

# QUEEN ELIZABETH COLLEGE

## ANNUAL FINANCIAL STATEMENTS

### FOR THE YEAR ENDED 31 DECEMBER 2025

#### School Directory

<b>Ministry Number:</b>	201
<b>Principal:</b>	Chris Moller
<b>School Address:</b>	Rangitikei Street, Palmerston North
<b>School Postal Address:</b>	P.O Box 4047, Palmerston North 4442
<b>School Phone:</b>	(06) 358 9033
<b>School Email:</b>	office@qec.school.nz
<b>Accountant / Service Provider:</b>	Openbook Solutions Limited

#### Members of the Board:

<b>Name</b>	<b>Position</b>	<b>How Position Gained</b>	<b>Term Expired/ Expires</b>
K Brown	Presiding Member	Selected	Aug-28
C Moller	Principal	ex Officio	
S Te Riini	Parent Representative	Elected	Aug-28
R Tipu	Parent Representative	Co-opted	Aug-28
S Bethell	Parent Representative	Elected	Aug-28
G Tooman	Parent Representative	Elected	Aug-28
Z Clarke	Parent Representative	Elected	Aug-28
J de Burgh	Staff Representative	Elected	Aug-28
L Frost	Student Representative	Elected	Aug-26
N Fala	Student Representative	Elected	Aug-26

# QUEEN ELIZABETH COLLEGE

Annual Financial Statements - For the year ended 31 December 2025

## Index

<b>Page</b>	<b>Statement</b>
	<b>Financial Statements</b>
<a href="#">1</a>	Statement of Responsibility
<a href="#">2</a>	Statement of Comprehensive Revenue and Expense
<a href="#">3</a>	Statement of Changes in Net Assets/Equity
<a href="#">4</a>	Statement of Financial Position
<a href="#">5</a>	Statement of Cash Flows
<a href="#">6 - 18</a>	Notes to the Financial Statements
	Independent Auditor's Report
	<b>Other Information</b>
	Analysis of Variance
	Students' Progress and Achievement
	Te Tiriti o Waitangi
	Statement of Compliance with Employment Policy
	Kiwisport

# Queen Elizabeth 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.

\_\_\_\_\_  
Full Name of Presiding Member

**Karl Brown**

Digitally signed by Karl  
Brown  
Date: 2026.05.18 08:19:52  
+12'00'

\_\_\_\_\_  
Signature of Presiding Member

\_\_\_\_\_  
Date

**CHRISTOPHER MOLLER**  
\_\_\_\_\_  
Full Name of Principal

*Chris Moller*

\_\_\_\_\_  
Signature of Principal

*18/05/2026*  
\_\_\_\_\_  
Date

# Queen Elizabeth College

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
<b>Revenue</b>				
Government Grants	2	6,724,598	5,541,492	6,391,763
Locally Raised Funds	3	277,121	233,400	285,014
Interest		5,670	6,500	12,945
Gain on Sale of Property, Plant and Equipment		1,938	0	0
Other Revenue		1,217	0	0
<b>Total Revenue</b>		<b>7,010,544</b>	<b>5,781,392</b>	<b>6,689,722</b>
<b>Expense</b>				
Locally Raised Funds	3	258,076	159,550	247,699
Learning Resources	4	4,239,093	3,295,950	3,902,203
Administration	5	762,329	774,260	999,310
Interest		2,703	0	2,709
Property	6	1,489,255	1,548,593	1,636,429
Loss on Disposal of Property, Plant and Equipment		0	1,000	109
<b>Total Expense</b>		<b>6,751,456</b>	<b>5,779,353</b>	<b>6,788,459</b>
<b>Net Surplus / (Deficit) for the year</b>		<b>259,088</b>	<b>2,039</b>	<b>(98,737)</b>
Other Comprehensive Revenue and Expense		0	0	0
<b>Total Comprehensive Revenue and Expense for the Year</b>		<b>259,088</b>	<b>2,039</b>	<b>(98,737)</b>

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



# Queen Elizabeth College

## Statement of Changes in Net Assets/Equity

For the year ended 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
<b>Equity at 1 January</b>		1,062,047	1,062,047	1,132,624
Total comprehensive revenue and expense for the year		259,088	2,039	(98,737)
Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		0	0	28,160
Contribution - Te Mana Tūhono		37,777	0	0
<b>Equity at 31 December</b>		1,358,912	1,064,086	1,062,047
Accumulated comprehensive revenue and expense		1,358,912	1,064,086	1,062,047
<b>Equity at 31 December</b>		1,358,912	1,064,086	1,062,047

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.

# Queen Elizabeth College

## Statement of Financial Position

As at 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	7	384,602	150,640	178,887
Accounts Receivable	8	313,183	295,000	293,458
GST Receivable		34,290	15,000	13,489
Prepayments		26,680	20,000	18,338
Inventories	9	43,142	40,000	42,090
Investments	10	100,000	100,000	100,000
Funds Receivable for Capital Works Projects	17	24,393	0	14,769
		<u>926,290</u>	<u>620,640</u>	<u>661,031</u>
<b>Current Liabilities</b>				
Accounts Payable	12	521,444	450,000	449,731
Revenue Received in Advance	13	9,888	48,000	54,581
Finance Lease Liability	15	14,870	8,807	15,259
Funds held in Trust	16	3,159	32,450	32,450
Funds held for Capital Works Projects	17	243,961	0	234,408
		<u>793,322</u>	<u>539,257</u>	<u>786,429</u>
<b>Working Capital Surplus/(Deficit)</b>		132,968	81,383	(125,398)
<b>Non-current Assets</b>				
Property, Plant and Equipment	11	1,406,309	1,189,216	1,360,486
		<u>1,406,309</u>	<u>1,189,216</u>	<u>1,360,486</u>
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	14	156,677	198,940	156,660
Finance Lease Liability	15	23,688	7,573	16,381
		<u>180,365</u>	<u>206,513</u>	<u>173,041</u>
<b>Net Assets</b>		<u>1,358,912</u>	<u>1,064,086</u>	<u>1,062,047</u>
<b>Equity</b>		<u>1,358,912</u>	<u>1,064,086</u>	<u>1,062,047</u>

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



# Queen Elizabeth College

## Statement of Cash Flows

For the year ended 31 December 2025

	Note	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
<b>Cash flows from Operating Activities</b>				
Government Grants		2,525,059	2,041,492	2,569,003
Locally Raised Funds		188,574	178,347	255,835
International Students		62,122	52,000	52,539
Goods and Services Tax (net)		(20,801)	1,511	27,912
Payments to Employees		(1,258,498)	(1,036,770)	(1,323,046)
Payments to Suppliers		(1,055,756)	(980,142)	(1,295,320)
Interest Paid		(2,703)	0	(2,709)
Interest Received		5,994	6,500	13,152
Net cash from/(to) Operating Activities		443,991	262,938	297,366
<b>Cash flows from Investing Activities</b>				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		3,096	0	6,785
Purchase of Property Plant & Equipment (and Intangibles)		(223,990)	(63,730)	(392,311)
Net cash from/(to) Investing Activities		(220,894)	(63,730)	(385,526)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		0	0	28,160
Finance Lease Payments		(8,681)	(7,816)	(19,647)
Funds Administered on Behalf of Other Parties		(8,701)	(219,639)	208,418
Net cash from/(to) Financing Activities		(17,382)	(227,455)	216,931
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>205,715</b>	<b>(28,247)</b>	<b>128,771</b>
Cash and cash equivalents at the beginning of the year	7	178,887	178,887	50,116
<b>Cash and cash equivalents at the end of the year</b>	7	<b>384,602</b>	<b>150,640</b>	<b>178,887</b>

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

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



# Queen Elizabeth College

## Notes to the Financial Statements

### For the year ended 31 December 2025

#### 1. Statement of Accounting Policies

##### a) Reporting Entity

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

##### b) Basis of Preparation

###### **Reporting Period**

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

###### **Basis of Preparation**

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

###### **Financial Reporting Standards Applied**

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

###### **PBE Accounting Standards Reduced Disclosure Regime**

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

###### **Measurement Base**

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

###### **Presentation Currency**

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

###### **Specific Accounting Policies**

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

###### **Critical Accounting Estimates And Assumptions**

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

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

###### **Cyclical maintenance**

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

###### **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 22.



### *Recognition of grants*

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

## **c) Revenue Recognition**

### **Government Grants**

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

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

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

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

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

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

### **Other Grants where conditions exist**

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

### **Donations, Gifts and Bequests**

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

### **Interest Revenue**

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

## **d) Finance Lease Payments**

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

## **e) Cash and Cash Equivalents**

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

## **f) Accounts Receivable**

Short-term receivables are recorded at the amount due, less an allowance for expected credit losses (uncollectable debts). The 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.

## **g) Inventories**

Inventories are consumable items held for sale and comprised of 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.

## **h) Investments**

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

### **i) Property, Plant and Equipment**

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

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

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

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:

Building Improvements	6–100 years
Furniture and Equipment	0–20 years
Information and Communication Technology	3-10 years
Motor Vehicles	5 - 20 years
Leased Assets held under a Finance Lease	Term of Lease
Library Resources	12.5% Diminishing value

### **j) Accounts Payable**

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

### **k) Employee Entitlements**

#### *Short-term employee entitlements*

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

#### *Long-term employee entitlements*

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

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

### **l) Revenue Received in Advance**

Revenue received in advance relates to fees received from international and domestic 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.

### **m) Funds Held in Trust**

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

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



**n) Funds held for Capital works**

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

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

**o) Provision for Cyclical Maintenance**

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

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

The School carries out painting maintenance of the whole School over an 10 to 15 year period, the economic outflow of this is dependent on the plan established by the School to meet this obligation and is detailed in the notes and disclosures of these accounts.

**p) Financial Instruments**

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

The School's financial liabilities comprise accounts payable 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.

**q) 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.

**r) Budget Figures**

The budget figures are extracted from the School budget that was approved by the Board.

**s) Services received in-kind**

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

## 2. Government Grants

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Government Grants - Ministry of Education	2,179,509	1,916,412	1,922,409
Teachers' Salaries Grants	3,231,010	2,400,000	2,878,563
Use of Land and Buildings Grants	957,051	1,100,000	1,048,049
Ka Ora, Ka Ako - Healthy School Lunches Programme	273,336	58,080	450,031
Other Government Grants	83,692	67,000	92,711
	<u>6,724,598</u>	<u>5,541,492</u>	<u>6,391,763</u>

## 3. Locally Raised Funds

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

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
<b>Revenue</b>			
Donations and Bequests	13,074	2,700	4,016
Fees for Extra Curricular Activities	40,845	41,400	29,749
International Travel	0	0	92,052
Trading	87,609	77,800	80,792
Fundraising and Community Grants	5,228	2,500	2,306
Other Revenue	39,822	57,000	56,916
International Student Fees	90,543	52,000	19,183
	<u>277,121</u>	<u>233,400</u>	<u>285,014</u>
<b>Expenses</b>			
Extra Curricular Activities Costs	86,428	49,300	69,511
International Travel	0	0	92,165
Trading	52,019	60,250	55,982
Fundraising and Community Grant Costs	0	0	855
International Student - Employee Benefit - Salaries	73,965	0	0
International Student - Other Expenses	45,664	50,000	29,186
	<u>258,076</u>	<u>159,550</u>	<u>247,699</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>19,045</u>	<u>73,850</u>	<u>37,315</u>

## 4. Learning Resources

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Curricular	140,195	159,880	140,323
Information and Communication Technology	11,300	8,000	12,382
Employee Benefits - Salaries	3,823,438	2,872,270	3,468,418
Staff Development	9,861	16,800	21,882
Depreciation	252,956	235,000	257,710
Other Learning Resources	1,343	4,000	1,488
	<u>4,239,093</u>	<u>3,295,950</u>	<u>3,902,203</u>

## 5. Administration

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Audit Fees	9,872	15,000	9,493
Board Fees and Expenses	11,439	73,000	22,220
Legal Fees	0	2,000	0
Other Administration Expenses	149,143	133,200	146,914
Employee Benefits - Salaries	300,478	345,000	340,468
Insurance	17,870	22,000	16,560
Service Providers, Contractors and Consultancy	6,893	8,500	6,286
Ka Ora, Ka Ako - Healthy School Lunches Programme	266,634	175,560	457,369
	<u>762,329</u>	<u>774,260</u>	<u>999,310</u>

## 6. Property

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Consultancy and Contract Services	75,786	68,013	75,735
Cyclical Maintenance	17	42,280	64,256
Heat, Light and Water	90,984	70,000	83,240
Rates	18,334	19,000	17,355
Repairs and Maintenance	99,955	70,800	97,327
Use of Land and Buildings	957,051	1,100,000	1,048,049
Employee Benefits - Salaries	168,544	120,000	188,782
Other Property Expenses	78,584	58,500	61,685
	<u>1,489,255</u>	<u>1,548,593</u>	<u>1,636,429</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 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Bank Accounts	384,602	150,640	178,887
Cash and cash equivalents for Statement of Cash Flows	<u>384,602</u>	<u>150,640</u>	<u>178,887</u>

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

Of the \$384,602 Cash and Cash Equivalents \$250,070 is subject to restrictions for the following reasons:

- \$1,174 of unspent grant funding is subject to conditions which specify how the grant is required to be spent. If these conditions are not met, the funds will need to be returned. This is included in Revenue in Advance in note 13.
- \$4,935 of 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.
- \$243,961 is held by the school on behalf of the Ministry of Education. The funds have been provided as part of the school's 5 Year Agreement Funding and is required to be spent on the school's buildings. See note 17.



## 8. Accounts Receivable

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Receivables	2,889	4,000	15,244
Receivables from the Ministry of Education	142	0	4,696
Interest Receivable	710	1,000	1,034
Teacher Salaries Grant Receivable	309,442	290,000	272,484
	<u>313,183</u>	<u>295,000</u>	<u>293,458</u>
Receivables from Exchange Transactions	3,599	5,000	16,278
Receivables from Non-Exchange Transactions	309,584	290,000	277,180
	<u>313,183</u>	<u>295,000</u>	<u>293,458</u>

## 9. Inventories

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
School Uniforms	43,142	40,000	42,090
	<u>43,142</u>	<u>40,000</u>	<u>42,090</u>

## 10. Investments

The School's investment activities are classified as follows:

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Current Asset			
Short-term Bank Deposits	100,000	100,000	100,000
Total Investments	<u>100,000</u>	<u>100,000</u>	<u>100,000</u>



## 11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2025	\$	\$	\$	\$	\$	\$
Building Improvements	79,614	28,146	0	0	(5,128)	<b>102,632</b>
Furniture and Equipment	985,703	96,649	0	0	(151,531)	<b>930,822</b>
Information and Communication	216,371	135,865	0	0	(66,255)	<b>285,981</b>
Motor Vehicles	28,641	12,783	(1,158)	0	(9,102)	<b>31,164</b>
Leased Assets	30,581	20,743	0	0	(17,803)	<b>33,521</b>
Library Resources	19,576	5,751	0	0	(3,137)	<b>22,189</b>
	<u>1,360,486</u>	<u>299,937</u>	<u>(1,158)</u>	<u>0</u>	<u>(252,956)</u>	<u><b>1,406,309</b></u>

The net carrying value of furniture and equipment held under a finance lease is \$33,521 (2024: \$30,581)

### Restrictions

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

	2025 Cost or Valuation	2025 Accumulated Depreciation	2025 Net Book Value	2024 Cost or Valuation	2024 Accumulated Depreciation	2024 Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	153,870	(51,238)	<b>102,632</b>	125,723	(46,109)	<b>79,614</b>
Furniture and Equipment	1,832,294	(901,472)	<b>930,822</b>	1,742,594	(756,891)	<b>985,703</b>
Information and Communication	965,570	(679,589)	<b>285,981</b>	829,704	(613,333)	<b>216,371</b>
Motor Vehicles	118,420	(87,256)	<b>31,164</b>	112,159	(83,518)	<b>28,641</b>
Leased Assets	71,839	(38,318)	<b>33,521</b>	95,030	(64,449)	<b>30,581</b>
Library Resources	76,126	(53,937)	<b>22,189</b>	70,376	(50,800)	<b>19,576</b>
	<u>3,218,119</u>	<u>(1,811,810)</u>	<u><b>1,406,309</b></u>	<u>2,975,586</u>	<u>(1,615,100)</u>	<u><b>1,360,486</b></u>

## 12. Accounts Payable

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Creditors	95,639	65,000	46,710
Accruals	17,897	35,000	35,915
Employee Entitlements - Salaries	375,366	325,000	338,723
Employee Entitlements - Leave Accrual	32,542	25,000	28,383
	<u>521,444</u>	<u>450,000</u>	<u>449,731</u>
Payables for Exchange Transactions	521,444	450,000	449,731
	<u>521,444</u>	<u>450,000</u>	<u>449,731</u>

The carrying value of payables approximates their fair value.



### 13. Revenue Received in Advance

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Grants in Advance - Ministry of Education	1,174	0	5,870
International Student Fees in Advance	4,935	30,000	33,356
Other revenue in Advance	3,779	18,000	15,355
	<u>9,888</u>	<u>48,000</u>	<u>54,581</u>

### 14. Provision for Cyclical Maintenance

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Provision at the Start of the Year	156,660	156,660	120,424
Increase/(decrease) to the Provision During the Year	17	42,280	64,256
Use of the Provision During the Year	0	0	(28,020)
Provision at the End of the Year	<u>156,677</u>	<u>198,940</u>	<u>156,660</u>
Cyclical Maintenance - Current	0	0	0
Cyclical Maintenance - Non current	156,677	198,940	156,660
	<u>156,677</u>	<u>198,940</u>	<u>156,660</u>

The School's cyclical maintenance schedule details annual painting to be undertaken. The costs associated with this annual work will vary depending on the requirements during the year. This plan is based on quotes received from external parties.

### 15. Finance Lease Liability

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

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
No Later than One Year	17,399	9,840	17,428
Later than One Year	26,198	8,171	18,010
Future Finance Charges	(5,039)	(1,631)	(3,798)
	<u>38,558</u>	<u>16,380</u>	<u>31,640</u>
<b>Represented by</b>			
Finance lease liability - Current	14,870	8,807	15,259
Finance lease liability - Non current	23,688	7,573	16,381
	<u>38,558</u>	<u>16,380</u>	<u>31,640</u>

### 16. Funds held in Trust

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	3,159	32,450	32,450
	<u>3,159</u>	<u>32,450</u>	<u>32,450</u>

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



## 17. Funds Held for Capital Works Projects

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

2025	Opening Balances	Receipts from MoE	Payments	Board Contributions / Transfers	Closing Balances
	\$	\$	\$	\$	\$
Roof Replace and Remedtn - Proj No 252120	0	0	(1,495)	0	(1,495)
Block R Upgrade - Proj No 233651	(6,055)	0	(16,843)	0	(22,898)
Learning Support Modifications - Proj No 246286	221,510	0	(50,504)	0	171,006
Block K Toilet Refurb - Proj No 246451	12,898	(70)	(12,828)	0	0
Fire Refurbishment - Proj No 252124	(8,714)	79,200	(35,520)	0	34,966
Block G Science Refurb - Proj No 252125	0	20,000	(12,787)	0	7,213
Weathertightness Remediation - Proj No 244510	0	68,255	(37,479)	0	30,776
<b>Totals</b>	<b>219,639</b>	<b>167,385</b>	<b>(167,456)</b>	<b>0</b>	<b>219,568</b>

### Represented by:

Funds Held on Behalf of the Ministry of Education	243,961
Funds Receivable from the Ministry of Education	(24,393)

2024	Opening Balances	Receipts from MoE	Payments	Board Contributions / Transfers	Closing Balances
	\$	\$	\$	\$	\$
Block K: Roofing & Ceiling Proj No 244146	175	2,525	(2,700)	0	0
K & R Roofing - Proj No 234425	11,133	2,201	(13,334)	0	0
Block R Upgrade - Proj No 233651	24,829	0	(30,884)	0	(6,055)
Learning Support Modifications - 246286	0	267,638	(46,128)	0	221,510
Block K Toilet Refurb - 246451	0	20,693	(7,795)	0	12,898
Fire Refurbishment - 252124	0	0	(8,714)	0	(8,714)
<b>Totals</b>	<b>36,137</b>	<b>293,057</b>	<b>(109,555)</b>	<b>0</b>	<b>219,639</b>

### Represented by:

Funds Held on Behalf of the Ministry of Education	234,408
Funds Receivable from the Ministry of Education	(14,769)

## 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 that entity at arm's length.

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



## 19. Remuneration

### Key management personnel compensation

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

	<b>2025 Actual \$</b>	<b>2024 Actual \$</b>
<i>Board Members</i>		
Remuneration	3,900	3,475
 <i>Leadership Team</i>		
Remuneration	580,537	547,061
Full-time equivalent members	4.00	4.00
 Total key management personnel remuneration	584,437	550,536

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

### Principal

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

	<b>2025 Actual \$000</b>	<b>2024 Actual \$000</b>
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	180 - 190	170 - 180
Benefits and Other Emoluments	0 - 5	0 - 5
Termination Benefits	0	0

### Other Employees

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

<b>Remuneration \$000</b>	<b>2025 FTE Number</b>	<b>2024 FTE Number</b>
100 - 110	6	4
110 - 120	6	9
120 - 130	6	1
130 - 140	2	1
	20	15

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

## 20. Compensation and Other Benefits Upon Leaving

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

	<b>2025 Actual</b>	<b>2024 Actual</b>
Total	0	15,000
Number of People	0	1



## 21. Contingencies

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

### Holidays Act Compliance – Schools Payroll

The Ministry of Education performs payroll processing and payments on behalf of boards, through payroll service provider, Education Payroll Limited.

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

### Pay Equity and Collective Agreement Funding Wash-up

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

## 22. Commitments

### (a) Capital Commitments

At 31 December 2025, the Board had capital commitments of \$2,009,580 (2024: \$881,493) as a result of entering the following contracts:

Contract Name	Remaining Capital
	\$
Fire Refurbishment - Proj No 252124	747,766
Block R Upgrade - Proj No 233651	17,102
Learning Support Modifications - Proj No 246286	294,632
Roof Replace and Remedtn - Proj No 252120	376,505
Block G Science Refurb - Proj No 252125	187,214
Weathertightness Remediation - Proj No 244510	362,337
Classroom Furniture	24,024
<b>Total</b>	<b><u>2,009,580</u></b>

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

### (b) Operating Commitments

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

- (a) Photocopier servicing charges;
- (b) Student software licences.

	2025 Actual	2024 Actual
	\$	\$
No later than One Year	9,946	11,135
Later than One Year and No Later than Five Years	7,870	2,076
Later than Five Years	0	0
	<b><u>17,816</u></b>	<b><u>13,211</u></b>



### 23. Financial Instruments

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

#### Financial assets measured at amortised cost

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Cash and Cash Equivalents	384,602	150,640	178,887
Receivables	313,183	295,000	293,458
Investments - Term Deposits	100,000	100,000	100,000
Total financial assets measured at amortised cost	<u>797,785</u>	<u>545,640</u>	<u>572,345</u>

#### Financial liabilities measured at amortised cost

Payables	521,444	450,000	449,731
Finance Leases	38,558	16,380	31,640
Total financial liabilities measured at amortised cost	<u>560,002</u>	<u>466,380</u>	<u>481,371</u>

### 24. Events After Balance Date

There were no significant events after the balance date that impact these financial statements (2024; \$15,000).

### 25. 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 QUEEN ELIZABETH COLLEGE'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2025

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

#### Opinion

In our opinion the financial statements:

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

Our audit was completed on 18 May 2026. This is the date at which our opinion is expressed.

#### Basis for our opinion

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

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

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

#### Responsibilities of the Board for the financial statements

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

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

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

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

## **Responsibilities of the auditor for the audit of the financial statements**

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

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

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

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

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

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

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

Our responsibilities arise from the Public Audit Act 2001.

## Other information

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 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, Report on how the School has given effect to Te Tiriti o Waitangi, 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.



**Melanie Strydom**  
**Auditlink Limited**

On behalf of the Auditor-General  
Palmerston North, New Zealand

# Statement of Variance Reporting



<b>School Name:</b>	Queen Elizabeth College	<b>School Number:</b>	201
<b>Strategic Aim:</b>	All students will achieve school wide competencies in Literacy and Numeracy, including Reading, Writing and Te Ao Māori options.		
<b>Annual Aim:</b>	<p>Year 7-10 students will make more than one year's progress in literacy and numeracy.</p> <p>NCEA Level 1 students will gain the Literacy and Numeracy co-requisite, through the CAAs or the dual pathway standards.</p>		
<b>Target:</b>	<p>NCEA Level 1 pass rates to be at the national averages for literacy and numeracy.</p> <p>Students will make an average shift of one curriculum level in literacy and numeracy.</p> <p>Kaiako will intentionally and explicitly teach literacy and numeracy in their classes.</p> <p>Kaiako will have a variety of literacy and numeracy teaching skills in their kete.</p>		
<b>Baseline Data:</b>	See attached files for the Principals Reports from NZQA, Lit & Num comparisons for CAA pass rates, junior data comparisons.		

# Statement of Variance Reporting



<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<p>HOD Literacy and Numeracy PLD. HODs also had more intensive appraisals and mentoring to upskill.</p> <p>Continued Write that Essay and PEER (Point Evidence Explanation Response) paragraph structure initiatives.</p> <p>Established a Numeracy co-ordinator to increase strengths in numeracy teaching across the school.</p> <p>Adopted Prime Maths programme, as well as a Structured Numeracy approach for Year 7-8 Mathematics.</p> <p>Participated in Literacy and Numeracy professional development, Te Manu Ka Rere, to increase our CAA pass rate.</p> <p>Intervention programmes to extensively monitor students' progress and support with further small group or 1:1 teaching as appropriate, both during and at the end of the school year.</p>	<p>HODs leading more consistent Literacy and Numeracy understanding across the school.</p> <p>Improved CAA results for Year 9-11 students, particularly in Reading and Writing CAAs which reflects several years of Literacy PLD and intensive work with Te Manu Ka Rere.</p> <p>Pass rates for NCEA Literacy and Numeracy well above our equity band level, hitting national average, and in some instances exceeding the national average, including Maori student results.</p> <p>Extensive tracking and follow-ups of students results and progress, in both small group and 1-1 catch up sessions. This data was regularly shared across the school.</p>	<p>School wide PLD as well as HOD level PLD with external and internal providers, including applying for and sending most of the Year 7-8 teachers on Structured Literacy PLD with Liz Kane.</p> <p>Deliberate acts of teaching and planning with a specific focus on Literacy and beginning to have a wider focus on Numeracy.</p> <p>Increased focus on data analysis to identify students who are at risk of Not Achieving and implementation of targeted supports.</p> <p>Year 10 and 11 students were the focus of an across school push on writing ahead of the September Writing CAAs. This saw students writing full pieces of writing rather than just PEER Paragraphs.</p>	<p>Maintain current momentum with the Assessment PLD to upskill teachers to improve their assessment practice, particularly in our target area of Year 7-10s.</p> <p>Moving towards using SMART this year.</p> <p>Engaging with Ministry of Education supports with the new curriculum and Science of Learning PLD offered.</p> <p>Continue with extensive monitoring of student progress towards CAA readiness and tracking Year 11-13 students' progress in these areas to plan interventions as needed.</p> <p>Continue to up skill staff on Structured Literacy.</p> <p>School moved away from Prime and moved to Oxford which the staff and students preferred.</p>

### Planning for next year:

Continue with Structured Literacy rolling out for 7-8 teachers across almost all subjects. Year 9 and 10 English teachers have also had Structured Literacy PLD last year and will continue to upskill in these areas as needed. Continue with school wide literacy initiatives such as Write That Essay. Working with the Ministry of Education to do school-wide Science of Learning PLD and ensure that departments are on track with the new curriculum. PLD Assessment PLD for the year to further upskill data processes to ensure successes. Changes to Dean structure to ensure a continued focus on Academic Tracking. Working with Evaluation Associates on the 12-month long Assessment PLD.

<b>School Name:</b>	Queen Elizabeth College	<b>School Number:</b>	201
---------------------	-------------------------	-----------------------	-----

<b>Strategic Aim:</b>	All students will attend and be engaged in meaning full education to ensure positive outcomes for their future.
<b>Annual Aim:</b>	Increase regular attendance from 83 to 90% attendance.
<b>Target:</b>	Increase regular attendance from 83 to 90% attendance. A significant number of students attending above 83%.
<b>Baseline Data:</b>	<p>First time explicitly measuring regular attendance.</p> <p>Attendance data from BOT reports.</p>

# Statement of Variance Reporting



<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<p>Use KAMAR to more effectively track and monitor overall attendance.</p> <p>Continued Monthly report to Board on overall attendance including data and narrative.</p> <p>Ensured accuracy of data, with a team of three staff focused on supporting and monitoring attendance.</p> <p>Continue Attended <i>Rock on</i> meetings.</p> <p>Specific focus on students attending under 70%.</p> <p>Weekly monitoring meetings with Poutama teachers and Deans.</p> <p>Held monthly attendance meetings.</p> <p>Sending letters home to student of concern.</p>	<p>Managed to maintain current status. Term 2 had significant improvement by 10%.</p> <p>Increased support system for students with medical reasons for absences including closer ties to Central Regional Health School.</p> <p>Discussed attendance with other schools to see if there were any initiatives that we could try and found about that some schools are using Transition to School plans via MoE to support students with challenging absences for medical reasons.</p>	<p>Continuing Comprehensive programme to target attendance.</p> <p>Continuing Monthly attendance meetings with key team members including student centre staff, Principal, and DP (Pastoral).</p> <p>Ongoing letters to individuals attending under 80% with follow up.</p> <p>At every event, Principal continued to communicate expectations to parents with the focus: attending makes a difference to school and future success.</p> <p>Ongoing chronic absentees getting pick up service to help with school attendance, with Police support for those attending under 70%.</p> <p>Celebrated high rates of attendance with rewards and acknowledgements for students and families.</p> <p>We were more aggressive with senior attendance.</p>	<p>Implement the Ministry Attendance Plan as required.</p> <p>STAR Attendance PLD for staff so they are aware of the changes.</p> <p>Continue with Transition to School plans via MoE to support students with challenging absences for medical reasons.</p>

Sending staff to pick up students in the morning where there are barriers to attendance.

Weekly draws for 90% attendance for food parcels.

Attendance is very complex, and family focused. If family doing well, then attendance is better.

**Planning for next year:**

Implement the Ministry Attendance Plan as required.

<b>School Name:</b>	Queen Elizabeth College	<b>School Number:</b>	201
---------------------	-------------------------	-----------------------	-----

<b>Strategic Aim:</b>	Students at all levels will transition successfully to Queen Elizabeth College.
<b>Annual Aim:</b>	Students transitioning to Queen Elizabeth College at all levels are settled, happy, and achieving well.
<b>Target:</b>	Feedback from students and whanau is positive and serious behavioural incidents are diminished. Academic success through engaged students, transitioned successfully, with good attendance, minimal issues and good engagement in class.
<b>Baseline Data:</b>	Wellbeing survey completed by staff, students, and caregivers. Feedback from community. Anecdotal evidence from social media. Academic data showing successful outcomes and progress.

<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<p>Continued transition work with contributing schools to support student transitions.</p> <p>Appointed a new Assistant Principal with primary experience to Dean the Year 7-9 students and support with transitions.</p> <p>Worked with multiple agencies to support students with transitions.</p> <p>Changes were made to online enrolment processes to capture more information about student needs at the point of transition.</p> <p>School provides all required stationary and puts money in the account for uniform.</p> <p>Continued to hold an open night with access to SENCO, Deputy Principals, Learning Support staff, Subject staff, etc where caregivers can share information and ask questions.</p>	<p>While most students settled quickly, a small group took a number of terms and continued supports to adjust.</p> <p>The school roll increased significantly, and we have had strong interest from the community at open nights and other school events.</p> <p>A lot of information about transition needs is captured on open night, including the chance to arrange visits and for us to contact the current school to see what is working well for them.</p> <p>Financial pressure to start a new school is reduced as almost all upfront costs are covered.</p>	<p>The majority of our students transitioned well, as evidenced by an increased roll again in 2026, up from 360 to 460 to start in 2026.</p> <p>Assistant Principal had more experience with ORS applications and requests for support for students with higher needs which resulted in students with very high needs gaining these supports.</p> <p>Improved collection of information during enrolment to better support students by establishing needs for support both from students, caregivers, contributing schools, and other supporting external agencies, helped make transitions smoother.</p>	<p>Employment of a specialist Learning Support Teacher to establish a junior pastoral and learning hub to provide support for students with transition and learning support needs across Years 7-9, with some Year 10s as needed.</p> <p>Transition to School plans via MoE to support students with more complex transitions.</p> <p>Changes to class structure to allow for more flexibility to move students between classes when the need arises.</p> <p>Continued relationship with health school and early direct referral with concerns.</p> <p>More proactive to truancy.</p>
<b>Planning for next year:</b>			
<p>Resourcing and establishing the junior learning and pastoral hub to support a wide range of student needs on transition. Trailing those supports so we can get a better idea of what might work in this space.</p>			

Establishment of an Activities Co-ordinator to increase the number of school-based activities happening during break times and during the year. This positive engagement will provide more structure to students who would benefit from teacher-led or supervised activities in a wide range of areas such as sporting, cultural, and more.

<b>School Name:</b>	Queen Elizabeth College	<b>School Number:</b>	201
<b>Strategic Aim:</b>	The Board will engage with the community and use their aspirations and feedback to help inform the College's strategic goals.		
<b>Annual Aim:</b>	Increase in parent/family/whanau engagement and meaningful feedback.		
<b>Target:</b>	Strong engagement and meaningful feedback. Good engagement at Poutama meetings and offsite events. Increase in the numbers of caregivers engaging with the school in public events such as powhiri, prizegiving, assemblies etc.		
<b>Baseline Data:</b>	Under 50% of community currently attending. Very low response to community surveys when link is posted in newsletters and online.		

<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<p>Implemented Poutama meeting surveys where teachers ask students and caregivers questions face to face to improve responses to data collection and increase community voice.</p> <p>Increased reporting to senior students' caregivers around achievement and invitation to express any concerns and ask questions.</p> <p>Continue to support the community with free use of our facilities, eg, Rangitane iwi with kapa haka, college old boys continue to use our fields, etc.</p>	<p>We collected a lot of information that we would not previously have had that told us that our community highly valued the communication &amp; Attitude to Learning reports sent out fortnightly, thought we were doing a good job supporting attendance, and did not have many suggestions for improvements.</p> <p>An increase in caregiver questions around achievement in response to the regular senior achievement reporting, which meant misconceptions could be addressed and supports could be put in place where needed.</p> <p>We received a lot of positive feedback on social medial platforms when the school was mentioned. We were also frequently recommended.</p> <p>Kids succeeded and families happy. Spirals of success.</p>	<p>As the surveys were short, and face to face, we gathered a much wider sample of student/ caregiver voice than we had previously, due to the personal nature of the connection and kanohi ki te kanohi interactions.</p> <p>The community understand that we want to be a quality community school and to facilitate relationship in a way that they remember from their old school days. Focusing what were good and and doing it well. Increased transition is working and having an effect which is evident from the positivity of the parents.</p> <p>Good staffing, good systems, and supporting kids well. Established the need and been able to source the support needed to meet the need.</p>	<p>Continue with Poutama meeting surveys.</p> <p>Continuation of current systems and constant review.</p> <p>We are working on international tours, with the links made due to our International Department. We would like to get our students exposure to a wider community that comes from having international student connections.</p>
<b>Planning for next year:</b>			
<p>Continue to put potential changes or questions about supports to our community in a variety of ways such as at Poutama meetings and other events. Sustain the changes we have seen so far. Increase our students' exposure to international communities.</p>			

# QEC Annual Implementation Plan 2026

References to Regulations in this document refer to the [Education \(School Planning and Reporting\) Regulations 2023](#).

## Summary of the plan:

Implement the attendance plan and administrate the systems to support it, including clear goals, targets, and strategies. Establish consistent reporting systems for attendance data to staff board and parents. Our goal is to achieve the 90% expectation of regular attendance for all students, knowing that this is the single most influential factor in student success.

Our major focus is on producing literate and numerate young people who can use these skills to ensure they can lead meaningful and successful lives. To this end, we will be working intensively with Years 7-10 to lay a solid foundation of literacy and numeracy skills to ensure all students achieve the NCEA co-requisites.

A key focus in 2026 is the successful transition of all students to QEC, particularly our Year 7 & 8 students and the implementation of a junior pastoral and learning hub for support.

## Where are we currently:

Student achievement: we achieved national expectation in almost all key areas in NCEA in 2025; in some areas we have exceeded them. Our goal is to maintain this success, and look to increase success with Subject and Overall Endorsements. Some students are pursuing full qualifications. However, a number of students are struggling to meet the NCEA co-requisites. Focus is on a 2-year plan programme to achieve NCEA level 2 and retaining more students into level 3 where programmes are tailored to their desire pathway including work with Service Academy, UCOL and Massey University.

Attendance: Implement attendance plan and systems.

Transition: Year 7, 8 & 9 transitioned successfully to QEC, SENCO is now established in the position and implementation of a junior pastoral/learning hub is to be monitored.

Giving effect to te Tiriti o Waitangi o Waitangi – Board strategies and actions will focus upon giving effect to te Tiriti o Waitangi.

[Regulation 9\(1\)\(e\)](#)

<b>Strategic Goal 1</b> Implement the Attendance Plan and administrate the systems to support it, including clear goals, targets, and strategies. Establish consistent reporting systems for sharing attendance data to staff, caregivers, and the board.				
<i>Regulation 9(1)(a)</i>				
<b>Annual Target/Goal</b> 90% regular attendance for the majority of students as stipulated by the plan.				
<i>Regulation 9(1)(a)</i>				
<b>What do we expect to see by the end of the year?</b> (What expectations do you have for this target for this year? What evidence will you see? This can flow on from the expectations listed in your strategic plan for the full 3-years.) <a href="#">See plan</a>				
<i>Regulation 9(1)(d)</i> See plan.				
<b>Actions</b> <i>Detail the key actions you'll take this year to reach your annual target listed above</i>	<b>Who is Responsible</b>	<b>Resources Required</b>	<b>Timeframe</b> <i>This is optional however is useful to help with your planning</i>	<b>How will you measure success?</b> <i>Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.</i>
<i>Regulation 9(1)(b)</i>	<i>Regulation 9(1)(c)</i>	<i>Regulation 9(1)(c)</i>		<i>Regulation 9(1)(d)</i>
Implement the Attendance Plan.	Principal Deputy Principal (Pastoral) Attendance Team Deans Poutama Teachers	Staffing to implement the plan.  Time to unpack the Attendance Plan, and STAR attendance changes on Kamar with staff.		Regular attendance will increase.  School will meet all requirements.  Attendance data sharing with all parties will be strengthened.

<p><b>Strategic Goal 2</b> All students will progress and achieve to their highest possible educational potential through quality teaching and learning, safe environments and positive relationships. <i>Regulation 9(1)(a)</i></p>				
<p><b>Annual Target/Goal:</b> Increase our ability to collect and use data to strengthen student achievement across the school and report on this to our community. <i>Regulation 9(1)(a)</i></p>				
<p><b>What do we expect to see by the end of the year?</b> (What expectations do you have for this target for this year? What evidence will you see? This can flow on from the expectations listed in your strategic plan for the full 3-years.) <i>Regulation 9(1)(d)</i></p>				
<p>Junior student achievement data is being collected, analysed, and used as a tool for improving achievement. NCEA Level 1 students Common Assessment Activities (CAA) pass rates for Literacy and Numeracy continue to improve. Senior student NCEA results continue to exceed our equity band and reach national averages.</p>				
<p><b>Actions</b> <i>Detail the key actions you'll take this year to reach your annual target listed above</i>  <i>Regulation 9(1)(b)</i></p>	<p><b>Who is Responsible</b>  <i>Regulation 9(1)(c)</i></p>	<p><b>Resources Required</b>  <i>Regulation 9(1)(c)</i></p>	<p><b>Timeframe</b> <i>This is optional however is useful to help with your planning</i></p>	<p><b>How will you measure success?</b> <i>Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.</i>  <i>Regulation 9(1)(d)</i></p>
<p>Provide targeted Professional Learning and Development for staff on interpreting and using achievement data to improve practice, through schoolwide Assessment PLD.</p>	<p>Principal DP (Curriculum) HODs</p>	<p>Current Year Plans for Year 7-10 students from HODs and TiCs showing curriculum links, timelines, and junior data collection to support improvement.  Time allowance.  12 months of Assessment PLD received.</p>	<p>12 months</p>	<p>Overview of current school Assessment practices to identify how we can improve.  Improved HOD, TiC, and teacher understanding of what effective assessment looks like in their subject area/s.  Use of junior data to identify areas to improve and drive increases in student outcomes.  More consistent reporting of data school wide, new reporting to parents as required, reporting to Board, etc.  Implementing SMART across years 7-10 in Terms 2 and 4.</p>
<p>Embed structured literacy approaches across all levels and monitor impact through regular assessment cycles.</p>	<p>Principal DP (Curriculum) Year 7/8 teachers English teachers</p>	<p>Time allowance for staff to meet and discuss, both within school, and outside of our school.  Support from the MoE Curriculum Advisor.  MoE funded Structured Literacy PLD for staff who are eligible and yet to attend.</p>	<p>12 months</p>	<p>Regular monitoring of student progress and reporting of this progress. Student achievement data will reflect an increase in performance.  Shared understanding as a staff of what Structured Literacy is.  A need for support with Structured Literacy outcomes is identified for students at risk of not achieving and small group assistance is offered from the Junior Learning and Pastoral Hub.</p>
<p>Meet MoE requirements for reporting to parents</p>	<p>Principal DP (Curriculum) AP (Years 7-10)</p>	<p>Support from Kamar to create a new template to meet our obligations with changes to reporting.</p>	<p>Term 2</p>	<p>Meet our requirement to provide data and a narrative around student achievement twice per year in the required format.  Educate parents on the changes and what the information provided means in an accessible way.</p>
<p>Our NCEA results continue to exceed our equity band for Level 1 Literacy and Numeracy, as well as Level 2 and 3 NCEA, and reach National averages.</p>	<p>Principal DP (Curriculum) Deans</p>	<p>Additional teacher support with Literacy and Numeracy catchups.  Deans track student progress and help plan interventions.</p>	<p>12 Months</p>	<p>NCEA results measured against like schools nationally.  Improved Common Assessment Activities (CAA) pass rates for Literacy and Numeracy.  Improved NCEA Subject and Overall Endorsement numbers. Improved UE attainment.</p>

<b>International Department Strategic Goal</b> To attract a diverse cohort of international students by promoting the distinctive strengths of our school and wider community.				
<b>Annual Target/Goal</b> To grow international student enrolment and strengthen engagement by increasing our visibility, expanding targeted marketing initiatives, and building strategic international partnerships.				
<b>What do we expect to see by the end of the year?</b> (What expectations do you have for this target for this year? What evidence will you see? This can flow on from the expectations listed in your strategic plan for the full 3-years.)				
<ul style="list-style-type: none"> <li>Increased international student enquiries and applications, with a particular focus on establishing presence in the South Korean market in 2026.</li> <li>Sustained enrolments from China, Japan, and Brazil, with confirmed partnerships and student pipelines in place for 2026.</li> <li>Stronger engagement across marketing platforms (website, social media, digital campaigns, promotional resources).</li> <li>Expanded and strengthened relationships with international education agents and partner schools.</li> <li>Positive feedback from international students and families regarding recruitment processes and overall experience.</li> </ul>				
<b>Actions</b> <i>Detail the key actions you'll take this year to reach your annual target listed above</i>	<b>Who is Responsible</b>	<b>Resources Required</b> Code of Pastoral Care for International students: NZQA Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021 English language entry requirements for international students: NZQA Wellbeing and safety for international learners: NZQA	<b>Timeframe</b> <i>This is optional however is useful to help with your planning</i>	<b>How will you measure success?</b> <i>Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.</i>
<p>Maintain and grow established recruitment relationships in China, Japan, and Brazil.</p> <p>Attend selected international education fairs and recruitment events (including targeted representation in South Korea).</p> <p>Build long-term exchange and recruitment agreements with overseas schools.</p> <p>Review, refresh, and distribute updated promotional materials (brochures, videos, website content, digital campaigns).</p> <p>Strengthen relationships with international education agents and recruitment partners.</p> <p>Engage host families and the wider school community to ensure a welcoming and supportive environment.</p> <p>Monitor enrolment data and application trends to identify growth opportunities.</p> <p>Collect and analyse feedback from international students and families.</p> <p>Refine recruitment strategies based on data insights and market response.</p>	<p>International Director</p> <p>Internationals Co-ordinator</p> <p>Homestay manager</p> <p>Principal</p>	<p>Code of Pastoral Care for International Students: NZQA Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021</p> <p>English language entry requirements for international students: NZQA Wellbeing and safety for international learners: NZQA Marketing &amp; Travel Budget: Funding allocated for promotional resources, digital advertising, and international event participation (including South Korea market development).</p> <p>Relationship Management: Dedicated staffing to support marketing initiatives, student engagement, and international partnerships across South Korea, China, Japan, and Brazil.</p>	1-2 years	<p>Enrolment data – Monitor overall international student growth, with measurable progress in establishing enrolments from South Korea and maintaining confirmed numbers from China, Japan, and Brazil in 2026.</p> <p>Market diversification – Track student nationality distribution to ensure balanced and sustainable growth.</p> <p>Marketing performance – Analyse website traffic, social media engagement, enquiry conversions, and event participation metrics.</p> <p>Agent and school partnerships – Record the number of active agreements and new partnerships developed, particularly within South Korea.</p> <p>Student and family satisfaction – Review survey feedback and retention indicators.</p>

## Te Tiriti o Waitangi in 2025 at Queen Elizabeth College

At Queen Elizabeth College, Te Tiriti o Waitangi guides how we work in partnership with students, whānau, hapū and iwi. Our approach reflects the four articles through everyday practice, curriculum decisions, pastoral care, and community relationships.

---

### Article 1: Kāwanatanga

#### Shared decision-making and effective governance

- **Poutama meetings** are held four times each year with teachers, students, and whānau to review progress and set goals together.
  - Students and whānau have **multiple opportunities to provide feedback** to the school across the year, helping inform leadership and governance decisions.
  - **Subject selection is student-centred**, with students choosing options in consultation with whānau and teachers. This directly influences the way we design and offer subjects.
  - Students engage in **restorative conversations** with teachers and pastoral staff when needed, ensuring fair processes and the reinstatement of mana for all involved.
- 

### Article 2: Rangatiratanga

#### Honouring Māori identity, leadership, and self-determination

- We are **strengthening partnerships with Rangitāne**, including ongoing collaboration on local community projects such as stream clean-ups.
- **Year 13 Leadership Camp** continues to be hosted at a Rangitāne Marae, providing authentic cultural and leadership experiences.
- All staff participate in **professional learning at Rangitāne Marae**, supporting deeper understanding of local whakapapa and tikanga.
- The school increases opportunities for Māori students to thrive through:
  - Expanded subject offerings in **te reo Māori, te ao haka, whakairo, and ngā toi**.
  - **Pūhoro tutors** providing mentoring and tutoring for Māori students in STEMM pathways.
  - **Bilingual class options** to strengthen language and identity learning.



---

### Article 3: Ōritetanga

#### Equity, fairness, and equal outcomes

- The school maintains a **no-streaming approach**, ensuring all students can access learning pathways without limiting expectations.
- We implement a **localised curriculum** that reflects our community, history, and students' identities.
- **Student data tracking** is used to identify learners at risk of not achieving; supports are then designed in consultation with whānau.
- We are increasing **data sharing with whānau** so families can clearly see student progress and contribute to next steps.
- A wide variety of texts and resources are used across the school to ensure **equitable cultural representation** in learning.

---

### Article 4: 'The Spoken Promise'

#### Respecting spiritual and cultural beliefs

- **Karakia is used across the school**, including daily class practices and karakia kai.
- Students and staff are actively learning and participating in **waiata and haka**, supporting belonging and cultural continuity.
- **Kapa Haka continues to grow**, competing at regionals in 2025 and building on the strong achievements of 2024, including the group's cultural exchange performances in Australia.
- We continue staff development in **culturally responsive practice and te reo Māori**, strengthening our shared responsibility to uphold Te Tiriti.
- Social Studies learning from Years 7–10 includes the **Aotearoa New Zealand Histories Curriculum**, with connections to local narratives and iwi history.

---

#### Building Whanaungatanga Through Celebration

- A school-wide **hāngī celebration** is prepared by students and staff each term, with whānau invited to share kai and strengthen relationships.

## **Statement of Compliance with Employment Policy**

### **Queen Elizabeth College**

*For the year ended 31 December 2025*

The Queen Elizabeth College School Board confirms that for the year ended 31 December 2025:

- It has developed and implemented personnel policies within established policy and procedural frameworks to ensure the fair and proper treatment of all employees throughout their employment.
- It has reviewed its compliance with these personnel policies and procedures and can report full compliance with all requirements, including the adoption of identified best practices.
- It is a good employer and complies fully with the employment contract conditions of all staff employed by the Board.
- It ensures that all employees and applicants are treated fairly based on their skills, qualifications, and abilities, and that all employment-related decisions are made without bias or discrimination.
- It meets all Equal Employment Opportunities (EEO) requirements.





[www.qec.school.nz](http://www.qec.school.nz)

# QUEEN ELIZABETH COLLEGE

Rangitikei Street, PO Box 4047, Palmerston North, New Zealand 4442

T: (06) 35 89033 | E: [office@qec.school.nz](mailto:office@qec.school.nz)



## Kiwisport Report 2025: Expanding Sporting Opportunities for Students

### Overview

In 2025, Queen Elizabeth College secured vital Kiwisport funding, a government initiative designed to increase student participation in organised sport. This support has enabled us to broaden opportunities, strengthen coaching and volunteer capability, and remove barriers to participation. The following summary outlines the key initiatives and outcomes achieved with this funding.

### Expanding Sporting Horizons

Kiwisport funding contributed to strong growth across our sports programme. We introduced new opportunities and enhanced existing codes, helping to create a dynamic and inclusive sporting environment. Our volleyball, netball, touch, badminton, basketball, and boys' and girls' rugby teams benefited from additional resources and expert support for coaches, managers, and volunteers. Students also participated in the local Ki o Rahi tournament hosted by Hato Paora College and competed in the North Island Netball competition during Tournament Week, further diversifying sporting options.

### Community Engagement through Touch Manawatū

Our partnership with Touch Manawatū continued to flourish. We hosted the local secondary school competition at QEC, supporting schools across Manawatū, Horowhenua, and Taihape. The smooth coordination of modules, referees, and scheduling was widely acknowledged, reinforcing our role in promoting sporting excellence in the wider community. In early 2025, our students also took part in the Manawatū Rippa Rugby tournament, building on this momentum.

### Empowering Students through Training

We provided students with pathways to become qualified sports officials in netball, rugby, and touch. Through workshops and certification courses, students earned officiating badges, growing leadership and practical skills while lifting the professionalism and integrity of school sport.

### Supporting the Service Academy

Kiwisport funding also supported the Service Academy by providing physical training to prepare students for the Adventure Challenge. This collaboration strengthens holistic student development, fostering resilience, teamwork, and leadership—qualities that enrich our whole school community.

### Improving Sports Fee Management and Access

By extending staff hours, we improved the efficiency and fairness of sports fee collection. Regular communication with parents and whānau, transport support, and careful payment tracking helped ensure accessibility for all students. As a result, we achieved a 90% collection rate. Funds were reinvested into new team uniforms, upgraded fitness equipment, and recognition of the dedicated staff and volunteers who make these programmes possible.

## **Remarkable Sporting Achievements**

The 2025 season delivered excellent progress across multiple codes. Notable participation and achievement were recorded in 1st XV Rugby, U15 Rugby, Senior Girls Rugby, Senior Boys Touch, Junior Boys Touch, Girls Touch, Mixed Touch, Badminton, Boys Volleyball, Girls Volleyball, Athletics, Senior Boys Basketball, Junior Boys Basketball, Girls Basketball, and Netball. Where participation numbers were low, we partnered with Freyberg High School so students could still access meaningful competitive play. QEC athletes also competed at the North Island Secondary School Athletics Championships.

## **Elevating Performance, Confidence, and Wellbeing**

Strong performances across rugby, basketball, netball, and other codes contributed to visible gains in teamwork, confidence, and resilience. Students consistently demonstrated commitment, perseverance, and sportsmanship, reflecting the positive culture of participation we aim to grow.

## **Conclusion**

Kiwisport funding has been instrumental in strengthening an inclusive, high-quality sports programme at Queen Elizabeth College. Through targeted investment, valued community partnerships, and the commitment of staff and volunteers, we continue to expand opportunities that support both sporting success and personal growth for every student.