-style-type: none"> • Greater engagement of Māori and Pasifika students • Regular use of school-provided chromebooks 	
Target	Progress
Embed new strategies to ensure success in the Academic Opportunities Programme (AOP) and associated tutorial sessions	Students at risk of not gaining NCEA – through lack of Lit/Num were targeted and placed into a programme at the end of the year when other students were on study leave. AOP offered a Geography standard for targeted students (21 students passed). Numeracy sat at 94% in Level 1. A further 16 students passed literacy in English tutorial sessions.
Provide resources and opportunities to decrease barriers to learning for Māori and Pasifika students	A range of programmes were offered for students in Term 1 and 2, aimed at setting a solid foundation for the year. <ul style="list-style-type: none"> • Year 11 Pasifika students had Empower Pacific working through two different programmes with students - <i>Skills for Mahi</i> • Youth Inspire worked with Year 12/13 Māori and Pasifika boys in their Education to Employment programme, including 18 students in their <i>Readiness for Work</i> programme • NCEA Pasifika and whānau workshop ran again in 2025. The school also employed a teacher aide with the specific purpose of connecting with Pasifika students and working with their readiness and preparing for NCEA.

<p>Focus on digital literacy skills and digital provision to ensure students able to access and use a range of digital tools including AI</p>	<p>Staff were surveyed on their use of digital tools and also on their use of AI for the classroom. We found that most staff wanted to use AI in their teaching, but that they only sometimes did. While many used a range of apps in their teaching, they used ChatGPT or similar for preparation of resources. We recognised that further assistance was needed in some areas. Professional development for staff included a repurposing some of the digital skills that we had used in previous PD into a Digital Resources Hub – a large number of new teachers needed to be upskilled in this area.</p> <p>The school continues to support equity in the junior school by ensuring that all students in Year 9 have a chromebook if they are not able to provide one themselves. This becomes essentially their chromebook to take with them as they move from junior to senior school.</p>
<p>This continues to be a work in progress as we grapple with issues around students (especially later enrolments) having their own device. A PLD plan in relation to AI was not developed due to MoE curriculum and NCEA changes occurring and that becoming the main focus for PD. We will make the AI a focus in PD for 2026 – curriculum, assessment, reporting and qualification changes notwithstanding.</p> <p>With 2026 being a key year for managing the changes in curriculum, assessment and reporting, it's likely that we will continue to focus on the achievements of our Māori and Pasifika student achievement.</p>	

<p>Strategic Goal 2 – Quality Teaching & Leadership Promote excellence in teaching and leadership</p> <p>Annual Goal</p> <ul style="list-style-type: none"> • Relevant and focussed professional development for teaching and leadership • Implement NZ curriculum refresh and NCEA changes • Develop middle management capability • Maturanga Māori in subject areas <p>What do we expect to see by the end of the year?</p> <ul style="list-style-type: none"> • More settled classroom environments from consistent teacher actions • Full implementation of the Literacy Plan in junior school 	
<p>Target</p>	<p>Progress</p>
<p>Implementing ongoing PD around classroom procedures and uniformity</p>	<p>Creating classroom environments where there was consistency in expectations and procedures was required to ensure the changes in curriculum and assessment could be managed by teachers (and students). The focus areas for 2025 were Effective Teaching and Managing Classroom Behaviour. Staff meetings included PD sessions, and a Google site and Classroom were established to provide</p>

	<p>teachers with resources and guides. Teachers were required to set goals around procedures that they would be implementing.</p> <p>We found that there was variability in the application of different procedures, none of which were difficult. Some of the issues were dealt with by Deans, some by the Specialist Classroom Teacher (SCT) who has oversight of the Provisionally Registered teachers (PCT's). Another aspect, although not part of our Implementation Plan, was the ongoing staff involvement in developing te Reo Māori. However, changes in Government funding meant that the Te Ahu o te Reo Māori Programme which several staff were participating in last year, was cancelled. Mumu Reo was an alternative programme and 10 teachers and 3 support staff registered for it, but it wasn't as successful with teachers being committed to it.</p>
<p>Literacy Plan is fully implemented in the junior school</p>	<p>We have been working on the Literacy Plan, a focus of our last ERO work with our evaluation partner since 2023. Many of the aspects of the plan are well-embedded in different learning areas in the school. No formal evaluation has been undertaken in determining the impact of the Plan on students and their preparedness for gaining the Literacy co-requisites for NCEA. However, 87% of NCEA students gained Literacy in 2025, compared to the National average of 79% and the EQI (Equity Index Band) average of 85%. At the beginning of 2025, only 50% of students had the Literacy requirement.</p>
<p>Increasing numbers of students involved in digital end-of-year examinations for senior NCEA</p>	<p>A key focus of this area was to explore a digital platform for the Derived Grade exams. The importance of being prepared for the (increasing) use of devices for exams was becoming apparent and we wanted to be prepared. Exam.net was explored and it was trialled in the school with English, and successfully used for NCEA Level 1 English in the November exams</p> <p>The school will use exam.net in 2026 (especially useful given the number of exams completed digitally in 2026)</p>
<p>Review of the Guidance Network</p>	<p>Over the last few years, it has become difficult to encourage teachers to step into a Deans role, as the perception of the role and the workload have been offputting to many possible contenders.</p>

	<p>The Review, aiming at having a more effective operation of the Guidance team, with Deans developing middle management capability was completed. Deans and SLT, and a number of changes and continued good practice came out of that:</p> <ul style="list-style-type: none"> • An additional Dean role was created to assist in the Junior (Year 9 & 10) area providing support and training in the area – this Dean will move into the Year 9 position in 2027. • Administrative support was provided specifically for the Deans to manage the inputting of data and information into KAMAR and to oversee callbacks, provide summary information on attendance etc. • The layout of the area was modified to allow all Deans to work together and not be separated out. • New Deans attended PLD and provided feedback to the Guidance Meeting on interesting learnings. • Clearer processes and procedures between Guidance/Deans and the Counsellors were discussed and implemented. <p>Changes in the Guidance Network led to stronger support for teachers, including supporting teachers to take greater ownership of issues in the classroom. Where the result was not a more settled classroom, the support of the Deans, in this new environment, was especially useful.</p>
<p>2026 will likely focus on the work needed for feeding back on the draft curricula and planning and preparation for the changes required.</p>	

Strategic Goal 3 – Enhancing Hauora and Inclusion

Foster a safe and inclusive learning environment

Annual Goal

- Ākonga living the school values
- Promotion of wellbeing for all ākonga
- Ākonga are engaged and have a sense of belonging to the school
- Incorporate te reo Māori and tikanga Māori into everyday life of UHC

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

- Improved attendance – whole school, junior school

Target	Progress
Development and implementation of UHC Attendance Plan	<p>With a focus on attendance (and a new attendance service) in force in 2026, we prepared for this with the preparation of the UHC Attendance Plan. Develop and approved by the Board, the Plan set key indicators and tightened processes around connecting with students and home when attendance became an issue. As a result of the plan, increased engagement with school was measured by improvement in key attendance indicators 2024-2025:</p> <ul style="list-style-type: none"> • increased whole school regular attendance • decreased whole school chronic absence • increased Year 9-11 regular attendance • increased Māori & Pasifika attendance
Development of Sports Strategic Plan	<p>The Plan was developed by the Sports Department and looked to closely align increased participation in a wider range of sports with the school's Strategic Plan.</p> <p>However, the Plan was not implemented in 2025 and will roll over into 2026 re-consideration and implementation. Rejuvenation of House system and Student Council.</p>
Rejuvenation of House system and Student Council.	<p>The plan to rejuvenate the House system has been one of the school goals for several years now. The initial reason for this was to re-ignite interest in students and improve engagement with the school. However, the rejuvenation still depends on the enthusiasm of senior students and having a clear progression from junior through to senior student leadership. It was not quite the right time for this process to happen in 2025 and it remains a goal for 2026.</p> <p>The student council structure was changed, providing more opportunities for students to show authentic leadership skills. a new Committee – Service – was introduced and Committee Leaders were developed to lead the committees.</p>

	The Student Council was instrumental in assisting with the very successful Upper Hutt (Junior) Leadership Day (consisting of 300 students from local primary and intermediate schools), held at UHC.
Kickstart working with selected students and classes	Further work was put into devising and implementing programmes to better meet the needs of UHC students. Although we work well with, and appreciate the mentoring work of, the Kickstart mentors, an end of year meeting will lead to further changes in 2026, with student voice and feedback on the programmes featuring.
Student Wellbeing Committee	This Committee has taken its role very seriously and ran a successful Mental Health wellbeing week in Term 3.
The development of a safe, positive and inclusive learning environment remains a key focus of the school. 2026 will see further work in this area, around attendance and strengthening connections to the school.	

Strategic Goal 4 – Positive Partnerships

Grow partnerships with whānau and the wider community

Annual Goal

- Strengthen partnerships between whānau, school, ākonga and with the community
- Enhance connections with contributing schools and schools in Upper Hutt Network
- Develop relationships with industry and employers
- Maintain a strong International Student Programme

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

- Stronger whānau -school- ākonga relationships with Māori and Pasifika ākonga

Target	Progress
Renew connections with Māori and Pasifika families through regular whānau meetings	<p>We held the following:</p> <ul style="list-style-type: none"> • Term 1 Fono- Pasifika • Term 1- Kapa haka hui- best numbers we have had attend in a long time • Term 2 NCEA whānau and Pasifika evening. <p>Parent and whānau engagement increased with the involvement in kapa haka regionals and HuttFest.</p> <p>We had lots of engagement at the start of the year, although it became harder to engage in Terms 3 and 4 with so many other things happening in the school.</p>

<p>Continue to explore possibilities of new markets for international students</p>	<p>The International programme continued to consolidate and although two trips were planned, only the trip to Europe went ahead, the trip to Thailand was postponed.</p> <p>However, as the base had been strongly with predominantly students from German and Japan, we also welcomed students from Brazil, Cambodia, Vietnam and Austria. This improved with the first ever students from China in Term 3.</p>
<p>Part of Upper Hutt schools Cluster</p>	<p>Strong connections with the Upper Hutt Cluster have been maintained by the Principal, but having the Assistant Principals involved also was new in 2025. The Assistant and Deputy Principals</p> <ul style="list-style-type: none"> • Attended DAPPA and PLD day, as well as the • Made good connections with Heretaunga College. • Established connections with local feeder schools. <p>Although not part of the Upper Hutt Cluster, we were invited to attend the Avalon Intermediate School Enrolment evening – we get an increasing number of students from there, so this is a positive connection to nurture.</p> <p>We have encouraged our students’ participation in representing UHC on different local occasions. Students in Kapa Haka and the Poly Club have been invited to perform for different events</p> <ul style="list-style-type: none"> • Poly Club at Maidstone Intermediate to mark Cook Island Language Week • Kapa Haka invited to the CIT to farewell the Black Ferns <p>UHC hosted the Student Leadership Workshop for Upper Hutt juniors at the start of the year. The UHC Drama Dept invites local schools to a matinee performance of the Year 11 production – in 2025 a class from Wairarapa College joined us.</p>
<p>Review and improve school reporting.</p>	<p>This review was due to take place to look at current reporting with a view to changing it. The review was not held and was deferred until the MoE reporting guidelines are released in 2026.</p>
<p>Although not a target in this Plan, we also enhanced our connections with industry in the local area, with Gateway students visiting Real Steel in Upper Hutt and Petronics in Lower Hutt. The <i>Skills for Mahi</i> Programme had the students visiting an Engineering firm in Upper Hutt.</p> <p>We will continue to strengthen connections with Upper Hutt schools in 2026, and with our International Department. Changes in school reporting will come into effect in 2026 so we will also be working on the development of new reporting systems.</p>	

Evaluation of Student Progress and Achievement

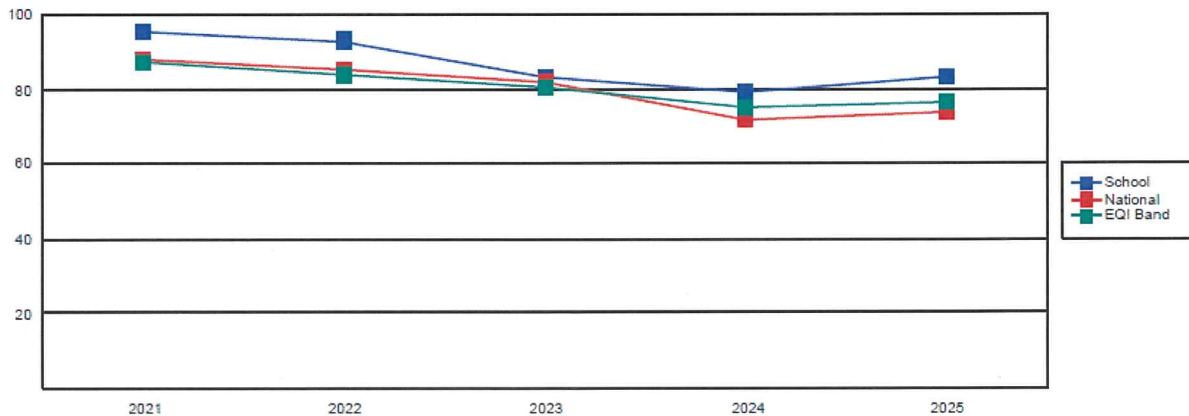
Key features

- Upper Hutt College has continued to offer NCEA Level 1 to its students and will likely do so up until the new qualifications are brought in.
- Results in NCEA Level 1 overall are very good, especially when compared to 2024 (first year of Literacy and Numeracy requirements) and the national and EQI Band results
 - NCEA Level 1 pass rate = 83%, National average = 74%, EQI Band = 77%
- In Level 2, results were an improvement on last year
 - NCEA Level 2 pass rate = 84%, National average = 74%, EQI Band = 80%
- NCEA Level 3 results took a fall in 2025, with 70% gaining the qualification, compared to 82% in 2024. This result was lower than the National and EQI Band averages too.
- University Entrance pass rates continue to be well below the national averages. In 2025, 41% of students gained UE.

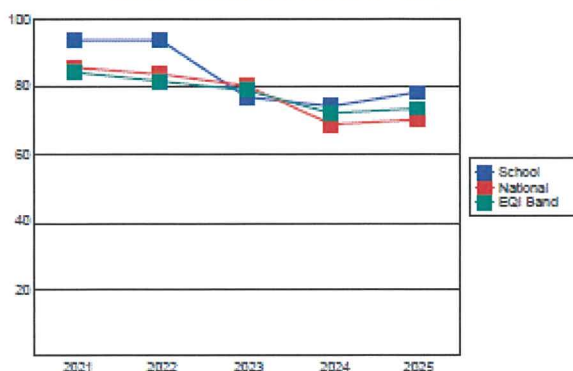
NCEA Level 1

Academic Year	Upper Hutt College			National			Average Socioeconomic Barriers (School Equity Index Band)		
	Year 11 NCEA L1	Year 11 NCEA L1	Year 11 Participated	Year 11 NCEA L1	Year 11 NCEA L1	Year 11 Participated	Year 11 NCEA L1	Year 11 NCEA L1	Year 11 Participated
2021	95.1	194	204	87.9	43,071	49,003	87.0	7,751	8,912
2022	92.9	182	196	85.3	42,337	49,609	83.6	7,603	9,090
2023	83.1	172	207	81.9	42,371	51,733	80.5	7,827	9,719
2024	79.3	199	251	71.5	32,218	45,069	75.0	6,983	9,311
2025	82.9	184	222	73.5	33,645	45,755	76.6	7,551	9,852

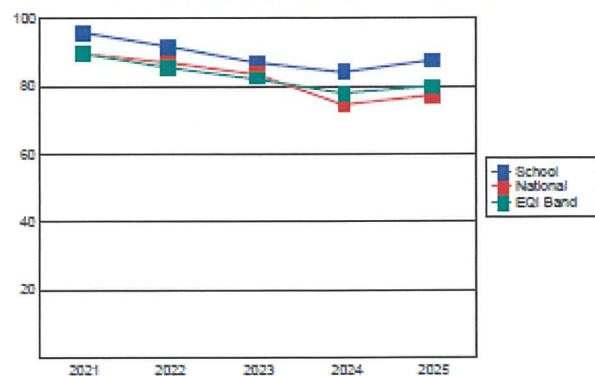
Year 11 - NCEA Level 1



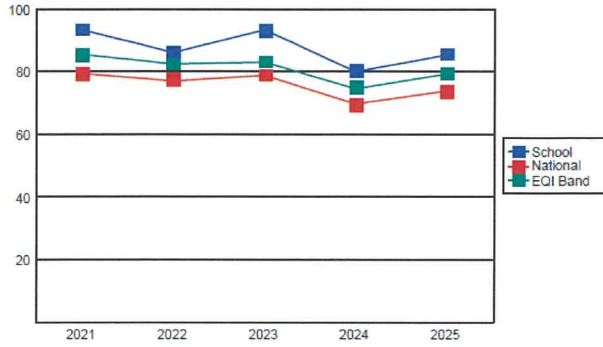
Year 11 NCEA Level 1 - Male



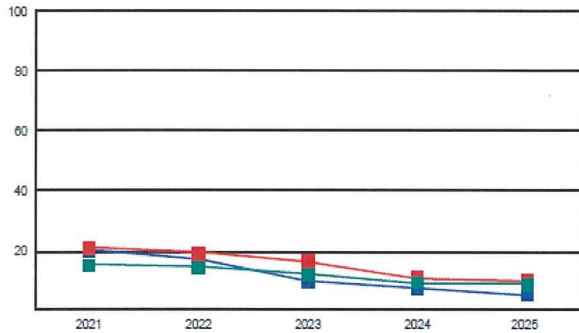
Year 11 NCEA Level 1 - Female



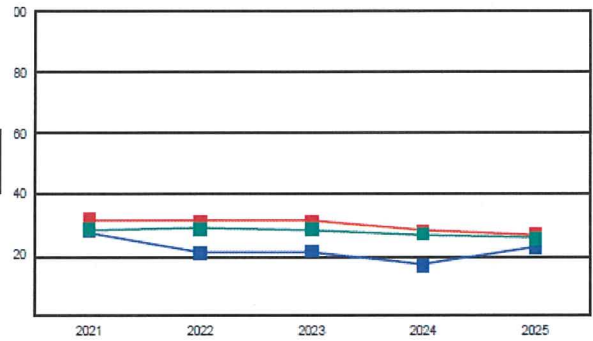
Year 11 Level 1 Literacy & Numeracy



Year 11 NCEA Level 1 - Excellence



Year 11 NCEA Level 1 - Merit



- Our NCEA Level 1 results have always been pleasing, and we work hard to ensure our students gain that first qualification, giving them a sound foundation in academic skills, and a measure of confidence.
- We have consistently rated above national and EQI results and continued to do this in 2025
 - NCEA Level 1 pass rate = 83% National average = 74% EQI Band = 77%
- Both genders outperformed the national and EQI pass rates, although females perform well above the males
 - NCEA Level 1 Males = 77% National average = 69% EQI Band = 72%
 - NCEA Level 1 Females = 88% National average = 76% EQI Band = 79%
- In Literacy and Numeracy, our students follow the national trends of improvement since 2024.
 - Students with Lit & Num = 86% National average = 74% EQI Band = 80%
- Our endorsement results are low, with the number of Excellence endorsements continuing to decrease.
 - Students with Excellence = 5% National average = 10% EQI Band = 9%
 - Students with Merit = 23% National average = 27% EQI Band = 26%

Students do not focus on gaining endorsements – it isn't a target for the school or individual departments.

NCEA Level 2, Level 3 & University Entrance

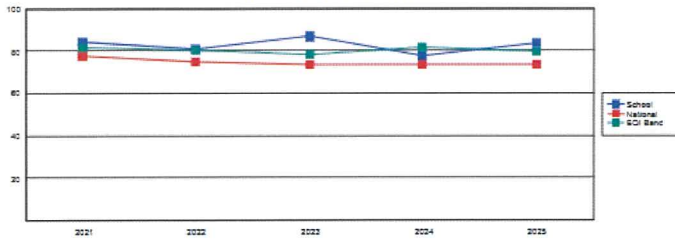
Achievement in NCEA and UE: Upper Hutt College

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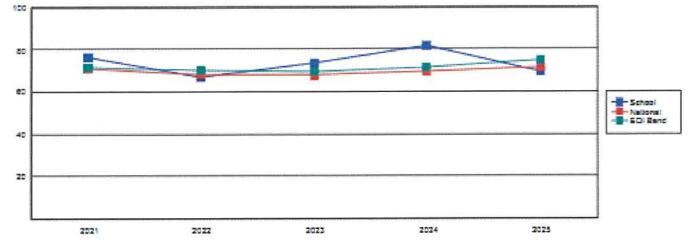
PR2 - Enrolment Based Cumulative Overall Results

Academic Year	Upper Hutt College						National			Average Socioeconomic Barriers (School Equity Index Band)		
	Year 12 NCEA L2	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 NCEA L3	Year 13 UE	Year 13 UE	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
2021	143 / 169	84.6	120 / 158	75.9	64 / 158	40.5	77.9	70.5	51.9	81.7	71.4	49.4
2022	160 / 198	80.8	89 / 134	66.4	46 / 134	34.3	74.9	68.2	50.3	80.4	70.0	49.2
2023	163 / 188	86.7	108 / 147	73.5	68 / 147	46.3	73.2	67.7	49.7	78.5	69.1	46.7
2024	161 / 207	77.8	128 / 157	81.5	66 / 157	42.0	73.6	69.4	50.6	81.4	71.7	50.0
2025	202 / 242	83.5	116 / 167	69.5	68 / 167	40.7	73.6	71.5	52.0	79.7	74.8	51.6

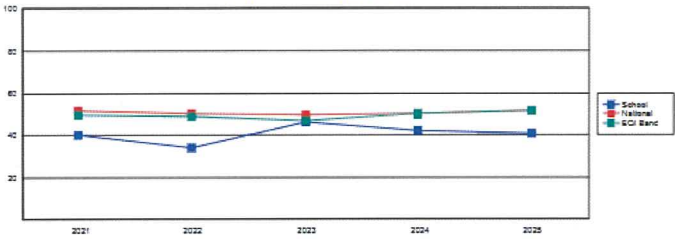
Year 12 - NCEA Level 2



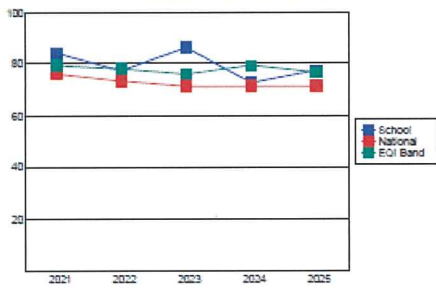
Year 13 - NCEA Level 3



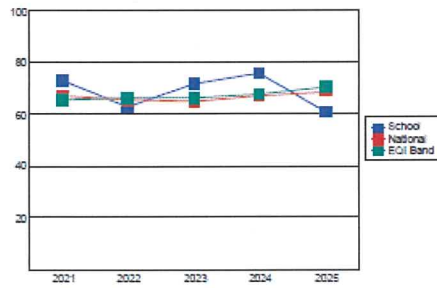
Year 13 - University Entrance



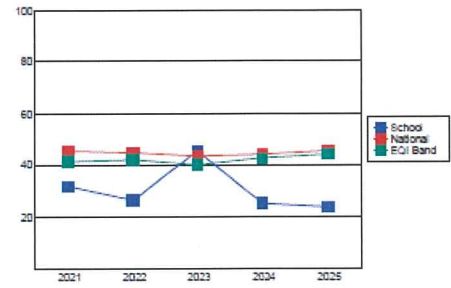
Year 12 NCEA Level 2 - Male



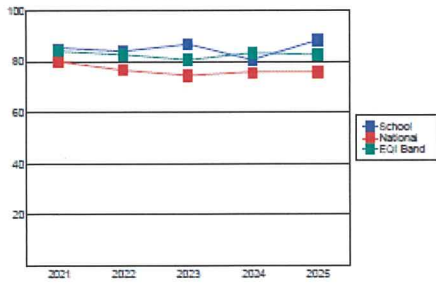
Year 13 NCEA Level 3 - Male



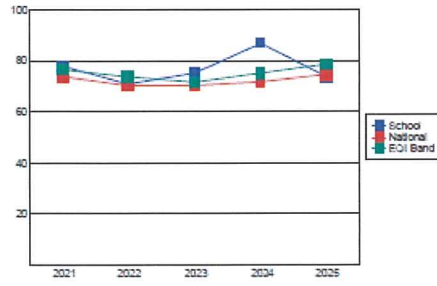
Year 13 University Entrance - Male



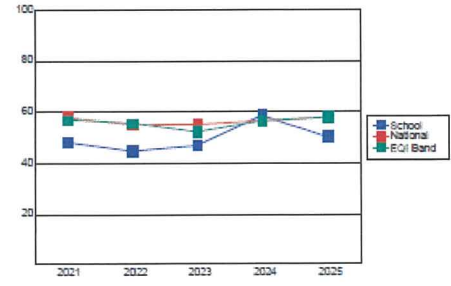
Year 12 NCEA Level 2 - Female

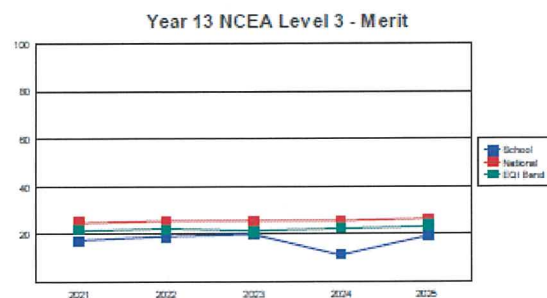
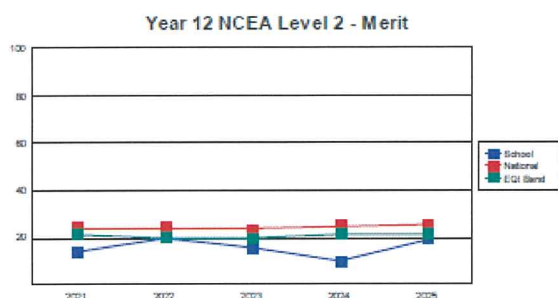
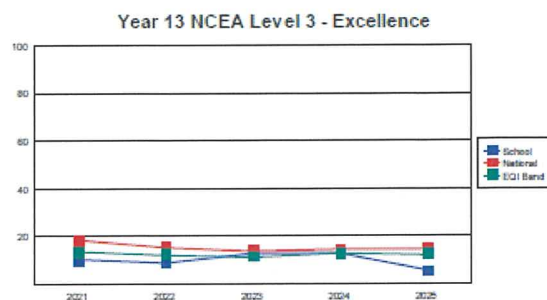
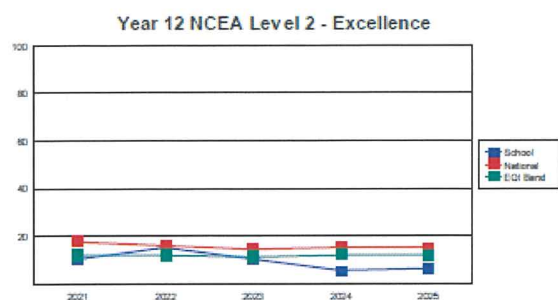


Year 13 NCEA Level 3 - Female



Year 13 University Entrance - Female





NCEA Level 2

- We are pleased with the results at Level 2, with an increase from 78% in 2024 to 84% in 2025, one of the strongest results in the past 5 years. This was also achieved alongside a significantly larger cohort – 242 students vs 188 students in 2023.
 - NCEA Level 2 pass rate = 84% National average = 73% EQI Band = 79%
- In terms of gender achievement, females continue to do better than males, and both are outperforming national averages, with female achievement very strong. We note the internal gender gap of 11 percentage points.
 - NCEA Level 2 Males = 78% National average = 71% EQI Band = 76%
 - NCEA Level 2 Females = 89% National average = 76% EQI Band = 82%
- Endorsements at Level 2, especially Excellence, are significantly below national and EQI benchmarks and this has been a pattern in recent years.
 - Students with Excellence = 6% National average = 15% EQI Band = 12%
 - Students with Merit = 19% National average = 25% EQI Band = 22%

The challenge at this level is clear. While we have high qualification attainment, we also need to increase academic distinction (stretch) and close the internal gaps.

NCEA Level 3

- Our Level 3 achievement in 2025 is in line with national performance but decreased from 82% in 2024. The calibre of students in that year was very strong. There is a clear drop off from Level 2 achievement.
 - NCEA Level 3 pass rate = 70% National average = 73% EQI Band = 79%
- In terms of gender achievement, female achievement aligns with the national average, but male achievement is significantly below both national and EQI benchmarks. The internal gap is 13 percentage points.
 - NCEA Level 3 Males = 61% National average = 69% EQI Band = 71%
 - NCEA Level 3 Females = 74% National average = 74% EQI Band = 79%

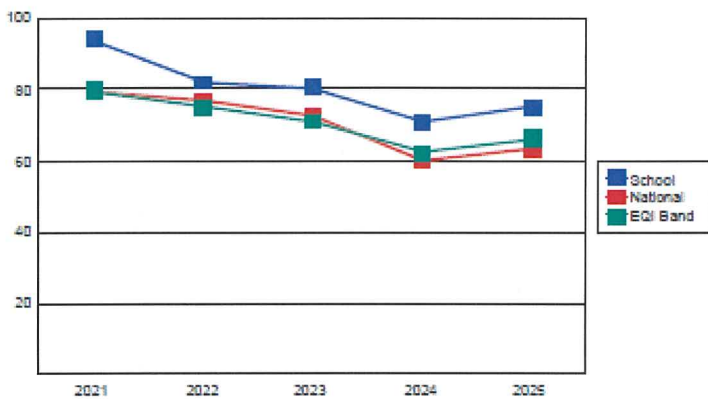
- Endorsements at Level 3, especially Excellence, are below national and EQI benchmarks and this has been a pattern in recent years. Although the merit endorsement shows some improvement from 2024, it remains below expectation.
 - Students with Excellence = 5% National average = 15% EQI Band = 12%
 - Students with Merit = 20% National average = 27% EQI Band = 24%

University Entrance

- 68 students – 41% of the cohort – gained UE, compared to National and EQI benchmarks of 52%. Although this has remained stable compared to 2024, it remains consistently below the national averages.

Māori and Pacific People’s Achievement

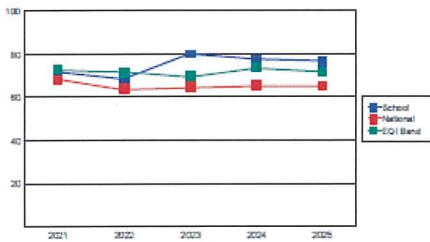
Year 11 NCEA Level 1 - Māori



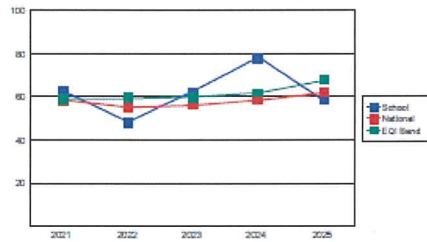
Year 11 NCEA Level 1 - Pacific People



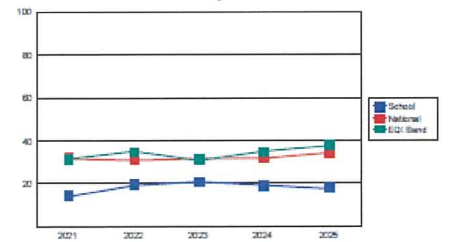
Year 12 NCEA Level 2 - Māori



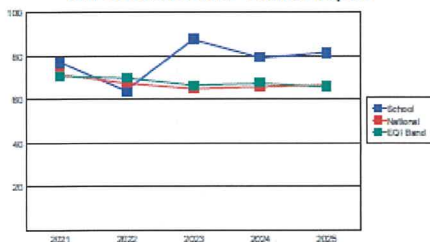
Year 13 NCEA Level 3 - Māori



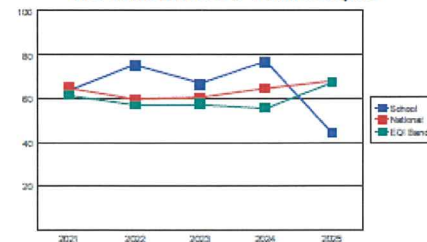
Year 13 University Entrance - Māori



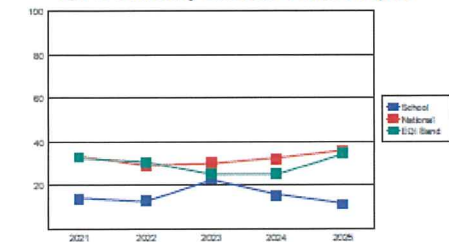
Year 12 NCEA Level 2 - Pacific Peoples



Year 13 NCEA Level 3 - Pacific Peoples



Year 13 University Entrance - Pacific Peoples



- Our Māori students are significantly above national benchmarks, and our Pasifika students maintain a moderate gap with national benchmarks.
- There are still internal gaps when compared to the overall school pass rate.
 - All students pass rate = 83% National average = 74% EQI Band = 77%
 - Māori students pass rate = 75% Māori National = 63% EQI Band = 66%
 - Pasifika students = 65% Pasifika National = 57% EQI Band = 61%

- The internal gap at NCEA Level 1 remains though, between Māori, Pasifika and NZE students and the overall pass rate.
- At Level 2, Māori and Pasifika achievement significantly exceeds national comparators.
 - Māori students pass rate = 77% Māori National = 65% EQI Band = 72%
 - Pasifika students = 81% Pasifika National = 66% EQI Band = 66%
- At Level 3, Māori achievement is below both national and EQI benchmarks and Pasifika achievement is significantly below national and EQI levels.
 - Māori students pass rate = 59% Māori National = 62% EQI Band = 68%
 - Pasifika students = 44% Pasifika National = 68% EQI Band = 67%
- With UE, the Level 3 pattern continues with low achievement for Māori and Pasifika students, both compared to all Year 13 students (which is already low) and to national benchmarks.
 - Māori students pass rate = 18% Māori National = 34% EQI Band = 38%
 - Pasifika students = 11% Pasifika National = 35% EQI Band = 34%

Summary:

- Literacy and numeracy achievement at Level 1 is a major strength. It provides a strong foundation for success at Level 1 and 2. Level 3 achievement is strong at national level but is not yet a strength as are Level 1 and 2)
- Our female achievement is consistently strong, but the gender gap widens at senior levels and male achievement declines at Level 3
- Endorsements are all below National level, and although there are strong pass rates, the high-level, academic 'stretch' is not there
- Māori and Pasifika achievement is strong at Level 1 and 2 but fall off at Level 3. There are large gaps in internal achievement and against national achievement levels.
- UE remains a concern with persistent low achievement that impacts post-school pathways and equity outcomes.

Clear analysis of the patterns and trends is needed, along with academic goals that lift achievement in these key areas.

Student Wellbeing

Upper Hutt College places student wellbeing as a key priority with learners at the centre of decision making. It is one of our 4 key focus areas in our Strategic Plan with the key strategy being to foster a safe and inclusive learning environment through:

- Promotion of wellbeing for all ākongā
- Ākongā are engaged and have a sense of belonging to the school

Specific activities and actions include:

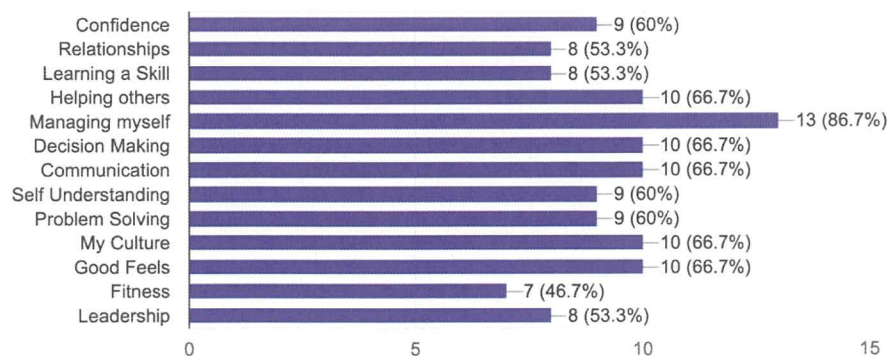
- We continue to ensure that students new to the school have the best possible start. Our Orientation programme for Year 9's is key to that initial settling in, and every year will see enhancements on what we did prior. The increased number of senior students wishing to be Ako Tuakana (working with Year 9s on this programme and through term 1) indicates how impactful this programme is.
- To support Year 8 students with neurodiversities and anxiety who intend to come to UHC, we run special induction sessions, bringing in small groups of these students and their teachers in Term 4 to provide a more focused introduction to the school (rather than just the very large start of year event).
- Every year at the mihi whakatau, we have increasing numbers of parents, caregivers and whānau attend and this year there were well over 100 who stayed to be part of the formal welcoming. They are also attending the Year 9 Meet the Teacher evening held early in Term 1.
- The Extra-curricular Expo was a new initiative, run by the Student Council and designed to give students the opportunity to join as many clubs, events, activities as they like. On offer were sports, cultural groups, community awareness and fundraising events eg Relay for Life, clubs eg Crafting, QSA ... a very large and varied selection.
- We embedded the use of Stymie, an anonymous notification system that students (and whānau) can use to inform us of matters that concern them. We have had notifications around bullying, student behaviours, parents notifying about students etc. Stats unavailable for 2025 activity.
- Success Assemblies, recognising student achievement, good behaviour, showing school values etc are imbedded into our junior programme and are very popular with the students.
- Student participation in sports grew in 2025 (See information in Kiwisport funding) – in numbers participating and in individual growth of sports. We wouldn't be able to offer such a wide programme if we didn't also have student coaches involved. The exchanges with Heretaunga and Kuranui Colleges are popular – we have expanded the Kuranui exchange into a summer and winter exchange and include other events such as Chess.
- Continuing to visibly support activities such as School Pride Week, World Food Day (especially for our International students, and Sign Language Week (one of our students also signs at school prizegivings at school).
- Promoting Te Wiki o te Reo Māori and Pasifika Languages Weeks. Both events have activities during lunchtimes, and Ako Time, performances, and special flag-raising events.
- We encourage our senior leaders to be involved in school events that connect with parents – Open Evening, Learning Conferences etc. They get a lot of pride and satisfaction from this voluntary work.

- Our Student Wellbeing Committee goes from strength to strength. Their key activity in the year is to run the UHC Wellbeing week which provide activities for a range of students, from sports to yoga, a wellbeing walk to mindfulness activities. It's very successful.
- Specific seniors (Māori and Pasifika) towards the end of the year were invited to participate in programmes to improve their opportunities to gain NCEA Level 1 and Level 2, by offering further tuition and time (during end of year exam leave) to complete outstanding work and attempt new standards.
- We held several hui/fono for Māori and Pasifika parents, to build closer connections with whānau and provide a very visible support system for students.

Key actions

- The school supports the increasing number of students involved in our main cultural activities of our kapa haka rōpū and Poly Club recognising that genuine involvement fosters leadership, engagement and accountability with our students and whānau. We have provided
 - Curriculum time for kapa haka – one period per week is given to students wishing to attend practices as they prepare for the Regionals
 - Time and funding for performances in other local events, at schools, at Orongomai Marae, PolyFest etc
 - Funding for core requirements – uniform, transport, cost of noho
 - Funding for a tutor who works with the rōpū all year.
- Pastoral & staff support
 - We looked to increase the number of Deans working with junior students from 3 to 4.
 - A new Deans Assistant was brought into the Pastoral team to assist with admin workload and free up Deans.
 - We appointed 4 new teacher aides, bringing in 2 additional teacher aides – a very experienced one for Awhina, to work more closely with those students and staff, and one to work with Pasifika students as a liaison with some academic oversight.
- Kickstart Mentors on site
 - We continue to be fortunate to have a broad Kickstart programme operating at school, with 4-6 mentors regularly working with students. This mahi included Programmes to focus on different groups of students:
 - Photography and story telling
 - Team work with 2 Ako classes
 - Brotherhood – for young males
 - Manawahine for young women with a focus on Te Ao Māori
 - One-on-one mentoring

As an example of the benefits to student wellbeing from one Programme – Brotherhood, the following student responses on what the programme helped them with:



Statement of Compliance with Employment Policy

For the year ended 31 December 2025 Upper Hutt College Board

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	<p>Yes</p> <p>We have a Health & Safety Committee with members from the most risky areas of the school - Technology, PE & Sport, EOTC, Science – and including the Property Manager and the Business Manager.</p> <p>The Committee reports to the Board monthly via the Principal.</p>
What is in your equal employment opportunities programme? How have you been fulfilling this programme?	<p>UHC EEO Programme</p> <p><i>Appointments</i></p> <ul style="list-style-type: none"> • The principal and a deputy principal oversee teaching and teacher aide appointments; the principal with the Business Manager oversee support staff appointments. • We follow our Appointment Policy and processes. <p><i>Professional development</i></p> <ul style="list-style-type: none"> • A PLD plan is drawn up, aligning with the Implementation Plan and is shared with staff at the start of the year. • Staff have opportunities to participate in external PD and career development <p><i>Inclusive and safe working environment</i></p> <ul style="list-style-type: none"> • Supportive and collegial relationships are nurtured • Staff wellbeing committee provides inclusive activities for all staff and their whānau on a regular basis • Part-time working arrangements are available to support staff – working parents, those with medical issues etc
How do you practise impartial selection of suitably qualified persons for appointment?	<p>We follow our appointment policy and processes. Consultation and discussion with HODs, Business Manager for support staff.</p>
How are you recognising, – The aims and aspirations of Māori, – The employment requirements of Māori, and – Greater involvement of Māori in the Education service? –	<p>We encourage and support Māori trainee teachers where possible – in their training and networking with others in the area</p>
How have you enhanced the abilities of individual employees?	<p>Through our PGC process and PLD programme</p>
How are you recognising the employment requirements of women?	<p>We have women in key roles in our school in SLT and as HOD's.</p> <p>The demands, and need for leave, of women with families are recognised.</p>

How are you recognising the employment requirements of persons with disabilities?

We support all staff and at present, there are no staff members with significant disabilities.
We recognise and support those staff who have significant medical issues.

Reporting on Equal Employment Opportunities (EEO) Programme/Policy	Yes	No
Do you operate an EEO programme/policy?	Yes	
Has this policy or programme been made available to staff?	Yes	
Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?	Yes	
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	Yes	
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?	Yes	
Does your EEO programme/policy set priorities and objectives?	Yes	

Kiwisport Funding

For the year ended 31 December 2025

Kiwisport is a government funding initiative to support student participation in organised sport.

In 2025 the school received funding of \$32,788 to increase our student participation in the school wide sports and recreation programme.

The funding was spent on subsidising the wages of a full-time Director of Sport and a Sports Activator to enable the widest range of sports opportunities to be presented to our students.

College Sport Wellington reported:



Highlights
Highest ever number of participants
Premiership Pennant winners for Softball (mixed)
Growth of Badminton, Football, Cricket, Shooting and Dragon Boat

