

OTAGO BOYS' HIGH SCHOOL

2025 Annual Report



Day 1 2025



Contents

Rector's report.....	3
2025 (December) OBHS School Board Members	5
Statement of variance: OUR progress against targets.....	6
Evaluation and analysis of the school's students' progress and achievement.....	11
Statement of compliance with employment policy.	22
Financial statements.	23
• Independent auditor's report signed and dated and a Statement of responsibility signed and dated	23
• A Statement of comprehensive revenue and expense	23
• A Statement of changes in net assets/equity	23
• A Statement of financial position.....	23
• A Statement of cash flows	23
• The notes to the financial statements	23
Kiwisport funding.....	24



10Y Great Report Morning Tea

Rector's report

It is my pleasure to report on the key themes from 2025. Alongside the academic, financial and other sections in this detailed report, this high-level section focuses on some of the *other* things that make our school such a strong learning environment.

The school's primary objective remains ensuring high achievement, where every student earns the right to 'cross the stage', seeing it as both a worthwhile and achievable goal. We reflect on the privilege of leading the school and the joy of witnessing student success, noting how well young men respond to the significant investment made in them. In 2025 there were numerous examples of high achievers, but often, for an educator like me, it is the 'middle' boys and the 'battlers' who do often cross the stage and that brings much joy.

We proudly produce 'Crafted Men of Oak.'

In 2025, we remained at our heart a community organisation, one that stands often to serve and to gain expertise from a reciprocal relationship with our community. The school relies on the service of over 200 paid and unpaid employees. This, in a city the size of Dunedin, for one educational institution, is not a small number. Sincere thanks are extended to parents, staff, volunteers, and old boys for their essential contributions.

This year, there were three important lessons in service and in life that were given to us through three different old boys. Remember in a traditional boys' school as we are, the Old Boys' Association and the OBHS Foundation define for current boys the way in which engagement and impact in your school years can shape and mould your life into one of community connection.

The three impactful connections made with Old Boys—from the 1950s, 1970s, and the 2017 graduating classes—to illustrate our key philosophies.

A. The Cadet Sword and the Philosophy of Service (Mr. Clive Bennett, 1958)

Mr Clive Bennett (attended 1958) donated a sword connected to the school cadets. Mr. Bennett's research indicated that the first NZ Military Cadet Unit was formed at OB's in 1864, six months after the school opened, making it the oldest youth service organization in New Zealand. The sword's story was used to introduce the Cadet Sword as the supreme award for community service, reinforcing the school's philosophy of offering a "hand up," a principle promoted since 2015.

The award criteria considered three examples of service:

- Prabh Singh (Year 11): Achieved the highest Student Volunteer Hours (SVA) with over 500 hours of service to his temple.
- Rowers (Ollie Scott, Tom Collie, Nick Thom, Ben Thompson): Initiated an erg row from Dunedin to outside Rangiora (2,118 km) to raise over \$6,000 and awareness for men's mental health and suicide prevention.
- Inaugural Winner (Flynn MacGill-Brown): Flynn MacGill-Brown was recognized as the inaugural winner for his initiative in coordinating a "shave for a cure" campaign, which raised \$21,000 for blood cancer research and supported affected families.

B. The Challenge of Resilience and Victim Mentality (Professor David Paterson, 1976)

Professor David Paterson (finished 1976), who became Head of Department of Physiology, Anatomy and Genetics at Oxford University, visited the school in June. Discussion between the Rector and Professor Paterson highlighted concern that student resilience at Oxford was at an all-time low and "blame was at an all time high".

This observation paralleled a perceived increase in aggression, mainly via social media and email, directed at school staff in 2025, characterized by a "victim mentality" where someone is always expected to be blamed. While safety protocols were developed for staff to deal with harassment, the community was urged to encourage strength in their sons by teaching them to breathe, ask, and accept challenges, rather than resorting to aggression against school staff.

C. Reinforcing the 'Man of Oak' Philosophy (Dylan, 2017)

The last was an encounter with a former student named Dylan (left 2017) who, in the Octagon at 11.00pm on one Friday night expressed that the "Man of Oak" philosophy, espoused in this school during his time was though initially dismissed, proved valuable later in life. His exact words were: I thought it was rubbish, now I realise it was gold'. (I have cleaned up the language!) The core tenets of the philosophy, addressed to the students, for Dylan's benefit, were reiterated:

- Bearing: Your manner, choice of words, language, and dress matter.
- Habits: Habitual discipline, self-control, rituals, and routine direct you through challenges and leave a positive mark on others.
- Connection: Connection through hobbies, service, faith, sport, or performance enriches you; find connection before you find your passion.
- Attitude: Listen, love, and laugh often; maintain joy and do not take yourself too seriously.
- Character: Be kind, generous, brave, spiritual, joyful, funny, hopeful, happy, sad, ready, and "up for it".
- Legacy: Students should know the school is proud of them and that it will always be their school.

In 2025, the school also completed a very successful Educational Review Office cycle. Led by the Senior Leadership team, the review was a positive and reflective look at where the school is now, how it is placed for the future

Education Review Office Findings – August 2025

- 'A school-wide approach using shared teaching and learning strategies is engaging boys in learning activities they find increasingly relevant and engaging. Learner and teacher feedback is increasingly guiding improvements to lesson design and teaching strategies.
- A clearly defined curriculum structure gives clarity and consistency to planning. This is improving learner engagement and effort in the junior programme. The integration of a literacy and mathematics focus across learning areas is improving learners' foundational skills.
- Regular reporting and recognition of learners' progress and effort is motivating learners and improving parent and whānau understandings about improved learner outcomes.
- The greatest shift from the school's actions is a continued commitment to using evidence-based teaching strategies that directly improve learning outcomes. In conclusion, like all school's 2025 was at times a difficult road. Outside pressures, time

and resource constraints, over assessment and administration burdens were met with passion, energy and commitment by all. Our teaching staff care. Their care is shown in a number of ways, some small, some more obvious, but a boy at OBHS, has I believe access to the very best education on offer in this country.

- Student outcomes are increasingly equitable and excellent.
- Leaders work well together to implement improvements to school conditions that promote learner success.
- Curriculum design and teaching practices reflect clear expectations to raise learner engagement and achievement.
- The school maintains purposeful partnerships with its community which benefit learning and wellbeing outcomes for learners.'

The year 2025 concluded with significant success, underpinned by a commitment to the 'Man of Oak' philosophy and evidence-based teaching. Despite external challenges, the staff's passion and the strong community partnerships solidified the school's position, ensuring every student had access to an exceptional education and opportunities for high achievement.

Richard Hall
Rector
January 2026

2025 (December) OBHS School Board Members

Board member names
Simon Rhodes (Presiding Member)
Mark Kirkland (Parent Representative)
Peter Kindiak (Parent Representative)
Sally Henderson (Parent Representative)
Kate Anderson (Parent Representative)
Sam Guest (Co-opted Representative)
Tim Ashdown (Staff Representative)
Ben Couling (Student Representatives)
Richard Hall (Rector)

Statement of variance: OUR progress against targets.

Otago Boys' High School-ANNUAL GOALS- 2025

TARGET: the specific outcome we want in the year; **THROUGH:** the specific actions we will take to get there; **TOOLS:** the school-wide or community wide tools we will use or develop; **WHO:** who will take responsibility; **BY:** when this will happen; **RESULTING IN:** what outcome we will have; **Comment:** the ongoing self-review and how we will improve or extend.

Target	THROUGH	TOOLS	RESULTING IN	C/I	COMMENT
<p>Attendance:</p> <p><i>To improve school attendance by fostering a positive and inclusive school culture that encourages student engagement, pride, and a sense of belonging.</i></p>	<p>Strengthening Māori and Pasifika Pathways to Tertiary Education</p> <ul style="list-style-type: none"> Enhance whānau engagement in pathway planning. Organise hui with guest speakers from tertiary institutions. Foster connections between current OBHS students and tertiary pathways. <p>Building a Supportive School Environment</p> <ul style="list-style-type: none"> Implement 'Positive Behaviour 4 Living' in School House. Facilitate student and staff hui to strengthen relationships and cultural understanding. Train staff in restorative practices to support student well-being. Encourage prefect service, with senior students mentoring juniors through 	<p>Future Pathways Planning</p> <p>Academic Coaching</p> <p>Academic Tracking Analysis</p> <p>Indicator Reports</p> <p>School Visits</p> <p>Tertiary Open Days & Māori/Pasifika Visits (in conjunction with OP/UoO)</p> <p>Financial Support</p> <p>Hui and Fono</p> <p>Values Badges and Assemblies</p> <p>Shared Stories</p> <p>Belonging Day (Year 9 and 10)</p> <p>Friends First</p> <p>House System & Form Time</p> <p>Guidance and Deans</p> <p>PB4L Theory</p> <p>House Points</p> <p>Man of the Week</p> <p>Rewards Points</p>	<p>Improved overall school attendance rates, as measured by the Ministry Termly Targets.</p> <p>Strengthening Māori and Pasifika Success & School Culture</p> <p>Increased number of Māori and Pasifika students achieving NCEA Level 2, Level 3, and University Entrance.</p> <p>Clear, well-understood academic pathways for Māori and Pasifika students.</p> <p>Strong relationships with OP/UoO Māori and Pasifika coordinators.</p> <p>Meaningful connections with</p>	<p>Completed</p>	<p>Term 4 - 63% Term 3 - 49% Term 2 - 62% Term 1 71%</p> <p>All were up, apart from Term 3 which was down 1%.</p> <p>Parent contact. Early conversations, using OYWT early and them being more effective in 2025. Staff completion of accurate rolls was improved. Proactive Attendance Officer.</p> <p>Strong buy-in from students to the culture of the school. Sport participation rates consistently over 85%, which means engagement. Strong numbers in school cultural offerings.</p> <p>Positive communication with School House families.</p>

	<p>structured Form Time activities.</p> <ul style="list-style-type: none"> Participate in ABSNZ research and school visits to inform best practices. 	<p>Roll Call Visuals Displayed in the Hostel Tracking and early notifications</p>	<p>whānau, fostering a shared understanding of aspirations and pathways to success. Expanded individual pathways for Year 13 students, offering diverse tertiary options.</p> <p>A Strong and Positive OBHS Culture</p> <p>A sense of pride and belonging within OBHS and in the wider community. Personal responsibility and discipline that extends beyond the Archway. Developing well-rounded young men 'Crafting Men of Oak'. Leading our community with integrity and purpose. Equipping students with tools and strategies for healthy living. A positive, supportive culture where staff and students are aligned.</p>		<p>Saw more students staying in the weekends.</p> <p>Student Pride Feedback from the students was positive regarding school culture. Groups such as the 'Hoops Army' were obvious displays, attendance at the dawn service on ANZAC morning again highlighted a deep connection.</p>
--	---	---	--	--	--

TARGET	THROUGH	TOOLS	RESULTING IN	C/I	COMMENT																												
<p>Academic: To enhance Year 9 and 10 literacy and numeracy skills, providing a solid foundation for success in NCEA Levels 1-3.</p>	<p>Strengthening Learner Pathways to success</p> <ul style="list-style-type: none"> Identify students who fall just above the SAC eligibility threshold. Collect and analyse their academic results in the junior school. Implement the School House Literacy/Numeracy Support Programme. Share neurodiverse strategies and resources across the school. Provide targeted support for Year 9 students with neurodiverse needs to help them reach or exceed their academic potential, particularly in school-based examinations. Professional development investigation into AI tools. Academic Coaching Student Teacher Conferencing 	<p>KAMAR Assessment results, contributing school information. Yr 9 and 10 PAT, EasTle etc Writer's Toolbox Positive postcards. Indicator Reports Staff/Parent conferences PLD SENCO NCEA assessments AI ('Diffit' etc) School House</p>	<p>Improved academic performance and confidence by this group</p> <p>Increased awareness of this student group and clear communication with staff. Supportive responses from families. Shared strategies to support learning and engagement. A wider range of teaching strategies for teachers' toolkits. A strong, personalised set of learning strategies for students to apply independently. Strong communication and partnership between whānau and the school.</p>	Completed	<p>Excellent Literacy and Numeracy results.</p> <p>2023-2025 CAA National vs OBHS Data- Year 10</p> <table border="1"> <caption>2023-2025 CAA National vs OBHS Data- Year 10</caption> <thead> <tr> <th>Category</th> <th>National Data 2023</th> <th>National Data 2024</th> <th>National Data 2025</th> <th>OBHS Year 10 Data 2023</th> <th>OBHS Year 10 Data 2024</th> <th>OBHS Year 10 Data 2025</th> </tr> </thead> <tbody> <tr> <td>Literacy (comp. after Year 9)</td> <td>71</td> <td>70</td> <td>73</td> <td>78</td> <td>81</td> <td>81</td> </tr> <tr> <td>Literacy (comp. after 10/11/12)</td> <td>64</td> <td>64</td> <td>68</td> <td>63</td> <td>77</td> <td>83</td> </tr> <tr> <td>Numeracy (at school)</td> <td>62</td> <td>57</td> <td>63</td> <td>68</td> <td>78</td> <td>81</td> </tr> </tbody> </table> <p>Analysis:</p> <p>Well over the national averages for boys and a significant improvement in our results over the last 3 years. The trend is positive and shows clearly that we are doing an excellent job here.</p>	Category	National Data 2023	National Data 2024	National Data 2025	OBHS Year 10 Data 2023	OBHS Year 10 Data 2024	OBHS Year 10 Data 2025	Literacy (comp. after Year 9)	71	70	73	78	81	81	Literacy (comp. after 10/11/12)	64	64	68	63	77	83	Numeracy (at school)	62	57	63	68	78	81
Category	National Data 2023	National Data 2024	National Data 2025	OBHS Year 10 Data 2023	OBHS Year 10 Data 2024	OBHS Year 10 Data 2025																											
Literacy (comp. after Year 9)	71	70	73	78	81	81																											
Literacy (comp. after 10/11/12)	64	64	68	63	77	83																											
Numeracy (at school)	62	57	63	68	78	81																											

	<ul style="list-style-type: none"> • Clear, consistent class placement. 		<p>Use of AI to support in-class differentiation</p> <p>Effective and Smooth Transitions</p> <p>Better pass rate in the Lit/Num areas.</p>		
TARGET	THROUGH	TOOLS	RESULTING IN	C?I	COMMENT
<p>Implement evidence-based teaching and learning strategies to optimise boys' learning.</p> <ul style="list-style-type: none"> • High Impact Teaching Strategies (HITS) • Embed culturally responsive teaching practices 	<ul style="list-style-type: none"> • Establish clear Professional Growth Cycle structures. • Support teacher inquiry into individual practice, informed by student academic results. • Strengthen teacher expertise in boys' education by developing leading practitioners. • Identify a group of teachers implementing High Impact Teaching Strategies (HITS) and provide PLD on neurodiverse strategies. • Conduct action research to determine the best structures for supporting academically elite students. • Develop pathways to encourage more boys to strive for academic excellence. <p>Recognise and celebrate academic achievement through:</p>	<ul style="list-style-type: none"> • OBHS Junior Curriculum Model • PGC Documentation • Trio Model for teacher collaboration • HIT Strategies integration • Student voice in teaching and learning • Departmental Review Cycle for continuous improvement • Ongoing PLD for teacher development • School visits • Sth Island Boys' Schools • ABSNZ 	<p>Effective Teaching of Boys.</p> <ul style="list-style-type: none"> • Collegial approach to teaching • De-siloing teaching areas • Experts in Boys' education • Lived OBHS Junior Curriculum model. • Sharing best practices through observations • Increased confidence to try new teaching methods 	Completed	<p>May 2025 HY</p> <ul style="list-style-type: none"> • Established PGC, all staff are involved in this process • Trio groups have been set up and are now 4 meetings in • A process has been established for reflection, observation, and professional conversations • Teacher Only Day 19th June: HITS- sharing of current best practice from PGC. • Departmental Review of PE/Health concluded and Arts and Technology begun. • . • Junior ASPIRE programme started

	<ul style="list-style-type: none"> • Blues and Centurion Awards • Indicator Reports and GPA analysis • Year 10 NCEA external results • Social media articles and school newsletters • KAMAR reporting 		<ul style="list-style-type: none"> • Reflective practitioners • Improved classroom teaching • Increased participation and success in NZQA Scholarship examinations • Higher success in Excellence endorsements, both subject-specific and overall • Student courses reflecting how to learn as well as what to learn 	<p>This has been a success, bringing our staff together and highlighting areas of good and elite practice.</p>
--	--	--	---	--

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

School Achievement 2025 Data Analysis

INTRODUCTION

This report centres on the examination of data about the academic progress and achievements of Otago Boys' High School students in the 2025 academic year. The primary focus for seniors is on the National Certificate of Educational Achievement (NCEA) results. The analysis includes comparisons across all year groups, evaluating trends from previous years and benchmarking against national metrics. Additionally, a detailed breakdown of academic outcomes by ethnicity, particularly Māori, NZ European, and Pasifika, is provided.

The report introduces various methods for monitoring the effort and ability of junior school students. Along with 'Effort' and 'Progress' data from our interim reports, emphasis is also placed on Literacy and Numeracy corequisites assessments.

*All data is sourced from the NZQA portal, exceptions are noted.

Junior Data

Junior data analysis will use two data sets:

1. Progress Report data for both Effort and Progress
2. NCEA Corequisite Literacy and Numeracy Data

Course Progress Grades

The *effort* grades of interim reports, which are collected every three weeks, enable us to get teacher judgement on the attitude of boys towards their learning, the *progress* grade enables us to measure the teacher's judgment on students' progress towards meeting expected learning outcomes for various courses. The grades range from 0 to 5. Grade 5 is challenging to attain, requiring students to consistently exceed expectations.

Course Progress Comparison

	Year 9					
	2023 Effort	2023 Progress	2024 Effort	2024 Progress	2025 Effort	2025 Progress
All boys	3.71	3.54	3.79	3.60	3.81	3.66
Maori	3.46	3.32	3.51	3.31	3.61	3.46
Pasifika	3.44	3.27	3.54	3.28	3.63	3.49
Hostel	3.7	3.55	3.7	3.52	3.93	3.78
Day Boys	3.7	3.53	3.80	3.61	3.80	3.65

Course Progress Comparison

	Year 10					
	2023 Effort	2023 Progress	2024 Effort	2024 Progress	2025 Effort	2025 Progress
All boys	3.72	3.58	3.77	3.59	3.88	3.66
Maori	3.55	3.44	3.71	3.60	3.58	3.36
Pasifika	3.38	3.22	3.34	3.19	3.44	3.18
Hostel	3.76	3.6	3.72	3.55	3.80	3.57
Day Boys	3.71	3.58	3.79	3.61	3.89	3.68

In 2025, Year 9 students *showed overall improvement with effort increasing slightly and progress rising steadily*. Māori and Pasifika students demonstrated clear progress improvements compared to previous years, with both groups also showing increased effort. Hostel boys had a notable jump in effort and progress, achieving the highest scores among all groups. Day boys maintained stable effort and showed slight progress gains.

In Year 10, *overall effort and progress increased in 2025*. Hostel boys continued to perform strongly with stable effort and progress. Day boys showed good increases in effort and progress, reaching the highest scores among subgroups. However, Māori and Pasifika students in Year 10 showed a slight decline in both effort and progress compared to 2024, suggesting an area for further attention.

Literacy and Numeracy

By 2028 the CAA Lit/Num assessments will be required for students to gain any level of NCEA achievement. Up to the end of 2027, students may fulfil the literacy and numeracy requirements of Level 1 NCEA through the traditional method of achieving tagged literacy and numeracy standards.

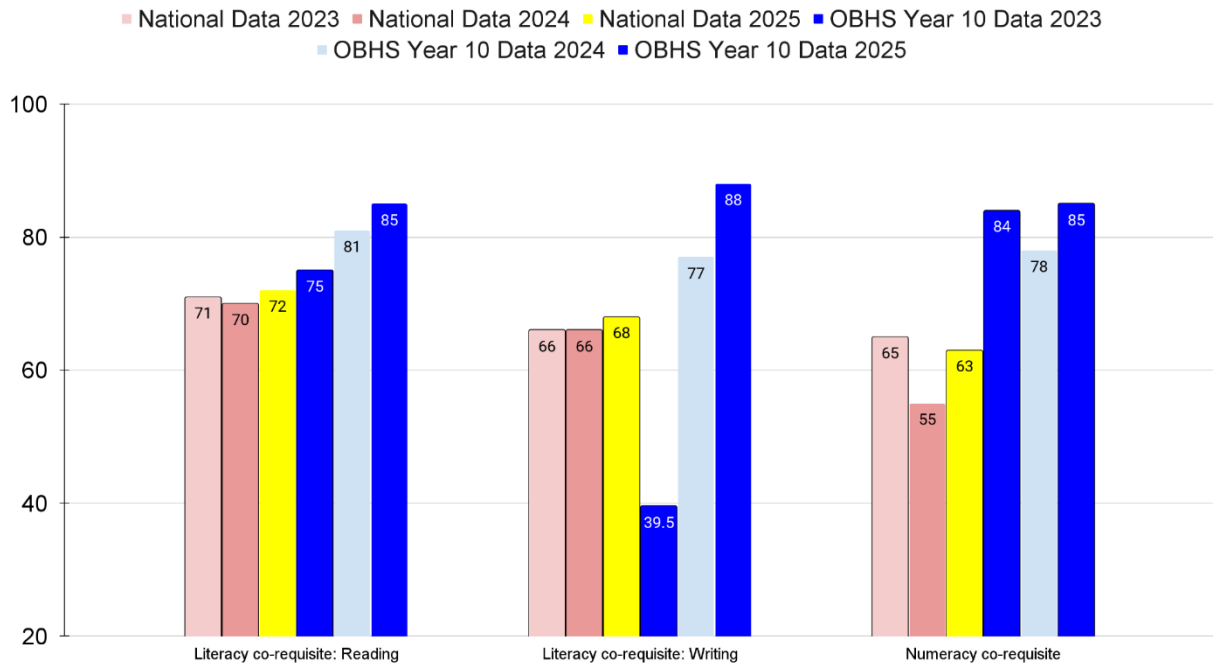
The Numeracy CAA, Common Assessment Activity, (10 credits), Reading CAA (5 credits), and Writing CAA (5 credits) were administered digitally within a 90-minute designated assessment slot, and students used their own devices. Two exam windows for these assessments were used in 2025.

During the May assessment window, we enrolled two top-set Year 10 classes in the literacy assessments, with a larger number of 'ready' Year 11 students participating in the numeracy assessment. In the second assessment window in November, Year 10 students underwent the numeracy assessment. Additionally, all remaining Year 10 students, except for those in the ESOL programme, participated in the Reading and Writing co-requisite assessment.

Literacy and Numeracy Co-requisite OBHS Comparison to National Data*

	National Data Total Yr 10 2023	National Data Male Yr 10 2024	National Data Male Yr 10 2025	OBHS Year 10 Data 2023	OBHS Year 10 Data 2024	OBHS Year 10 Data 2025
Literacy co-requisite: Reading	68.5%	67.4%	69.3%	75	81	85
Literacy co-requisite: Writing	63.9%	60.9%	62.0%	39.5	77	88
Numeracy co-requisite	62.1%	58.0%	64.3%	84	78	85

2023-2025 CAA National vs OBHS Data- Year 10



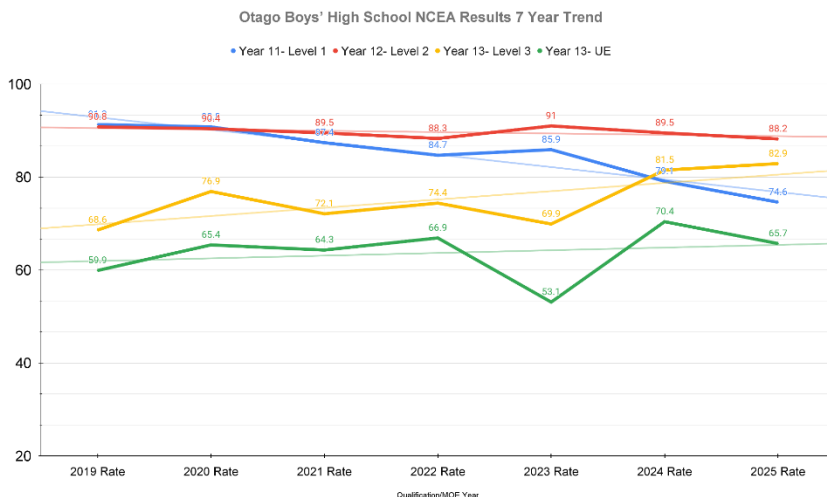
Analysis:

The school-wide approach to literacy and numeracy has transformed writing from a weakness into a core strength between 2023 and 2025. While national trends are steady, we successfully continue an upward trend with this key metric.

Year 10 students are significantly exceeding national standards, building a strong foundation for NCEA success. The gap between OBHS and national averages demonstrates that our internal programmes are effectively supporting students despite broader national trends.

Senior Data

Otago Boys High School 6-Year NCEA Pass Rate Trends



MOE Year	2019	2020	2021	2022	2023	2024	2025
Year 11- Level 1	91.3	90.8	87.4	84.7	85.9	79.1	74.6
Year 12- Level 2	90.8	90.4	89.5	88.3	91	89.5	88.2
Year 13- Level 3	68.6	76.9	72.1	74.4	69.9	81.5	82.9
Year 13- UE	59.9	65.4	64.3	66.9	53.1	70.4	65.7

Analysis of 2025 Qualification Achievement Rates

NCEA Level 1: The Level 1 achievement rate has been declining steadily from 91.3% in 2019 down to 74.6% in 2025. This downward trend is concerning, but not unexpected due to the refresh of the Level 1 NCEA qualification from 2023 and the national wide trend, this year's decline slight decline from 2024 is more likely cohort related than a systemic issue.

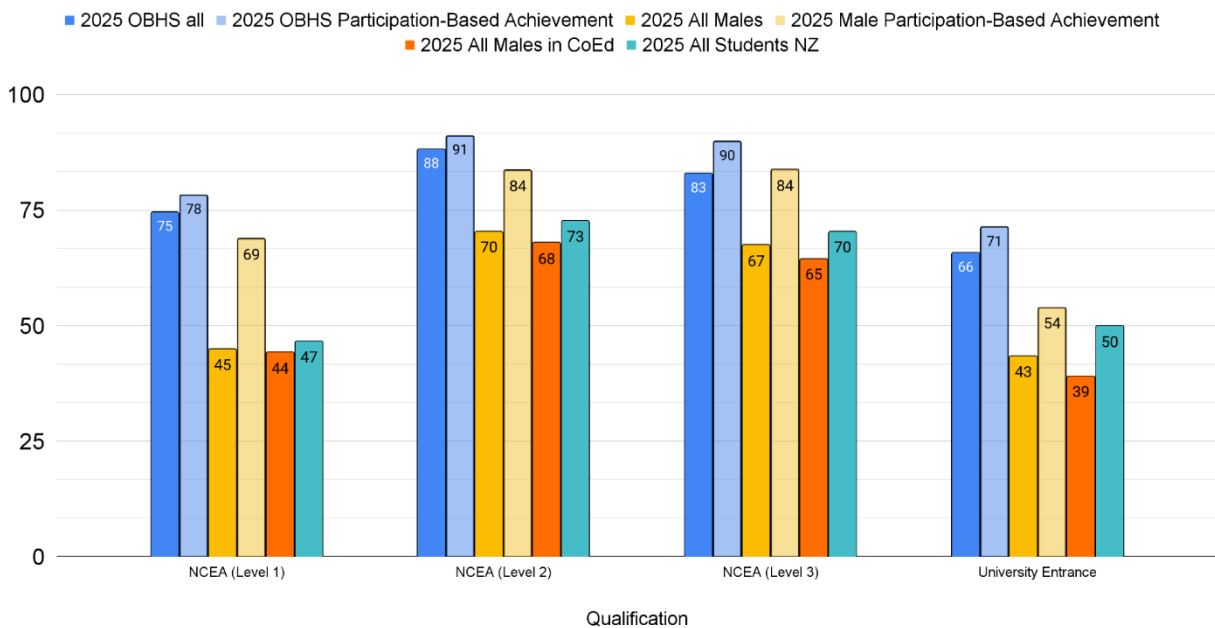
NCEA Level 2: Level 2 rates have remained relatively stable over the years, fluctuating between 88% and 91%. This consistency suggests that Year 12 students are maintaining their performance reasonably well.

NCEA Level 3: Level 3 achievement rates show a positive overall trend, increasing from 68.6% in 2019 to 82.9% in 2025. This improvement is encouraging and may reflect increased student motivation, or stronger academic support for senior students. The gains since 2022 are particularly notable.

University Entrance (Year 13): University Entrance rates have fluctuated more significantly, with a peak of 70.4% in 2024 before dropping to 65.7% in 2025. This year is back on par with the 5 year trend.

OBHS Summary of Academic Achievement Compared to Boys National Data

2025 Results Comparison Graph



Level	OBHS			All			All Boys			All Schools			Boys Co-Ed		
	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025
1 Participation-Based Achievement	92	82	78	79	68	70	78	67	68	83	72	73	77	65	67
2 Enrolment-Based Achievement	91	89.5	88	71	71	71	70.9	70.7	68	79.7	81	78	68.5	67.9	66
3 Enrolment-Based Achievement	70.6	81.5	83	65	67	68	63.7	65.7	65	74.4	76.4	75	60.2	62.5	62
U.E Enrolment-Based Achievement	53.8	70.4	66	49	50	49	42.4	42.5	42	55.4	55.3	55	37.9	38.3	38

Overall Trends

- **We continue to significantly outperform all national benchmarks (National Average, All Boys, and Boys in Co-ed schools).**
- Level 3/UE gains made in 2024 have been maintained; Level 3 results actually improved further in 2025 to 83%.
- UE Correction: After the 16% jump in University Entrance in 2024, the rate has moderated to 66% in 2025, still significantly higher than 2023 levels and well above the national average of 49%.

The decline in Level 1 participation-based achievement seen in 2024 has continued slightly, settling at 78%. However, OBHS remains 8% higher than the national average (70%) and 10% higher than boys in co-ed schools. This suggests that while the national "dip" in Level 1 persists, we are holding a much higher floor.

While national rates for Level 2 have remained stagnant at 71% for three years, OBHS has maintained a high-performance bracket, the school is outperforming the national average by 17%.

Level 3 is the highest performing of the 2025 data.

- OBHS 2025: 83%
 - National 2025: 68%
- The school has seen a total growth of 12.4% since 2023, whereas the national average has only moved 3% in that same timeframe.

The data continues to support the trend that boys in single-sex environments perform better. We outperformed the "All Boys Schools" average in every level for 2025.

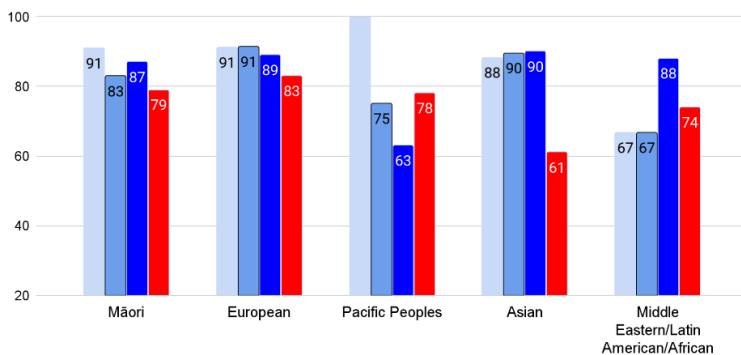
Level	OBHS (2025)	All Boys Schools (2025)	Gap
Level 1	78%	73%	+5%
Level 2	88%	78%	+10%
Level 3	83%	75%	+8%
U.E.	66%	55%	+11%

The 2025 data indicates that Otago Boys' High School has successfully maintained the gains made during the 2024 year. While Level 1 and UE saw slight numeric drops compared to 2024, the school's performance relative to the rest of the country remains strong. The trajectory for Level 3 is particularly impressive, showing three consecutive years of growth.

Comparative Ethnic Performance (OBHS vs. Equity Index Schools)

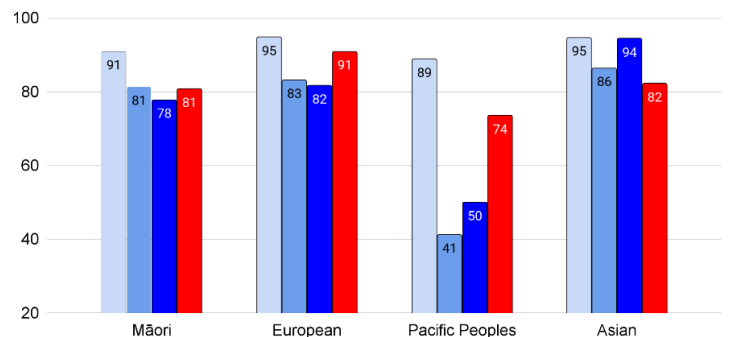
Otago Boys' High School Ethnic Breakdown Level 2

OBHS 2023 Rate OBHS 2024 Rate OBHS 2025 Rate
Comparison School Equity Index: Fewest

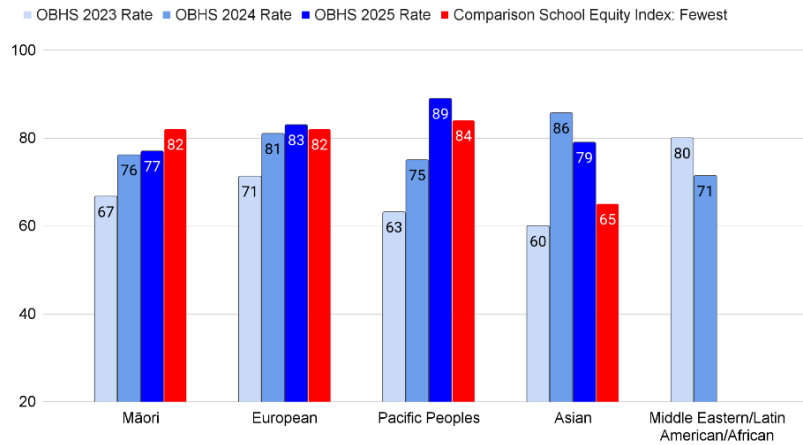


Otago Boys' High School Ethnic Breakdown Level 1 (Participation-Based Achievement)

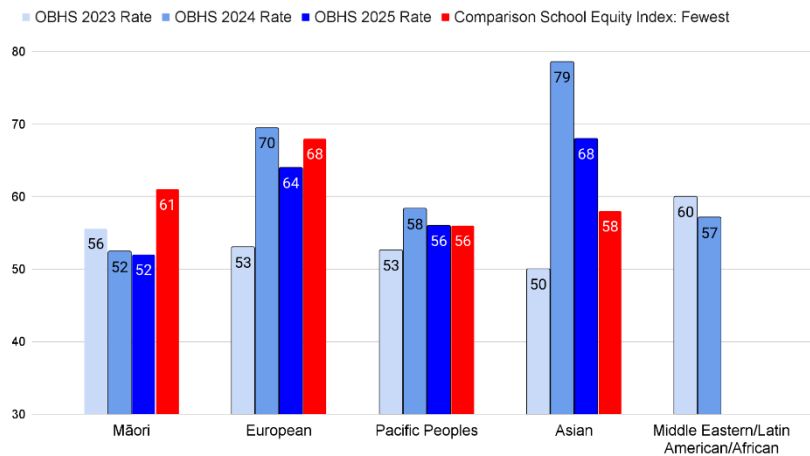
OBHS 2023 Rate OBHS 2024 Rate OBHS 2025 Rate (Participation-Based Achievement)
Comparison School Equity Index: Fewest (Participation-Based Achievement)



Otago Boys' High School Ethnic Breakdown Level 3



Otago Boys' High School Ethnic Breakdown UE



Māori Achievement

- Level 1: Experienced a decline from 91% (2023) to 78% (2025). The 2025 rate is slightly below the comparison school benchmark of 81%.
- Level 2: Shows resilience. While there was a dip to 82.9% in 2024, the cohort recovered to 87% in 2025, significantly outperforming the comparison school benchmark of 79%.
- Level 3: Steady growth from 66.7% (2023) to 77% (2025). Although improving, it remains 5 points below the comparison school average (82%).
- University Entrance (UE): Relatively flat trend (55.6% in 2023 to 52% in 2025). This is a primary area for development, as it trails comparison schools by 9 percentage points.

Pacific Peoples Achievement

- Level 1: Significant volatility caused by small cohort size. The rate dropped from 89% (2023) to 41% (2024), recovering to 50% in 2025. This remains the most significant gap at Level 1 compared to the benchmark (74%).
- Level 2: A downward trend from 100% in 2023 to 63% in 2025. This cohort currently tracks 15 points below comparison schools. Again
- Level 3: A major success story. Achievement rose from 63.2% (2023) to 89% (2025), surpassing the comparison school benchmark of 84%. This suggests very strong support

and performance in the final year of schooling for the students who stay with us to graduate as Yr 13 students. again cohort size is a factor here.

- **University Entrance (UE):** Improvement from 52.6% (2023) to 56% (2025), matching the comparison school benchmark.

Summary

- **The "Senior Lift": Achievement appears to strengthen as students move into Level 3**
- **Retention/Focus Areas:** The Level 1 data suggests a need for targeted intervention in the junior years, specifically for Māori and Pacific students, to prevent the initial achievement drop-off seen between 2023 and 2025.

Category	OBHS Strength (2025)	OBHS Challenge (2025)
Level 1		Pacific Peoples (-24% vs. Comparison)
Level 2	Māori (+8%)	Pacific Peoples (-15% vs. Comparison)
Level 3	Pacific Peoples (+5%)	Māori (-5% vs. Comparison)
UE		European (-4%) & Māori (-9%)

Course Endorsements

Qualification	Endorsement	OBHS 2023	Boys Higher Equity 2023	OBHS 2024	Boys Higher Equity 2024	OBHS 2025	Boys Higher Equity 2025
NCEA (Level 1)	Excellence	24.3	11.7	18.1	8.5	15.1	7.6
	Merit	39.3	26.7	32.9	22.5	34.1	21.5
NCEA (Level 2)	Excellence	19.7	10.6	15.3	11.3	16.5	11.1
	Merit	18.3	19.1	28.5	19.9	31.1	20.7
NCEA (Level 3)	Excellence	14.7	10.2	13.5	10.7	16.4	11.5
	Merit	27.5	21.3	23.4	21.3	16.4	22.2

OBHS consistently outperforms Higher Equity Schools in both Merit and Excellence endorsements across all NCEA levels from 2023 to 2025. Level 2 and Level 3 Excellence results show steady improvement, particularly in 2025, while Level 2 Merit has increased significantly over time.

There has been a gradual decline in Level 1 Excellence and a drop in Level 3 Merit in 2025, which may warrant some review, although Level 1 course endorsements are now a lot more difficult with the restriction in credits available from 2024. Overall, the data reflects strong and sustained academic performance

Comparison of NCEA Pass Rates: Hostel vs Day Boys

	Total Hostel	School pass-rate	Raw Hostel	Hostel pass-rate
Year 11- Level 1	35	78%	26	74%
Year 12- Level 2	31	88%	28	91%
Year 13- Level 3	24	83%	20	83%
UE		66%	13	54%

Comparison of Course Endorsements: Hostel vs Day Boys

	School					Hostel				
	Excellence	Merit	Total	Excellence	Merit	Excellence	Merit	Total	Excellence	Merit
Year 11 (L1)	19	45	162	12%	28%	0	10	35	0%	29%
Year 12 (L2)	30	54	150	20%	36%	2	4	31	7%	13%
Year 13 (L3)	21	35	114	18%	31%	2	3	24	19%	20%

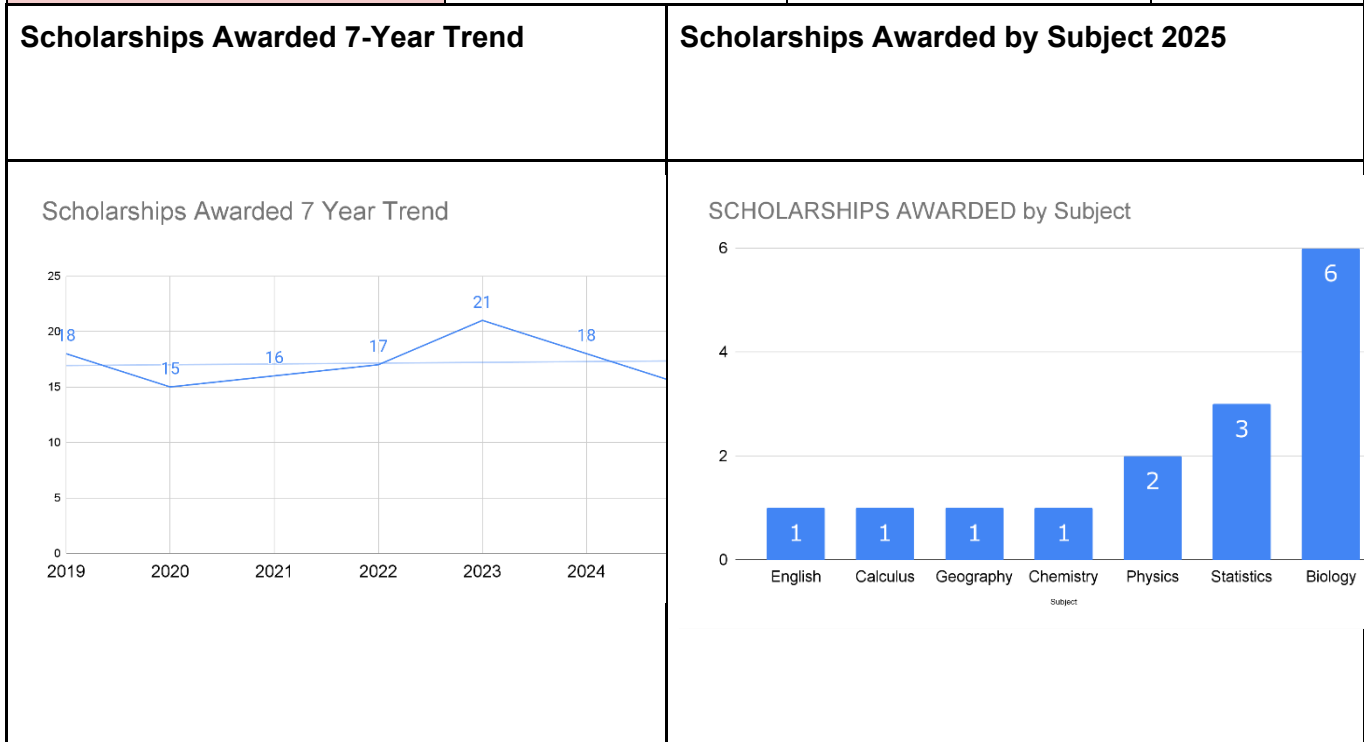
- At Year 11, Merit rates are similar between school and hostel, although the hostel group has no Excellence endorsements.
- Year 12 shows the largest gap, with significantly higher Excellence and Merit rates across the whole school compared with the hostel.
- At Year 13, Excellence rates are comparable, but hostel Merit rates remain lower. Overall, the data suggests hostel students may benefit from more targeted academic support, especially at Level 2.

NCEA Scholarship

The attainment of scholarships by our students is a consistent annual goal for us. In 2025, our students gained 15 scholarships, down 3 on last year and 6 on the year before. This achievement sits below our five year average of 17.4. The lack of supported scholarship classes across several areas appears to be limiting student success at this level. Recognition must be given to a range of teachers for the substantial effort and support they provide to their students, however this commitment is not consistent across all scholarship subjects. Many teachers went well beyond expectations, dedicating more than 20 hours to supporting Year 12 and 13 students. While success was not always measured through the attainment of a subject scholarship, the residual benefits of this higher level learning clearly supported student performance in their regular NCEA assessments.

As stated last year, to achieve any meaningful shift in this pattern and student numbers, structural changes are required in how these classes and students are taught. This would require time for planning and potentially additional staffing resources.

Number of Subjects	Number of Students	Number of Yr 12/Yr 11	Number of Yr 13



SCHOLARSHIPS AWARDED	2018	2019	2020	2021	2022	2023	2024	2025	TOTAL	Outstanding
Statistics	6	5	4	3	8	6	2	3	37	4
History	4	4	3	3	3	3	1	0	21	1
English	1	1	3	3	1	1	3	1	14	1
Biology	2	2	1	1	2	2	2	6	18	1
Calculus	3	2	2	0	0	2	2	1	12	
Geography	1	1	0	2	2	3	2	1	12	1
Physics	3	1	0	1	0	1	1	2	9	
Music	1	1	0	1	1	1	0	0	5	
Classical Studies	0	0	1	1	0	0	0	0	2	2
Chemistry	1	0	0	0	0	0	1	1	3	
Earth and Space Science	0	0	1	0	0	0	0	0	1	
Economics	0	0	1	0	0	0	1	0	2	
Painting	1	0	0	0	0	0	0	0	1	
Religious Studies	0	0	0	1	0	1	1	0	3	1
Technology	0	1	0	0	0	0	0	0	1	
Accounting	0	0	0	0	0	0	1	0	1	
Agriculture and Horticulture	0	0	0	0	0	0	0	0	0	

Design & Communication Visual	0	0	0	0	0	0	0	0	0	
Drama	0	0	0	0	0	0	0	0	0	
French	0	0	0	0	0	0	0	0	0	
Health & Physical Education	0	0	0	0	0	1	1	0	2	
Japanese	0	0	0	0	0	0	0	0	0	
Te Reo Maori	0	0	0	0	0	0	0	0	0	
TOTAL	23	18	15	16	17	21	18	15	90	10

Outstanding

Statement of compliance with employment policy.

Otago Boys' High School is a great employer.

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	<i>Through safe employment practices.</i>
What is in your equal employment opportunities programme? How have you been fulfilling this programme?	<i>We have no programme, but we are an equal opportunities employer.</i>
How do you practise impartial selection of suitably qualified persons for appointment?	Yes
How are you recognising, <ul style="list-style-type: none"> – The aims and aspirations of Māori, – The employment requirements of Māori, and – Greater involvement of Māori in the Education service? 	<i>If I could find one to appoint I would, we are desperately short in this area. My main Māori teacher has been promoted to Deputy Principal of another school, so I think we are definitely promoting the aims and aspirations of Māori.</i>
How have you enhanced the abilities of individual employees?	<i>Through Professional Learning opportunities.</i>
How are you recognising the employment requirements of women?	<i>I am not sure what this question means, in a practical sense within the context of a school. Women are hired, supported and valued, the same as all employees.</i>
How are you recognising the employment requirements of persons with disabilities?	<i>We struggle. Our site is not friendly to people with disabilities and the Capital Works Team have failed over the last three years to provide the required environment for a student of ours with significant disabilities. Best you ask them.</i>

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

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

Financial statements.

The following is a summary of the financial statements that must be included in your annual report.

- **Independent auditor's report signed and dated and a Statement of responsibility signed and dated**

Added separately to the Portal was the signed and stamped financial reports. These included:

- A Statement of comprehensive revenue and expense
- A Statement of changes in net assets/equity
- A Statement of financial position
- A Statement of cash flows
- The notes to the financial statements

Kiwisport funding

Kiwisport funding is used in the school to provide administrative support to sport. Part of the role of this administration is to source locally raised funds to provide equity of opportunity for students to participate in local, regional and national sporting opportunities. In 2025 83% of our students participated in at least one sport. Otago nationally retained its spot as the highest proportion of both students and teachers engaged in sport.

We feel Kiwisport funding helps us to create and maintain an excellent school culture. This culture ties directly to our Annual Goals, when boys feel connected, then they feel the effort to achieve is worth it.