



PAPAIOEA
PALMERSTON
NORTH
CITY

PALMERSTON NORTH CITY COUNCIL

AGENDA

FINANCE, PERFORMANCE & AUDIT COMMITTEE

9:00 AM, WEDNESDAY 4 MARCH 2026

COUNCIL CHAMBER, FIRST FLOOR
CIVIC ADMINISTRATION BUILDING
32 THE SQUARE, PALMERSTON NORTH

MEMBERS

Vaughan Dennison (Chair)
Karen Naylor (Deputy Chair)
Grant Smith (The Mayor)

Mark Arnott
Brent Barrett
Lew Findlay (QSM)
Hayden Fitzgerald
Leonie Hapeta
Lorna Johnson

Bonnie Kuru
Debi Marshall-Lobb
Billy Meehan
Orphée Mickalad
William Wood
Kaydee Zabelin

AGENDA ITEMS, IF NOT ATTACHED, CAN BE VIEWED AT

pncc.govt.nz | Civic Administration Building, 32 The Square
City Library | Ashhurst Community Library | Linton Library

Waid Crockett

Chief Executive | PALMERSTON NORTH CITY COUNCIL

FINANCE, PERFORMANCE & AUDIT COMMITTEE MEETING

4 March 2026

ORDER OF BUSINESS

1. Karakia Timatanga

2. Apologies

3. Notification of Additional Items

Pursuant to Sections 46A(7) and 46A(7A) of the Local Government Official Information and Meetings Act 1987, to receive the Chairperson's explanation that specified item(s), which do not appear on the Agenda of this meeting and/or the meeting to be held with the public excluded, will be discussed.

Any additions in accordance with Section 46A(7) must be approved by resolution with an explanation as to why they cannot be delayed until a future meeting.

Any additions in accordance with Section 46A(7A) may be received or referred to a subsequent meeting for further discussion. No resolution, decision or recommendation can be made in respect of a minor item.

4. Declarations of Interest (if any)

Members are reminded of their duty to give a general notice of any interest of items to be considered on this agenda and the need to declare these interests.

5. Public Comment

To receive comments from members of the public on matters specified on this Agenda or, if time permits, on other Committee matters.

- | | | |
|------------|--|----------|
| 6. | Speed Management Plan - Hearing of Submissions | Page 7 |
| 7. | Speed Management Plan - Summary of Submissions
Memorandum, presented by Peter Ridge, Acting Manager Strategy and Policy. | Page 11 |
| 8. | New Zealand Food Awards - Annual Report
Report, presented by Jessica Papple, Manager Marketing. | Page 39 |
| 9. | Business Assurance Accountability Report
Memorandum, presented by Emy Bastillo, Internal Auditor/Business Assurance Advisor & Desiree Viggars, Manager Legal Risk & Assurance/Legal Counsel. | Page 45 |
| 10. | Setting Council's Risk Management Appetite and Tolerance Levels
Memorandum, presented by Stephen Minton, Risk Management Advisor and Desiree Viggars, Manager Legal, Risk and Assurance. | Page 77 |
| 11. | Health and Safety Report, 1 July to 30 September 2025 (Quarter 1)
Memorandum, presented by Selwyn Ponga-Davis, Health and Safety Manager. | Page 93 |
| 12. | Health and Safety Report, 1 October to 31 December 2025 (Quarter 2)
Memorandum, presented by Selwyn Ponga-Davis, Health and Safety Manager. | Page 109 |
| 13. | Wellbeing Report, 1 July to 30 September 2025 (Quarter 1)
Memorandum, presented by Connie Roos, Manager Employee Experience and Wayne Wilson, Manager People Operations. | Page 127 |
| 14. | Wellbeing Report, 1 October to 31 December 2025 (Quarter 2)
Memorandum, presented by Connie Roos, Manager Employee Experience and Wayne Wilson, Manager People Operations. | Page 137 |

15. Six-monthly report on International Relations and Education Activities Page 145

Memorandum, presented by Gabrielle Loga, Manager International Relations and Kunal Chonkar, International Relations and Education Advisor.

16. Committee Work Schedule Page 235

17. Karakia Whakamutunga

18. Exclusion of Public

That the public be excluded from the following parts of the proceedings of this meeting listed in the table below.

The general subject of each matter to be considered while the public is excluded, the reason for passing this resolution in relation to each matter, and the specific grounds under Section 48(1) of the Local Government Official Information and Meetings Act 1987 for the passing of this resolution are as follows:

General subject of each matter to be considered		Reason for passing this resolution in relation to each matter	Ground(s) under Section 48(1) for passing this resolution
11.	Health and Safety Report, 1 July to 30 September 2025 (Quarter 1) Confidential Attachment 2	Releasing this information could negatively effect similar confidential information or discourage people from sharing such information; Sharing this information could put someone's health and safety at risk.	s7(2)(c)(i) PREJUDICE THE SUPPLY OF SIMILAR INFORMATION: Releasing this information could negatively effect similar confidential information or discourage people from sharing such information and s6(d) ENDANGER THE SAFETY OF A PERSON: the sharing of the information supplied within could also place the involved employee(s) health and safety at risk.
12.	Health and Safety Report, 1 October to 31 December 2025 (Quarter 2)	Releasing this information could negatively effect similar confidential	s7(2)(c)(i) PREJUDICE THE SUPPLY OF SIMILAR INFORMATION: Releasing this information could

	Confidential Attachment 2	<p>information or discourage people from sharing such information;</p> <p>Sharing this information could put someone's health and safety at risk.</p>	<p>negatively effect similar confidential information or discourage people from sharing such information</p> <p>and</p> <p>s6(d) ENDANGER THE SAFETY OF A PERSON: the sharing of the information supplied within could also place the involved employee(s) health and safety at risk.</p>
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This resolution is made in reliance on Section 48(1)(a) of the Local Government Official Information and Meetings Act 1987 and the particular interest or interests protected by Section 6 or Section 7 of that Act which would be prejudiced by the holding of the whole or the relevant part of the proceedings of the meeting in public as stated in the above table.

Also that the persons listed below be permitted to remain after the public has been excluded for the reasons stated.

[Add Third Parties], because of their knowledge and ability to assist the meeting in speaking to their report/s [or other matters as specified] and answering questions, noting that such person/s will be present at the meeting only for the items that relate to their respective report/s [or matters as specified].

SUBMISSION FROM CONSULTATION

TO: Finance, Performance & Audit Committee

MEETING DATE: 4 March 2026

TITLE: Speed Management Plan - Hearing of Submissions

RECOMMENDATION(S) TO FINANCE, PERFORMANCE & AUDIT COMMITTEE

1. That the Finance, Performance & Audit Committee receive the submissions and hear submissions from presenters who indicated their wish to be heard in support of their submission.
 2. That the Committee note the Procedure for Hearing of Submissions, as described in the procedure sheet.
-

SUBMITTERS WISHING TO BE HEARD IN SUPPORT OF THEIR SUBMISSION

Submission No.	Submitter
170	Steve Wrathall
19	Chris Teo-Sherrell
173	St James Catholic School
40	Turitea School
45	Catherine Millar
137	City to Sea Rail Trust - Manawatū
157	Max The Plumber Ltd
177	Peter French
179	RACE Group & Kikiwhenua Group Ltd
73	Fraser Ponsford
78	Richard Woolgar

145	Lorraine Cook
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ATTACHMENTS

1. Procedure Sheet [!\[\]\(48a7667d09d5a06397e047ee4537bb6f_img.jpg\) !\[\]\(3df135a685d1b545c4fa64a5f3516545_img.jpg\)](#)
2. Submissions (attached separately) 

Procedure Sheet

Hearing of Submissions

Presenting your submission	<p>You have indicated a wish to present your submission to Elected Members; you can do this either in-person or online. You may speak to your submission yourself or, if you wish, arrange for some other person or persons to speak on your behalf.</p> <p>We recommend that you speak to the main points of your submission and then answer any questions. It is not necessary to read your submission as Elected Members have a copy and will have already read it.</p> <p>Questions are for clarifying matters raised in submissions. Questions may only be asked by Committee members, unless the Chairperson gives permission.</p>
Time Allocation	<p>Five (5) minutes (including question time) will be allocated for the hearing of each submission. If more than one person speaks to a submission, the time that is allocated to that submission will be shared between the speakers.</p>
Who will be there?	<p>The Finance, Performance & Audit Committee will hear the submissions. The Committee comprises of Elected Members as identified on the frontispiece of the Agenda.</p> <p>There will also be other people there who are presenting their submission. The Hearing is open to the media and the public.</p>
Agenda	<p>An Agenda for the meeting at which you will be speaking will be publicly available at least two working days prior to the meeting. It will be published on the Palmerston North City Council website (Agendas and minutes) and available to view at the Customer Service Centre. The Agenda lists the submissions in the order they will be considered, although there may be some variation to this.</p>
Venue	<p>The meeting will be held in the Council Chamber, First Floor, Civic Administration Building, Te Marae o Hine, 32 The Square, Palmerston North.</p> <p>The Council Chamber will be set out with tables arranged appropriately. You will be invited to sit at the table with the Elected Members when called.</p>
Meeting Livestreamed	<p>Please note the meeting will be livestreamed and you will be on camera when speaking – please let us know in advance if you are not comfortable with this.</p>

Te Reo Māori	You may speak to your submission in Māori. If you indicated your intention to do this when making your submission, we will arrange for a certified interpreter to attend the meeting. You may bring your own interpreter if you wish. .
NZ Sign Language	You may present your submission in NZSL. If you indicated your intention to do this when making your submission, we will arrange for a certified interpreter to attend the meeting. You may bring your own interpreter if you wish.
Visual Aids	You may connect your laptop at the table to share a presentation. Please also send this to us ahead of time.
Final Consideration of Submissions	Following the hearings, Elected Members will meet again on Wednesday 1 April 2026 to consider the analysis of all submissions. You can attend this meeting or watch it online on our Council website or YouTube channel.
Changes to this Procedure	The Chairperson may vary the procedure set out above if circumstances indicate that some other procedure would be more appropriate.
Further Information	If you have any questions about the procedure outlined above please contact Natalya Kushnirenko, Governance Administrator, email natalya.kushnirenko@pncc.govt.nz .

MEMORANDUM

TO: Finance, Performance & Audit Committee

MEETING DATE: 4 March 2026

TITLE: Speed Management Plan - Summary of Submissions

PRESENTED BY: Peter Ridge, Acting Manager Strategy and Policy

APPROVED BY: David Murphy, General Manager Strategic Planning

RECOMMENDATION(S) TO FINANCE, PERFORMANCE & AUDIT COMMITTEE

1. That the Committee receive the memorandum titled 'Speed Management Plan – Summary of Submissions' presented to the Finance, Performance & Audit Committee on 4 March 2026.
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1. ISSUE

- 1.1 The Council received 180 submissions on the draft Speed Management Plan. Fifteen submitters indicated they wish to make an oral submission.
- 1.2 This memorandum provides an initial summary of the key issues raised in the written submissions. A full analysis of the written and oral submissions will be provided to the Committee in April 2026.

2. BACKGROUND

- 2.1 On 20 August 2025 the Council approved the draft Speed Management Plan for public consultation. The written submission period was open from 1 November to 15 December 2025. The Council received 180 written submissions during this time. The submissions are included in the agenda.
- 2.2 There were 33 proposals for variable speed limits around schools. Some proposals concerned multiple schools in the same area; in total, 40 schools were included in these proposals. In addition, there were two proposals relating to other speed limit changes:
 - an intersection speed zone for Longburn-Rongotea Rd/Number 1 Line, and
 - a 50km/h speed limit for Te Wanaka Road.

Submitters were able to submit on as many proposals as they chose, and also make general comments.

3. SUMMARY OF SUBMISSIONS

3.1 Table 1 provides a breakdown of the ‘raw’ number of submitters in support or opposed to each proposal, as indicated by their response on the online form. The number of submitters in support exceeded the number opposed for every proposal except for one – Turitea School.

3.2 While the vast majority of submitters said that the Turitea School proposal needed further work, analysis of their comments show they are largely supportive of the Council’s proposal, but request that it go further. Submitters note that there is no speed limit reduction on SH57/Old West Road, which is controlled by NZTA. As the road controlling authority for SH57, NZTA has stated that the entrance to the school is more than 150m away from the state highway; therefore, they are not required by the Speed Limits Rule to implement a variable speed limit on SH57 for Turitea School.

Table 1: Number of submissions on each proposal where "in support", "opposed", or "needs further work" was indicated

Proposal	In Support	Opposed	Needs Further Work
Ashhurst School	4	0	1
Awapuni School	5	1	0
Awatapu College and West End School	9	2	2
Bunnythorpe School	2	0	1
Carncot Independent School	3	1	2
Central Normal School	7	3	0
Cloverlea School	2	0	1
College Street Normal School	6	1	2
Cornerstone Christian School	6	2	0
Freyberg High School, Ross Intermediate & St Mary's School	9	3	2
Hokowhitu School & St James School	12	5	5
Kairanga School	4	0	1
Longburn Adventist College	4	0	1
Longburn School	7	0	2

Proposal	In Support	Opposed	Needs Further Work
Mana Tamariki	4	0	0
Manawatū Kura a Iwi	4	0	0
Milson School	7	0	1
Monrad Te Kura Waenga o Tirohanga & Te Kura o Takaro School	5	0	1
Our Lady of Lourdes School	4	0	0
Parkland School	5	0	0
Palmerston North Adventist Christian & Palmerston North Intermediate Normal School	6	0	0
Palmerston North Boys' High School & Queen Elizabeth College	12	2	1
Palmerston North Girls' High School	12	5	0
Riverdale School	9	1	0
Roslyn School	36	1	3
Russell St School	15	2	3
St Peters College	5	0	0
Te Kura Kaupapa Maori o Manawatū	4	0	0
Te Kura o Wairau	3	0	0
Terrace End School	4	1	0
Turitea School	2	0	14
Whakarongo School	4	1	1
Winchester School	3	1	1
Intersection Speed Zone – Longburn-Rongotea Road/Number 1 Line	32	8	7
Te Wanaka Road	28	5	3

3.3 A full analysis of the specific points of support or opposition will be completed for the next report to the Committee. However, some initial insights into the comments made by those who supported or opposed the proposals can be provided:

In support of proposed variable speed limits for schools

3.4 Submitters that support the proposed variable speed limit for schools note that slower speeds will protect children. They also express concern about unsafe driving.

Opposed to proposed variable speed limits for schools

3.5 Submitters opposed to the proposed variable speed limits for schools often take issue with the 30km/h variable speed limit. They instead argue that a 40km/h variable speed limit (as is in effect around some existing schools) is sufficient.

The proposals need further work

3.6 Those who submitted and suggested the proposals need further work often point to additional changes that they believe would make the environment safer for school children, such as new or upgraded school crossings, or extending the variable speed limits to other roads.

Engagement

3.7 Throughout the consultation period the draft Speed Management Plan was promoted through Council’s communication channels. In addition to the consultation page on the Council website the consultation document was made available at the Council’s Customer Service Centre and at each of its libraries. It was also directly provided to identified key stakeholders. Schools were provided with information that included details of the proposals and information that they could share with school families to encourage engagement and participation in the consultation process.

3.8 The consultation process was promoted with both ‘organic’ and promoted posts on social media platforms. A drop-in session was held at the City Library on 19 November 2025.

3.9 Social media promotion included organic posts on LinkedIn and Facebook, and paid ads on Facebook and Instagram. Screenshots of social media comments on both the organic and promoted posts are included as attachment 1. Across all posts and ads, 96 comments were made. These will be considered with the analysis of formal submissions in the report presented to the April committee meeting.

4. NEXT STEPS

4.1 Staff will provide analysis of all the issues raised in the written and oral submissions and provide advice and recommendations to the Committee in April 2026.

5. COMPLIANCE AND ADMINISTRATION

Does the Committee have delegated authority to decide?	Yes
Are the decisions significant?	No

If they are significant do they affect land or a body of water?		No
Can this decision only be made through a 10 Year Plan?		No
Does this decision require consultation through the Special Consultative procedure?		No
Is there funding in the current Annual Plan for these objectives?		Yes
Are the recommendations inconsistent with any of Council’s policies or plans?		No
The recommendations contribute to: Whāinga 1: He tāone auaha, he tāone tiputipu Goal 1: An innovative and growing city		
The recommendations contribute to this plan: 3. Mahere tūnuku 3. Transport Plan The objective is: Provide a safe, low-carbon, integrated and multi-modal transport network.		
Contribution to strategic direction and to social, economic, environmental and cultural well-being	Safe speed limits are a key part of managing the city’s transport network, for the benefit of all road users. Consultation on the draft Speed Management Plan, including the hearing of oral submissions, ensures that the Council understands the community’s views about these proposed changes before making a final decision.	

ATTACHMENTS

1. Draft Speed Management Plan Consultation Social Media Comments [↓](#)



Draft Speed Management Plan 2025 Consultation
Screenshots of Social Media posts and comments

December 2025



Palmerston North City Council

Published by Sprout Social · November 3 ·

...

Let's talk about speed limits around schools! 🚗

The Government now requires all schools to have variable speed limits in place by 1 July 2026, so we're proposing this for the 40 schools across Palmy.

Alongside school speed limits, we're also proposing:

👉 An Intersection Speed Zone on Longburn-Rongotea Road, which would reduce the speed from 100km/h to 70km/h when traffic is waiting on Number 1 Line.

👉 A lower speed limit on Te Wanaka Road, from 70km/h to 50km/h, to support the upcoming Kikiwhenua housing development and to keep the road safer as the area grows.

We've put together a plan, but since you're the ones driving these roads every day, we'd love to hear your thoughts!

Check out the proposed changes and share your feedback before 5pm, Monday 15 December 👉 www.pncc.govt.nz/saferspeeds

Want to chat in person? Come along to our drop-in session at the City Library on Wednesday 19 November, between 4.30pm and 6pm. You'll be able to check out the maps and ask our team any questions!



👍👤 Mike Tame and 147 others

47 comments 13 shares 15K views

👍 Like

💬 Comment

➦ Share

All comments ▾

Anita Sciascia
Great Idea, especially since kids can be unpredictable....and often on scooters and bikes.
The crossing on Botanical near Brighton cres, is a horrible one. So many kids/people use it, and I've seen so many near misses from people not paying attention and just driving through, even though someone is crossing.... Or even going when the person is only half way across...I'm surprised more people aren't hurt on it. And add in the roadworks which is constantly being done on this section of the road and it's a recipe for disaster.

7w Like Reply Hide 3

Ko Jerry Toku Ingoa
Anita Sciascia and the one further down by Monrad...drivers dont even pay attention to the kids waiting to cross! 🙄

7w Like Reply Hide

Ko Jerry Toku Ingoa
Why do some schools have the full setup like Islands hanging/swinging signs the works and others rely on teachers/staff to walk out in high vis to stop the traffic? So many drivers ignore kids waiting by the pedestrian 🙄🙄 if only every school could have a traffic light crossing system setup!

7w Like Reply Hide

Reply to Anita Sciascia

Lance Rowe
Let's talk about how to use a pedestrian crossing correctly and penalties for J walking. Takes two to tango.

7w Like Reply Hide 3

Mary Legg
Cars are dented, humans die so it's not an even contest.

7w Like Reply Hide 8

Teresa Wood
As a teacher who often does road patrol, drivers are often terrible. They rush through, don't wait for us to get all the way across the road before going, don't leave enough room over the crossing during busy times so they end up essentially parking on the crossing so we can't put the signs out...there's some pretty awful driving behaviour.

7w Like Reply Hide

Reply to Lance Rowe

Caroline Bishop
I'll never forget that accident with the Ross student being trapped under the car I was a student at freyberg at the time I remember freyberg students using crates and whatever they could find to lift the car up off him. I don't think anyone who was at Ross or freyberg at the time will ever forget that

7w Like Reply Hide 2

Nikita Neil
Caroline Bishop ylp I remember that to
7w Like Reply Hide

Nikita Neil
Caroline Bishop had basketball training that day to
7w Like Reply Hide

Reply to Caroline Bishop

Judy Groom
Why are people not using the pedestrian crossing outside Carncot?
7w Like Reply Hide 3

Rob Groom
Judy Groom people don't know what a pedestrian crossing is.
7w Like Reply Hide

Fiona Hope
Judy Groom because it's laziness first not safety first.
7w Like Reply Hide

Reply to Judy Groom

Hayley McGillivray
Palmerston North City Council I'll be heading to the drop in session to find out why my kids safety are below the importance of the kids in town that have crosswalks, footpaths, traffic lights, speed bumps, slow school signs, crossing guards etc etc when we literally don't even have a footpath to walk on and this is an area that has two schools within a 1km radius of each other and still - nothing in the 10yrs I've been here



6w Like Reply Hide

Hayley McGillivray
Palmerston North City Council The x's mark both Aokautere School and Tai Wānanga TŪ TOA that have next to zero safety precautions for the local kids trying to get to and from.
Do better!
6w Like Reply Hide Edited

Tai Wānanga TŪ TOA
Hayley McGillivray we've inquired a number of times with the council to no avail in the past. The same reply was because it's an open road and school just happened to be on this road that we're unable to change it. Thanks for raising this again. We'll engage in the conversation with the council again.

6w Like Reply Hide

Palmerston North City Council
Hayley McGillivray State Highway 57 is managed by NZTA, so things like the speed limit, crossings, and signage along the highway fall outside of our control. Because the school gates are accessed directly from the highway, any changes there, including safety infrastructure, would need to come from NZTA. They're currently working on a proposal to introduce variable speed limits on some local state highways. We should see more info from them later this year or early next. 😊 I've sent a message to our team to ask why Tai Wānanga - TŪ TOA wasn't included in our speed consultation. I will come back to you when I know more! Perhaps it's something you could bring up in your submission? - Madi

6w Like Reply Commented on by **Madi Dhillon** Edited

Hayley McGillivray
Palmerston North City Council its the same goddamn reason I had to call you guys for 10yrs to get rubbish collected!
 We live in a one entry y road - you noobs use a drop pin for everything and it picks up half of the road - but the best part is it's one of the dead ends..... you literally have to use the other roads to get to it.

6w Like Reply Hide

Hayley McGillivray
Palmerston North City Council then being who we pay our rates too - we should some nice safe footpaths out here at minimum and that's on you? Or you pass the buck on that too?
 You even allowed a new subdivision out here again off a dead end road - they have a footpath for the culdesac 🙄 how useless

6w Like Reply Hide

Reply to Palmerston North City Council

Reply to Hayley McGillivray

ToeKnee Allen
 Have u seen a kid bowled by a car? Happened right in front of me... how about slowing down in the burbs

7w Like Reply Hide 2

Carol Pates
 Alot of kids don't stop and look both ways. You can't always blame the drivers.

6w Like Reply Hide

Scott Billington
 Will Te Wanaka Road changing 50km/h trigger any speed changes to SH56?

7w Like Reply Hide

 **Author**
Palmerston North City Council ✓
Scott Billington NZTA will be consulting on speed changes to SH56 at some point in the future. Our proposed changes align with an Intersection Speed Zone they're proposing to create on SH56 at its intersection with Te Wanaka Road, with our support. We're not too sure yet when they'll be consulting, but we'll share it in something like our Infrastructure update when they start consulting. 😊 - Madl
7w Like Reply

 Reply to Scott Billington 

 **Bert Richards**
Take more than 1 child in your car if you're doing a school run. Reduce the traffic jams at those times
7w Like Reply Hide 🙄

 **Dee Castleton**
I thought it was compulsory to reduce speed near schools regardless on if there were speed signs or not
7w Like Reply Hide

 **Hamish Richardson**
But why does the Park Road crossing to College Street Normal School not have a proper marked zebra style crossing painted on the ground, no 40KM/H signage... nothing.... Over the last few years we've had a child at this school I've lost count of the numbers of children that have had to use this "Not a Crossing Crossing" by themselves before the Road Crossing volunteers get setup each morning and we've seen so many near misses and last second pull backs from parents on kids backpacks.... Because there are zero markings indicating it's a crossing many motorists don't even visually register it as a crossing.... and then there are the drivers on their phones that just cruise right on through it regardless... This Crossing seems to have fallen through the cracks of good intention and become a dangerous anomaly that urgently beckons to be addressed.
7w Like Reply Hide Edited 🙄

 **Hamish Richardson**

7w Like Reply Hide

 **Hamish Richardson**


Hamish Richardson



7w Like Reply Hide

Palmerston North City Council Author
Hamish Richardson It's a courtesy crossing rather than a pedestrian crossing. Vehicles don't need to stop, but it's a space for people to stop and let pedestrians go across. If you'd like I can talk to our team about why the decision was made to put this type of crossing in and get back to you? 😊 - Madi

7w Like Reply

Hamish Richardson
Palmerston North City Council Yes I understand that it was originally created as a courtesy crossing, I worked at PNCC for 10 years and setup and managed their online and digital presence, so the historical decision is understood fully, however that doesn't alter the fact that it is utterly contrary to the stated effort at hand to make school crossings safer for children. Ostensibly and in working practice this crossing is used every day as a school crossing. The directive from CSNS is and has been for years, for parents with children in the Junior school (which is half of the entire school roll) to use the Karaka Street school entrance and thus a significant number of children use this "School Crossing" every single day. CSNS staff and equip this crossing everyday with student crossing patrol volunteers and a teacher.... Yet this crossing utterly lacks the visual cues afforded all other "school crossings" in the city. Madi, I appreciate your roll and your efforts and I realise that me even writing this reply is approaching a level of pointlessness even Ricky Gervais would describe rather more colourfully as a waste of our time.... But luckily I opted to go one better and have made a submission and gone all in on the uber option of local democratic time wasting lotteries, all for two black n'white poles and some painted white stripes... and safer crossing which is used as school crossing twice a day, every weekday wish me luck. Love and appreciate your efforts all the same.... BTDT

6w Like Reply Hide Edited

Reply to Palmerston North City Council

Reply to Hamish Richardson

Hayley McGillivray
 What about any relief in Aokautere - local kids face cars on an 80km so walking and biking is a huge risk....
 The after school traffic blocks the main road
Palmerston North City Council there was a proposal a couple years ago and it got

Hayley McGillivray
What about any relief in Aokautere - local kids face cars on an 80km so walking and biking is a huge risk....
The after school traffic blocks the main road
Palmerston North City Council there was a proposal a couple years ago and it got scraped
6w Like Reply Hide

Demelsa Burnand
Would love some action on cars not stopping for children at pedestrian crossings!
Friday morning there were 4 of us waiting at the Russell Street crossing only to have a car speed up when one side had already stopped. I didn't even manage to get a number plate as it happened so fast.
7w Like Reply Hide

Steve Wrathall
So the people in the one-sided video claim drivers are ignoring existing safety measures. Then what makes you think that having a 30 km/hr limit over huge swathes of the city (see attached) for THREE HOURS every school day will do anything but make many more motorists frustrated and unwilling to comply?

6w Like Reply Hide

Em Wilde
Can you look at pedestrian crossings on Marne St please? It's SO unsafe with no speed bumps or middle island at the crossing. Almost impossible for any kid to navigate alone safely. Reduced speed will help but there's still a four-way-intersection there on Park 😊
7w Like Reply Hide

Palmerston North City Council
Em Wilde We've got some info about how you can suggest a speed hump or raised crossing on our website 😊 <https://www.pncc.govt.nz/.../Get-a-speed-hump-or-raised...> - Madi

 PNCC.GOV.T.NZ
Get a speed hump or raised pedestrian crossing on my street
7w Like Reply Remove Preview

Em Wilde
Palmerston North City Council thanks chick 😊
7w Love Reply Hide

Raynor Hunt
That's great. Please can you make sure that they are all well sign posted, not just when you are right on the crossing but at a reasonable distance on the approach to the crossing. I personally am in favour of the flashing signs rather than just a sign post.
7w Like Reply Hide

Palmerston North City Council
Raynor Hunt There'll be a combination of electronic and fixed signage outside our schools. 😊 What signage goes where is one of the things we're consulting on. If you've got ideas for specific schools, please make a submission:
www.pncc.govt.nz/saferspeeds - Madi

PNCC.GOV.T.NZ
Have your say on our Draft Speed Management Plan 2025
7w Like Reply Remove Preview

Raynor Hunt
Thank you for the info. 😊
7w Like Reply Hide

Reply to Raynor Hunt

Alan Macdonald
Why are there no speed restrictions/ signs outside Russell St School. Or none that I've seen.
7w Like Reply Hide Edited

Palmerston North City Council
Alan Macdonald Russell Street School is included as part of this, you just need to click a few pages over to find it or using the search tool. Here's a link so you can see the proposed changes specifically for Russell Street School:
<https://www.pncc.govt.nz/.../Have.../Russell-Street-School> - Madi

PNCC.GOV.T.NZ
Russell Street School
7w Like Reply Remove Preview

Alan Macdonald
Palmerston North City Council Thanks for clarifying. I should have read further first.
7w Like Reply Hide

Palmerston North City Council
Alan Macdonald No worries! 😊 - Madi
7w Like Reply

-  **Demelsa Burnand**
Alan Macdonald you are right and thanks for raising this as it made me check the Tremaine end this morning at school drop off time. Russell Street does not have Existing Electronic variable speed limit signs and I have just raised that PNCC - expect a correction coming through! I wonder how many others are incorrectly noted as having existing signs that don't actually exist?
- 4w Like Reply Hide
-  Reply to Palmerston North City Council 
-  Reply to Alan Macdonald 
-  **Damien Twose**
How about we talk about the wasting of ratepayers and taxpayer money? Or that if speed cameras actually did anything then they wouldn't be raking in millions per year in revenue so should be gone.
- 7w Like Reply Hide
-  **Kelly Dombroski**
Making it safe to bike and walk to school also reduces the need to drop off in cars. separated cycleways help alot
- 7w Like Reply Hide Edited 
-  **Suzanne Williams**
Good ideas, but also people make sure to out your feedback here [https://www.pncc.govt.nz/Have-your-say/Have-your-say-on-our-Draft-Speed-Management-Plan-2025?](https://www.pncc.govt.nz/Have-your-say/Have-your-say-on-our-Draft-Speed-Management-Plan-2025?fbclid=IwDGRjcAN11adJbGNrA3XVmGV4dG4DYWVtAJExAAEefFfHaGAOXk6_M9bcGPFleTYmekGBJzes3ocEKbhuq8nLqo22-sP6SESRft0_aem_9crYOTuDj17_b2Y-LtGPvg)
fbclid=IwDGRjcAN11adJbGNrA3XVmGV4dG4DYWVtAJExAAEefFfHaGAOXk6_M9bcGPFleTYmekGBJzes3ocEKbhuq8nLqo22-sP6SESRft0_aem_9crYOTuDj17_b2Y-LtGPvg
- 7w Like Reply Hide Edited

Palmerston North City Council Published by Matt Chard · December 3 at 10:26 AM ·

Let's talk about speed limits around schools! 📢

The Government now requires all schools to have variable speed limits in place by 1 July 2026, so we're doing this for the 40 schools across Palmy.

We've put together a plan, but since you're the ones driving these roads every day, so we'd love to hear your thoughts!

Check out the proposed changes and share your feedback before 5pm, 15 December 🙌
www.pncc.govt.nz/saferspeeds



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Gabrielle Gibb
I teach at the biggest school.. I really appreciate calm traffic along Featherston street, and feeling safer walking across that very busy crossing. I appreciate the lower speed limits around all schools
Cos all citizens young and old have a right to walk ride and drive safely, getting from one place to another. Hearing the ambulance, and knowing that a child or adult had been knocked over, and has a brain injury, is not pleasant 😞

6w Like Reply Hide 6 🍌 🍷

Ken Benn
Gabrielle Gibb agreed!!!!

6w Like Reply Hide

Rana Hay
Gabrielle Gibb should be lower speeds all day. Not just school drop off and pick up times

3w Like Reply Hide

Reply to Gabrielle Gibb 🗨️ 😊 📷 📄 🗑️

Jason Bailey
30 kms

6w Like Reply Hide 🍌

Paul Dewar
Just been to Queensland Australia and there's is 40kph in school zones

6w Like Reply Hide 🍌

Stephen Diffey
80 Ks

6w Like Reply Hide

Wayne Nolan
Well it's 20kph when you pass a stationary school bus so no problem if it's the same in a school zone.

6w Like Reply Hide 🍌

Judy Shannon
30 is far too slow. Keep it at 40 at the appropriate time of school start and finish times. If it's not broken don't fix it or we might end up with another failure like Featherston Street.

6w Like Reply Hide

Palmerston North City Council Author
Judy Shannon the Setting of Speed Limits Rule 2024 (the Rule) requires us to implement 30km/h variable speed limits for the roads outside the school gate.
😊 - Madi

6w Like Reply

Reply to Judy Shannon 🗨️ 😊 📷 📄 🗑️

Owen Fairless
Council dont listen anyway

6w Like Reply Hide 2 🍌

Karl Southall
And will the council listen to the public opinion?

 **Owen Fairless**
Council dont listen anyway
6w Like Reply Hide 2 

 **Karl Southall**
And will the council listen to the public opinion?
6w Like Reply Hide 

 **Warren De la Haye**
City council are not going to listen to public going to be the same as the cycleways
6w Like Reply Hide 

 **Heather Dunbar**
Oh what u going to do another Featherston Street
6w Like Reply Hide

 **Dave Blenkiron**
What about teaching school kids some road rules. Sorry the teachers are way too busy for that with all the days off they have and strikes
5w Like Reply Hide 

 **Allan Archer**
40kph variable like australia
3w Like Reply Hide

 **Palmerston North City Council** 
Allan Archer the Setting of Speed Limits Rule 2024 (the Rule) requires us to implement 30km/h variable speed limits for the roads outside the school gate. You can read the full plan here: <https://www.pncc.govt.nz/.../Have-your-say-on-our-Draft...> - Madi

 **PNCC.GOV.T.NZ**
Have your say on our Draft Speed Management Plan 2025
2w Like Reply Remove Preview

 Reply to Allan Archer 

Palmerston North City Council Published by Matt Chard · December 3 at 10:26 AM ·

Let's talk about speed limits around schools! 📢

The Government now requires all schools to have variable speed limits in place by 1 July 2026, so we're doing this for the 40 schools across Palmy.

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Richard Lucinsky
Great idea but also teach the parents to walk to the crossings and use them and not just walk across the road in front of you expecting you to stop
2w Like Reply Hide 14 likes

Wayne E Belk
Richard Lucinsky totally
1w Like Reply Hide 2 likes

Graham-Michael B Wills
Richard Lucinsky Yes! Within a few yards of a school patrolled crossing - and letting their kids out on the driver's side instead of the pavement side. ...
1w Like Reply Hide

Reply to Richard Lucinsky

Josh Brace
Definitely 40 kmh
2w Like Reply Hide

Palmerston North City Council (Author)
Josh Brace We're required by government to make 30km/hr variable speed limits. 😊 - Madi
1w Like Reply

Graham-Michael B Wills
Josh Brace Perhaps make it permanent 24 hours - it's unfortunate when the flashing signs are not working, especially for overseas drivers who do not fully understand the rules.
1w Like Reply Hide Edited

Josh Brace
Graham-Michael B Wills no just 8am to 5pm max
1w Like Reply Hide

Reply to Graham-Michael B Wills

Reply to Josh Brace

Wayne E Belk
Better off teaching safety at schools. Educating young children about safety on roads
1w Like Reply Hide 6

Reply to Wayne E Belk

Phyllis Meehan
I think 40k is too fast , smaller kids don't always have good road sense .
1w Like Reply Hide

Palmerston North City Council (Author)
Phyllis Meehan The government is requiring us to create a 30km/h variable speed limit around schools. - Madi
1w Like Reply

Reply to Phyllis Meehan

Charles George
Why ask for input? I know the feedback prior to the Featherston Street nightmare was well and truly against. So PNCC does not really have a good track record of actually listening to it's residents.
1w Like Reply Hide

Julz Sunderland
School children need to cross in groups. I sat for ages as kids dawdled across the pedestrian crossing in a never ending line. Bring back the 'sticks up' monitors.
1w Like Reply Hide Edited

Demelsa Burnand
I see the 'existing signage' is still wrong for Russell Street.
1w Like Reply Hide

- John Charlton**
30 kph when kids are arriving and leaving makes sense, but not during school holidays as people will get used to ignoring them as there are fewer children around.
1w Like Reply Hide Edited
- Cindy Breward**
Should be the same through out the country. Road signs. Pedestrian crossings. Lights. Same speeds. It's 2025 and we have had schools for how long? Consistently throughout NZ Should be the same!
2w Like Reply Hide 2
- Palmerston North City Council**
Cindy Breward Government is requiring safe variable speed limits outside all school gates by July 2026. 😊 You can read more about it here: <https://nzta.govt.nz/.../spee.../safe-speeds-outside-schools> - Madi
- NZTA.GOV.T.NZ**
Safe speeds outside schools | NZ Transport Agency Waka Kotahi
1w Like Reply Remove Preview
- Cindy Breward**
Palmerston North City Council Excellent....but how many years have we has schools.
1w Like Reply Hide
- Reply to Palmerston North City Council
- Reply to Cindy Breward
- Graham-Michael B Wills**
Let's talk about speed limits period, bad cameras, and also what red lights are for. Re red light: drunk or drugged driver witnessed on the streets three weeks ago, just as bad this week.
1w Like Reply Hide
- Nigel Burgess**
And teachers your students to walk the crossing not riding a scooter or bike
1w Like Reply Hide
- Russell Johnson**
Who could speed past a school?
500 kids have 500 parents in 500 cars trying to park in less then 500 meters of school street frontage.
1w Like Reply Hide
- Alan Goodwin**
How many kids are killed or injured near schools by cars each year?
1w Like Reply Hide
- Richard Hamblin**
30kph, with a little man with a red flag to wave.
2w Like Reply Hide

Palmerston North City Council's Post

Palmerston North City Council 
Published by Matt Chard · December 3 at 10:27 AM · 

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Have your say

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 31 13 comments 1 share

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All comments ▾

 **Blair White**
Let's talk about teaching them how to cross the road with a little bit of common sense looks to me like they just ran across the road whenever they feel like it
1w Like Reply Hide

 **Dianne Tipene**
Please provide statistics of how many people have been hit by cars in the past 5 yrs in these areas so we can see the extent of any problems with things as they are currently and make informed comments.
2w Like Reply Hide 

 Author
Palmerston North City Council
Dianne Tipene These changes are required by government by July 2026. We've made a plan for the type of signage we could use to help implement these changes. You can read more about it in our consultation document:
<https://www.pncc.govt.nz/.../smp-2025-consultation...>
We've included the number of existing injury crashes in the doc. 😊 One thing to keep in mind is that these are just the crashes we know about - not all crashes or near misses are recorded. - Madi

PNCC.GOV.T.NZ 
www.pncc.govt.nz

1w Like Reply Remove Preview 

 Author
Palmerston North City Council
Dianne Tipene We've got that in our consultation doc! 😊 Check it out here:
<https://www.pncc.govt.nz/.../smp-2025-consultation...> - Madi

PNCC.GOV.T.NZ 
www.pncc.govt.nz

1w Like Reply Remove Preview

 Reply to Dianne Tipene     

 **Elaine Edwards**
So the road code means nothing now 😞

2w Like Reply Hide

 **NgaitiTamaine Ngatokorua**
How much is it gonna cost the ratepayers, we should know this first before in hand. So it wont end up like the bus stop in the middle of the road. Saying, if you stop the job (for the bus stop) it will cost the ratepayers lots of money...aye 😊😂😂

2w Like Reply Hide Edited

 Author
Palmerston North City Council
NgaitiTamaine Ngatokorua The cost will depend on the type of signage we go ahead with - digital signs are more expensive, but they're easier for people to read. You can read more about it in our consultation doc:
<https://www.pncc.govt.nz/.../smp-2025-consultation...> 😊 - Madi

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www.pncc.govt.nz

1w Like Reply Remove Preview

 Reply to NgaitiTamaine Ngatokorua     

 **Kathryn Watson**
There's more to it than just speed around the schools. There's also double parking where flowing traffic need to pull out onto the opposite side of the road to get past, getting tamariki to run out onto the road to get in the car, close call U Turns in silly places, parking over resident driveways etc. Putting speed limits in won't stop the other dangerous monueveres. Looking into the safety around school crossings could also be an option to look into?

1w Like Reply Hide Edited

 Author
Palmerston North City Council 
Kathryn Watson This consultation is just about the signage for the new variable speed zones. 😊 I can pass along some feedback to our team though if you know of a place that needs some safety help! - Madi

1w Like Reply 

 Reply to Kathryn Watson     

 **Tony Collins**
 Way overdue, people act like school zones are a race course.

2w Like Reply Hide Edited

 **Anaru Ratima**
 You can't teach these people, you should see how fast people race in The paknsav car park and McDonalds car parks. I would imagine they wouldn't reduce their speed for vulnerable children. Cars even speed through Ngata st where two kindergartens are on either side of the street. No good

2w Like Reply Hide

 **Lenny Joseph Kingi**
 Just slow right down ..5 ka yep

2w Like Reply Hide

 **Lamar Hans**
 Need more police presence, muftis just cruising around. Still too many not paying attention to the road.

2w Like Reply Hide

Palmerston North City Council · Published by Matt Chard · December 3 at 10:27 AM · 🌐

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Have your say

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👍 19 💬 15 comments

👍 Like 💬 Comment ➦ Share

All comments ▾

Val Bradley
It's common sense to be slower near schools but kids need to have common sense too stop look and listen
6w Like Reply Hide

Lamar Hans
Needs more police presence near schools around drop off n pick up time. Just swing by a few times for 10mins. You be amazed how many parents they catch on their phones while driving through school zones at the busiest time.
6w Like Reply Hide

Warren De la Haye
40 kilometers per hour is far enough 8.00am to 9.15am and 2.30pm to 3.30pm
6w Like Reply Hide Edited 2

Palmerston North City Council
Warren De la Haye the Setting of Speed Limits Rule 2024 (the Rule) requires us to implement 30km/h variable speed limits for the roads outside the school gate. - Madi
6w Like Reply

Warren De la Haye
Palmerston North City Council You don't have to do that unless it's on a state highway within the city. City council can set it in its own roading plan from things I have read. And why ask if you have already got a plan that is not consultation. That's just putting it out there because you are meant to but people's voices are not going to be listen to just like the cycleways.
6w Like Reply Hide Edited

Reply to Palmerston North City Council

Reply to Warren De la Haye

Andrew Kitchen
During school hours, alternative routes for moter vehicles should be made around boys high and central normal. Ban motor vehicles. While the poor standards of manawatu driving is a result of the test once qualified for life system, removal is easier than education if the inability to adapt to recent layout changes is anything to go by.
6w Like Reply Hide

Tania Minnell
Doesn't it say in the road code the speed past school s 😞
6w Like Reply Hide

Michelle Wallis
Why bother asking, you do what you like anyway, Featherston street is a prime example
6w Like Reply Hide

Rhys Punler
You've got the guidelines, why do you have to be different? You could spend the money you're about to spend on this on actually fixing roads.
6w Like Reply Hide

 Author
Palmerston North City Council 
Rhys Punler The government rules mean we need to do something regardless, we just want peoples thoughts because they might suggest something we haven't considered. 😊 - Madi
6w Like Reply 

 **Rhys Punler**
Palmerston North City Council cmon madi it's your leftie council trying to be special. Based on featherston street do you think council will actually listen? You have dangerous roads within your boundaries yet ignore them.
6w Like Reply Hide

 **Rhys Punler**
Palmerston North City Council and madi, thanks for your work on sorting out the Ashurst river carpark potholes that ended up being NZTAs responsibility
6w Like Reply Hide

 **Kaedyn Seath**
Traffic is already bad enough and you want to make it worse, get rid of all the bike lanes coming upto intersections why on the busy street does it not have one bay for turning and going straight when there used to be a part to turn. The amount of times I've seen only 4 5 cars get through before red is crazy. Stop focusing on stupid stuff and fix the bloody traffic problems
5w Like Reply Hide Edited 

 **Ashly Maxwell**
It's a 20km limit at zebras and stopped buses.. 40km is slow enough.. better to have the police do their job and actually monitor the road rules 🙄 not that id trust these cops further than I can throw them.. they drive just as bad
6w Like Reply Hide

 Author
Palmerston North City Council 
Ashly Maxwell the Setting of Speed Limits Rule 2024 (the Rule) requires us to implement 30km/h variable speed limits for the roads outside the school gate. - Madi
6w Like Reply

REPORT

TO: Finance, Performance & Audit Committee

MEETING DATE: 4 March 2026

TITLE: New Zealand Food Awards - Annual Report

PRESENTED BY: Jessica Papple, Manager Marketing

APPROVED BY: Danelle Whakatihi, General Manager Customer & Community

RECOMMENDATION(S) TO FINANCE, PERFORMANCE & AUDIT COMMITTEE

1. That the Committee refer the continuation of Programme 2446 of up to \$64k over three years to support the New Zealand Food Awards as part of the Annual Budget 2026/27 deliberations in May;
or
2. Decline the request to sponsor.

Problem or Opportunity	Should we continue to fund the New Zealand Food Awards post the 2025 sponsorship agreement?
OPTION 1:	Refer the continuation of Programme 2446 of up to \$64k over three years to support the New Zealand Food Awards as part of the Annual Budget 2026/27 deliberations in May
Benefits	<p>Maintains Council’s association with a nationally recognised industry event aligned to identified sector strengths.</p> <p>Supports continued promotion of Palmerston North and the Manawatū region’s food innovation ecosystem to a national audience.</p> <p>Provides opportunities for local businesses, researchers, and students to engage with national industry networks.</p> <p>The sponsorship aligns with Palmerston North’s established strengths in food science, research, and education.</p> <p>Hosting and supporting a national event reinforces the city’s reputation as a centre for food innovation.</p> <p>Hosting the event provides economic benefits for the city by bringing more visitors to the region.</p> <p>Demonstrates to event organisers that our venues are capable of hosting</p>

	large conferences and business events.
Risks	Reduction in funding for other Council initiatives.
Financial	Requires funding of up to \$64k over three years.
OPTION 2:	Decline the request to sponsor
Benefits	More funding is available for other Council initiatives.
Risks	<p>Loss of national profile and reduced visibility for the city’s food innovation ecosystem.</p> <p>Potential reduction in opportunities for local businesses and researchers to engage with national food industry networks.</p> <p>Potential weakening of relationships with the New Zealand Food Awards and/or Massey University.</p>
Financial	No financial impact on Council.

RATIONALE FOR THE RECOMMENDATIONS

1. OVERVIEW OF OPPORTUNITY

- 1.1 In 2023, Council approved \$64k over a three-year sponsorship agreement (Calendar year 2023 – 2025) with the New Zealand Food Awards (NZFA).
- 1.2 The current sponsorship term with NZFA has concluded. Funding levels were staged across the term, with the highest investment in 2025, when the Awards were hosted in Palmerston North.
- 1.3 This report outlines the outcomes of Council’s sponsorship of the NZFA and presents sponsorship options for consideration over the next three-year period.

2. BACKGROUND ON THE AWARDS AND SPONSORSHIP

- 2.1 The purpose of the New Zealand Food Awards is to recognise excellence and innovation across New Zealand’s food and beverage sector. Council sponsors the Awards because they align with the city’s identified sector strengths, particularly in food innovation, research, and technology.
- 2.2 The event provides an opportunity to present Palmerston North and the wider Manawatū region’s food ecosystem to a national audience, including businesses, researchers, and industry leaders. This raises the awareness of the region’s capabilities, facilities, and talent base for food innovation.

- 2.3 Council has supported the NZFA for over 10 years, including hosting the event in Palmerston North on two occasions.

Category Partner – Years 2023 and 2024

- 2.4 In 2023 and 2024, the Awards were held in Auckland, with Council participating as a Category Partner in the Hauora and Wellbeing category. This sponsorship was funded at \$12,000 + GST per year.
- 2.5 As a Category Partner of the NZFA, we received formal recognition across the Gala Dinner. This included category naming and presentation rights, inclusion of Council branding across Awards collateral, access to communication opportunities through Awards channels and acknowledgment of our support at the Awards Dinner. Council was also allocated ten tickets to each Awards Dinner.
- 2.6 The partnership included acknowledgment in Awards-related media releases, promotional placement on the Awards website for the duration of the agreement, access to the Awards database, and social media posts through the Awards channels.

Strategic Partnership – 2025

- 2.7 In 2025, Council increased its involvement, becoming a Strategic Partner. This sponsorship included hosting the Awards Dinner in Palmerston North and supporting the Emerging Talent category, at a cost of \$40,000 + GST.
- 2.8 As a Strategic Partner, Council received increased recognition, including brand presence at the Awards Dinner, an introductory address, and a Council brand message prior to category announcement. We were also allocated twenty tickets to the Awards Dinner. The partnership included digital and media recognition, access to communication opportunities through Awards channels, and the right of first refusal for the 2026 Awards.
- 2.9 As part of the 2025 programme, judging activities were relocated from Auckland campuses to Palmerston North, allowing judges to access Massey University’s Food Pilot facilities on the Manawatū campus.
- 2.10 The Awards Dinner format was refreshed to reflect its Palmerston North setting, rather than replicating the Auckland-based event. This allowed the programme to better showcase the city’s food innovation and research strengths, with the local food network featured through on-site activations and displays.
- 2.11 The NZFA programme was extended to include a networking breakfast held the day after the gala dinner. This included tours of local facilities such as the Fonterra Research and Development Centre, FEAST labs, and the Massey Food Pilot. These activities were designed to provide attendees with insight into food innovation happening in the city.

2.12 Council sponsored the newly created Emerging Talent category, which recognises individuals who demonstrate significant potential early in their careers in food science and technology. This category aligns with the city’s sector of strengths by supporting the education and food innovation sectors, particularly given Palmerston North’s role as the home of Massey University’s Food Technology degree and as a base for future food technologists.

Performance of the Awards

2.13 Participation in the New Zealand Food Awards provides opportunities for businesses and individuals to engage with national industry networks, including food companies, researchers, and sector organisations. These connections can support businesses’ collaboration, knowledge sharing, and increased visibility within the food technology sector.

2.14 An example of this is Eat Kinda, a Palmerston North-based food business and winner of the Below Zero and Novel categories of the 2023 New Zealand Food Awards. Eat Kinda developed a cauliflower-based ice cream, combining food science expertise with a focus on sustainability and inclusive eating. The business received support from Massey University through access to the Food Pilot, the New Zealand Food Innovation Network, and Massey Ventures, which helped it progress from concept to commercial production.

2.15 Since launch, the business has expanded into international markets. Participation in the Awards contributed to increased industry exposure and recognition.

Number of award entries overall and by Manawatū-Whanganui region

	2023	2024	2025
Total award entries	411	309	364
Manawatū-Whanganui entries	Less than 5	4	10
Number of products entered	182	151	179
Number of companies entered	124	89	138

Gala dinner attendance

	Venue	Attendance
2022	Central Energy Trust Arena	320
2023	Aotea Centre, Auckland	355
2024	Viaduct Events Centre	267
2025	Central Energy Trust Arena	281*
	Networking Breakfast and industry tours	72

*Of the 281 gala dinner attendees in 2025, 60 tickets were purchased or redeemed by finalists travelling from outside the Manawatū-Whanganui region, from as far afield as Pukenui in Northland to Dunedin.

3. DESCRIPTION OF OPTIONS

Option 1: Refer the continuation of Programme 2446 of up to \$64k over three years to support the New Zealand Food Awards as part of the Annual Budget 2026/27 deliberations in May.

- 3.1 Council would be a **Category partner** in years 2026 and 2028 in the Emerging Talent: Food Science & Technology category at \$12,000 + GST per year. Council would then become a **Strategic partner** in 2027 at \$40,000 + GST, with the gala dinner hosted in Palmerston North to coincide with Massey University’s centenary year and related regional promotional activity.
- 3.2 Continued investment in the New Zealand Food Awards provides Council with an avenue to maintain and develop relationships within New Zealand’s agri-food sector.
- 3.3 Sponsorship signals support in the region’s role within New Zealand’s agri-food economy and support for initiatives related to innovation, skills, research, and industry development.
- 3.4 Investment in the New Zealand Food Awards enables Council to participate in a national agri-food sector programme, maintain sector relationships, and align with activity relevant to a significant regional industry.

Option 2: Decline request.

- 3.5 Annual judging of the New Zealand Food Awards would remain based in Palmerston North, using Massey University’s specialist facilities. This arrangement maintains the current location of the judging process and results in a recurring programme of awards-related activity.
- 3.6 The gala dinner is proposed as a complementary activity following the annual judging process. Event organisers have stated that, without funding, the New Zealand Food

Awards gala dinner would be less financially viable in Palmerston North due to limited ability to offset venue, production, and delivery costs. In this scenario, organisers may reduce the scale of the event or consider an alternative host city with greater access to commercial sponsorship and more efficient infrastructure.

4. NEXT STEPS

- 4.1 Chief Executive to confirm funding outcome with New Zealand Food Awards post Annual Budget deliberations.

5. COMPLIANCE AND ADMINISTRATION

Does the Committee have delegated authority to decide?	Yes
Are the decisions significant?	No
If they are significant do they affect land or a body of water?	No
Can this decision only be made through a 10 Year Plan?	No
Does this decision require consultation through the Special Consultative procedure?	No
Is there funding in the current Annual Plan for these objectives?	No
Are the recommendations inconsistent with any of Council’s policies or plans?	No
The recommendations contribute to: Whāinga 1: He tāone auaha, he tāone tiputipu Goal 1: An innovative and growing city	
The recommendations contribute to this plan: 2. Mahere whakawhanake ohaoha 2. Economic Development Plan The objective is: Attract and support major events and activities.	
Contribution to strategic direction and to social, economic, environmental and cultural well-being	Sponsoring the annual New Zealand Food Awards attracts a nationally significant event aligned to the city’s food innovation strengths. The event contributes to economic development through visitor spend and national exposure, while also delivering other benefits through industry connection and profile-raising for the city.

ATTACHMENTS

Nil

MEMORANDUM

TO: Finance, Performance & Audit Committee

MEETING DATE: 4 March 2026

TITLE: Business Assurance Accountability Report

PRESENTED BY: Emy Bastillo, Internal Auditor/Business Assurance Advisor & Desiree Viggars, Manager Legal Risk & Assurance/Legal Counsel

APPROVED BY: Cameron McKay, General Manager Corporate Services

RECOMMENDATION(S) TO COUNCIL

1. That the Committee receive the memorandum titled 'Business Assurance Accountability Report' presented on 4 March 2026.
-

1. ISSUE

The Palmerston North City Council's Business Assurance Charter requires that follow-up procedures for review recommendations are undertaken regularly and reported to the Finance, Performance & Audit Committee.

2. BACKGROUND

Follow-up is a process by which internal auditors evaluate the adequacy, effectiveness, and timeliness of actions taken by management on reported observations and recommendations, including those made by external auditors and others. This process also includes determining whether senior management and/or the Committee have assumed the risk of not taking corrective action on reported observations.

Where an external review/audit has been completed and reported to the Finance, Performance & Audit Committee, the recommendations form part of the accountability report.

Attached is the report that shows the status of each agreed action. As items are reported as completed or closed, they are removed in the report.

3. NEXT STEPS

A six-monthly accountability report will be reported to the Finance, Performance & Audit Committee.

As further reviews are completed (as per the approved audit work programme) and reported to the Finance, Performance & Audit Committee, their recommendations will form part of future accountability reports presented by Internal Audit / Business Assurance.

4. COMPLIANCE AND ADMINISTRATION

Does the Committee have delegated authority to decide?	Yes
Are the decisions significant?	No
If they are significant do they affect land or a body of water?	No
Can this decision only be made through a 10 Year Plan?	No
Does this decision require consultation through the Special Consultative procedure?	No
Is there funding in the current Annual Plan for these actions?	Yes
Are the recommendations inconsistent with any of Council’s policies or plans?	No
The recommendations contribute to: All goals.	
The recommendations contribute to this plan: 14. Mahere mana urungi, kirirarautanga hihiri 14. Governance and Active Citizenship Plan	
Contribution to strategic direction and to social, economic, environmental and cultural well-being	Business Assurance aims to help the Council succeed by building trust and confidence in the core controls relied on by management.

ATTACHMENTS

1. Accountability Report as at 23 January 2026 [↓](#) 

Accountability Report

Status of Agreed Audit Actions

As at 23 January 2026



Status Summary of Agreed Audit Actions as at 23 January 2026

Audit/Review Name	Review Date	Total of agreed actions	Actions completed in prior periods	Count of OPEN Actions		
				April 2025 (Presented June 2025)	COMPLETED/ CLOSED during the Period (May-January 2026)	23 January 2026
BCP	2020	12	11	1	1	-
PMO Review	2020	22	21	1	-	1
IT Disaster Recovery Review	2021	11	9	2	2	-
Health & Safety Review	2021	47	39	8	2	6
Procurement Review	2022	14	12	2	-	2
Financial Delegations Review	2022	5	3	2	-	2
Asset Management Maturity Assessment	2022	31	14	17	-	17
Sustainable Practices Review	2022	8	7	1	-	1
Risk Management Review	2023	4	2	2	1	1
LTP Programme Planning, Budgeting, Prioritisation and Benefits Review	2023	5	4	1	-	1
Employee Life Cycle (Talent Attraction & Retention) Review	2024	33	22	11	7	4
External Funding & Commercial Revenue	2024	2	-	2	-	2
Audit NZ Annual Report 2023 Review	2023	8	6	2	2	-
Audit NZ Annual Report 2024 Review	2024	5	3	2	1	1
SafePlus Health & Safety Audit	2025	28	11	17	8	9
Total		235	164	71	24	47
				100%	34%	66%

Note 1 - includes 4 items pending IA validation (waiting for supporting documents)

Note 2 - Pending IA validation (waiting for supporting documents)

Business Continuity (Presented August 2020)

Status Update on OPEN Agreed Actions

As at 23 January 2026

Item	Agreed Action	Responsible Officer	Initial Agreed Date	PREVIOUS Agreed Date	STATUS	CURRENT Agreed Date	Management Updates
1	That exercises are run across the Council at least annually using a range of scenarios	Manager Emergency Management	Dec-20	Jun-25	Complete	n/a	n/a

PMO Review (Presented December 2020)

Status Update on OPEN Agreed Actions

As at 23 January 2026

Item	Agreed Action	Responsible Officer	Initial Agreed Date	PREVIOUS Agreed Date	STATUS	CURRENT Agreed Date	Management Updates
1	<p>In the 'Conceive' phase the Project Sponsor should approve an appropriate business case before any programme is commissioned to commence. Additional resourcing is required to enable this.</p> <p>In the 'Develop' phase a more detailed project plan should be completed.</p>	<p>Manager Asset Management Planning</p> <p>Manager Project Management</p>	Jun-21	Jun-26	In Progress	June-26	<p><i>On track against previous agreed date.</i></p> <p>Manager, Asset Management Planning:</p> <p>Service Now has been selected as the software that will be used to store business case information for programmes in the Long-Term Plan as part of the initiate (or conceive) phase of programmes. User requirements are being finalised, and it is intended to start testing in early 2026.</p> <p>Manager- Project Management</p> <p>As previously reported detailed project plans are being completed based on programme outcomes. This occurs for every project.</p>

IT Disaster Recovery Review (Presented January 2021)

Status Update on OPEN Agreed Actions

As at 23 January 2026

Item	Agreed Action	Responsible Officer	Initial Agreed Date	PREVIOUS Agreed Date	STATUS	CURRENT Agreed Date	Management Updates
1	Ensure workarounds for any IT disruption are included and tested in all Council Unit BCPs	Manager Emergency Management	Jan-21	Jul-25	Complete	n/a	n/a
2	Update and exercise the Council's crisis management plan to provide clarity on activation processes, roles and responsibilities for IT DR.	Manager Emergency Management	Jan-21	Jul-25	Complete	n/a	n/a

Health & Safety Review (Presented January 2021)

Status Update on OPEN Agreed Actions

As at 23 January 2026

Item	Agreed Action	Responsible Officer	Initial Agreed Date	PREVIOUS Agreed Date	STATUS	CURRENT Agreed Date	Management Updates
1	Develop a worker competency framework which includes assessments on training, knowledge and experience	Manager Employee Experience	Jun-24	Dec-25	In Progress	Jun-26	<p><i>New target due date advised.</i></p> <p>We now have an approved Capability Framework for People Leaders, signed off by SLT in June 2024. Once this framework is fully developed, the same principles and process will be used to create functional capability frameworks for areas across Council, for example Digital Solutions, Financial Services, and Asset Management, etc. However, implementation depends on resolving how we will store and manage skills data digitally. The Service Now rollout impacts our project timelines, which was not previously accounted for.</p> <p>After a user-friendly (to support people leaders) and an accessible digital solution is finalised, we will commence drafting additional frameworks. The term 'Capability Framework' will be used going forward, rather than 'competency framework'. This will not be an off-the-shelf solution, and based on current digital transformation planning, an organisational-wide framework will not be in place before December 2028. This work has evolved into a larger strategic project that will enable workforce transformation over the next three to five years.</p>

Item	Agreed Action	Responsible Officer	Initial Agreed Date	PREVIOUS Agreed Date	STATUS	CURRENT Agreed Date	Management Updates
2	Develop a Health and Safety Framework	Manager Health and Safety	Apr-23	Jun-25	In Progress	Mar-26	<i>New target due date advised.</i> This project is now sitting with marketing and going through its final review and implementation program ready for presentation to SLT.
3	SLT's professional development include health and safety management, for example through the Institute of Directors NZ or similar	Manager Health and Safety	Dec-23	Jun-25	In Progress	Mar-26	<i>New target due date advised</i> We have contacted the Institute and will progress training now that the elections have been completed. My GM has indicated Feb for this to occur once we have confirmation from Governance on who will attend.
4	Ensure there is regular refresher training programme for workers.	Manager Health and Safety	Jun-25	Jun-25	In Progress	Mar-26	<i>New target due date advised.</i> The refresher module has been completed (Chameleon) and will be released early next year as part of the annual refresher
5	Provide First-Aid Mental Health Training through the Wellbeing Advocate initiative	Manager Employee Experience	Jun-23	Jun-25	Action CLOSED	n/a	<i>This item is considered CLOSED, to be addressed as part of BAU.</i> Update: Wellbeing Advocate Initiative was not approved by SLT. Provision of First-Aid Mental Health Training will be considered for inclusion in corporate training activities and budget for FY 26/27
6	Review how hazardous substances will be managed across the organisation	Manager Health and Safety	Jun-23	Jun-25	In Progress	Mar-26	<i>New target due date advised</i> This will be progressed once the Standards have been accepted within the Framework by SLT

Item	Agreed Action	Responsible Officer	Initial Agreed Date	PREVIOUS Agreed Date	STATUS	CURRENT Agreed Date	Management Updates
7	Undertake basic hazardous substance training for nominated managers and team leaders	Manager Health and Safety	Mar-23	Jun-25	Complete	n/a	n/a
8	Review health monitoring requirement base on hazardous substances used	Manager Health and Safety	Mar-23	Jun-25	In Progress	Mar-26	<i>New target due date advised.</i> Waiting for the acceptance of the health monitoring policy to be embedded.

Procurement Review (Presented August 2022)

Status Update on OPEN Agreed Actions

As at 23 January 2026

Item	Agreed Action	Responsible Officer	Initial Agreed Date	PREVIOUS Agreed Date	STATUS	CURRENT Agreed Date	Management Updates
1	Undertake regular spot checks and report results through finance dashboard to ELT.	Manager Commercial, Procurement & Contracts	Jun-23	Dec-25	In Progress	June-26	<p><i>New target due date advised.</i></p> <p>A process and guidance for carrying out spot checks has been drafted and is currently being reviewed and tested. The intent is to start with 6-monthly spot checks and report the results to the relevant GM and SLT.</p>
2	Spend management encompasses spend analysis, strategic sourcing and supplier relationship management. The first step entails mapping our spend, so we know what we spend, on who, across what units and on what. To do this, we need to ensure all data and information repositories are captured and that rules are in place to establish 'buckets'/ categories. Once the spend analysis is complete prepare a plan to develop preferred supplier panels. Starting with the Planning Unit.	Manager Commercial, Procurement & Contracts	Dec-22	Dec-25	On Hold	TBC	<p><i>On Hold, TBC</i></p> <p>A digital solution is being built to automate the categorisation of spend from invoices, at the item level, against the UNSPSC (United Nations Standard Products and Services Code) taxonomy. This work is currently on hold due to other organisational priorities. Once completed, it will inform the development of category strategies that take a holistic view of Council's spend and opportunities for consolidation and savings.</p>

Financial Delegations Review (Presented August 2022)

Status Update on OPEN Agreed Actions

As at 23 January 2026

Item	Agreed Action	Responsible Officer	Initial Agreed Date	PREVIOUS Agreed Date	STATUS	CURRENT Agreed Date	Management Updates
1	Update Delegations Made by Chief Executive Manual (sections 23-39)	Manager Governance	Aug-22	Jun-26	In Progress	Jun-26	<p><i>On track against previous agreed date.</i></p> <p>Section 5 and Definitions section review of Delegations Manual expected to go before Council in December 2025, then these sections of the CE's Delegations Manual to be aligned accordingly.</p>
2	Develop Framework to support Delegations Made by Chief Executive Manual	Manager Governance	Aug-22	Jun-26	In Progress	Jun-26	<p><i>On track against previous agreed date.</i></p> <p>Progress to be prioritised in new calendar year as staff resourcing allows.</p>

Asset Management Maturity Assessment (Presented August 2022)

Status Update on OPEN Agreed Actions

As at 23 January 2026

Item	Agreed Action	Responsible Officer	Initial Agreed Date	PREVIOUS Agreed Date	STATUS	CURRENT Agreed Date	Management Updates
1	Conduct LoS workshops with Councillors. Present options aligned with organisational strategies and include discussion of costs and risks against different service levels.	Manager, Asset Management Planning	Jun-25	Next LTP	In Progress	Next LTP	<p><i>On track against previous agreed date.</i></p> <p>As part of the preparation of the upcoming Long-Term Plan the review and development of levels of service and performance measures will be presented to Elected Members.</p>
2	Develop separate wastewater and stormwater development plans and explore the impact of different development scenarios and management strategies.	Manager, Asset Management Planning	Jun-24	Next LTP	In Progress	Next LTP	<p><i>On track against previous agreed date.</i></p> <p>Progress has been made on the stormwater strategy. With Taumata Arowai becoming the regulator for these waters it is anticipated that they will require planning documentation and we are still waiting to see what their requirements are to avoid any duplication of work.</p>
3	Review transport levels of service performance measures and develop options for the next LTP round.	Manager, Asset Management Planning	Dec-26	Next LTP	In Progress	Next LTP	<p><i>On track against previous agreed date.</i></p> <p>Levels of service and performance measures have been reviewed as part of the preparation of the asset management plans that will inform the upcoming Long-Term Plan.</p>

Item	Agreed Action	Responsible Officer	Initial Agreed Date	PREVIOUS Agreed Date	STATUS	CURRENT Agreed Date	Management Updates
4	Develop LoS scenarios to test through the Waste Minimisation Management Plan (WMMP) and Long-Term Plan (LTP) processes.	Manager, Asset Management Planning	Dec-26	Next LTP	In Progress	Next LTP	<p><i>On track against previous agreed date.</i></p> <p>Levels of service and performance measures have been reviewed as part of the preparation of the asset management plans that will inform the upcoming Long-Term Plan.</p>
5	Undertake review of new growth areas in the future to determine number of trucks, staff, estimate waste volumes and impact on recycling	Manager, Asset Management Planning	Jun-24	Dec-25	In Progress	Dec-25	<p><i>On track against previous agreed date.</i></p> <p>In the lead up to the LTP and alongside our new Resource Recovery fleet software we will be reviewing our existing routes to ensure we are operating efficiently, with a view to ensure we can cater for our City's growth.</p>
6	Review asset data and determine where gaps are. Work with new asset data team to fill gaps	Manager, Asset Management Planning	Jun-24	Apr-26	In Progress	Apr-26	<p><i>On track against previous agreed date.</i></p> <p>The review of the asset data and preparation of a detailed analysis of gaps that need to be filled for robust decision making is ongoing.</p>
7	Review property levels of service performance measures and develop options for the next LTP round.	Manager, Asset Management Planning	Dec-26	Next LTP	In Progress	Next LTP	<p><i>On track against previous agreed date.</i></p> <p>Levels of service and performance measures have been reviewed as part of the preparation of the asset management plans that will inform the upcoming Long-Term Plan.</p>

Item	Agreed Action	Responsible Officer	Initial Agreed Date	PREVIOUS Agreed Date	STATUS	CURRENT Agreed Date	Management Updates
8	Review parks levels of service performance measures and develop options for the next LTP round.	Manager, Asset Management Planning	Dec-26	Next LTP	In Progress	Next LTP	<p><i>On track against previous agreed date.</i></p> <p>Levels of service and performance measures have been reviewed as part of the preparation of the asset management plans that will inform the upcoming Long-Term Plan.</p>
9	Ensure that the responsibilities of each division - ownership, management and funding of Council assets, is clearly articulated in AMPs and/or policy.	Manager, Asset Management Planning	Jun-24	Next LTP	In Progress	Next LTP	<p><i>On track against previous agreed date.</i></p> <p>Work is underway to review the lifecycle management sections of the asset management plans so that they clearly articulate a best for asset approach. This will provide more detail on responsibilities.</p>
10	Review the levels of service for each activity through customer engagement to identify areas for change prior to the next LTP.	Manager, Asset Management Planning	Dec-26	Next LTP	In Progress	Next LTP	<p><i>On track against previous agreed date.</i></p> <p>While the review and development of levels of service and performance measures will be presented to Elected Members, they will determine whether this progresses to engagement with customers.</p>
11	Cost and evaluate the level of service options resulting from the customer engagement.	Manager, Asset Management Planning	Dec-25	Next LTP	In Progress	Next LTP	<p><i>On track against previous agreed date.</i></p> <p>It is intended that this will be a result of the review and development of the lifecycle management sections of the asset management plans.</p>

Item	Agreed Action	Responsible Officer	Initial Agreed Date	PREVIOUS Agreed Date	STATUS	CURRENT Agreed Date	Management Updates
12	Complete the asset criticality identification and align processes for inspection frequency, response time and interventions to the criticality of assets.	Manager, Asset Management Planning	Dec-23	Dec-25	In Progress	Dec-25	<p><i>On track against previous agreed date.</i></p> <p>The process to determine criticality is being finalised asset class by asset class. In general, those for longitudinal assets, such as pipes and roads, are complete, whereas plant and equipment are still in progress.</p>
13	Each of the activities needs to develop processes to centrally develop and track proactive maintenance schedules	Manager, Asset Management Planning	Oct-23	Jun-26	In Progress	Jun-26	<p><i>On track against previous agreed date.</i></p> <p>This is in progress in conjunction with the review and development of the lifecycle management sections of the asset management plans.</p>
14	Develop business case process to ensure cases progressively become more detailed as they progress through the project investigation, feasibility and detailed design stages	Manager, Asset Management Planning	Jun-24	Dec-26	In Progress	Dec-26	<p><i>On track against previous agreed date.</i></p> <p>Service Now has been selected as the software that will be used to store business case information for programmes in the Long-Term Plan. User requirements are being finalised, and it is intended to start testing in early 2026.</p>

Item	Agreed Action	Responsible Officer	Initial Agreed Date	PREVIOUS Agreed Date	STATUS	CURRENT Agreed Date	Management Updates
15	Review the validity of the financial policy of rating for three year rolling renewals versus rating for long term depreciation, to ensure adequate reserves are built up over time.	Manager, Asset Management Planning	Dec-24	Next LTP	In Progress	Next LTP	<p><i>On track against previous agreed date.</i></p> <p>The financial policy settings are reviewed at each Long-Term Plan and are adopted by Elected Members at that time. There would be a reasonable impact to the levels of rates required in comparison to current policy assumptions. This decision should only be made during the LTP process.</p>
16	Complete a review of the form and function of asset management plans (AMPs) to enable better engagement and make AMPs more dynamic, interactive, and focused to meet business needs.	Manager, Asset Management Planning	Dec-24	Next LTP	In Progress	Next LTP	<p><i>On track against previous agreed date.</i></p> <p>We are currently reviewing the structure of the asset management plans for the next Long-Term Plan.</p>
17	Once the identification of critical assets is completed, populate the asset criticality field for each asset in the asset information systems. This will need to be regularly updated.	Manager, Asset Management Planning	Apr-24	Dec-26	In Progress	Dec-26	<p><i>On track against previous agreed date.</i></p> <p>As the criticality process for each asset class is determined, then the criticality field in the asset information system is being populated.</p>

Supplementary commentary from Manager, Asset Management Planning

At the time of the previous comment the Assets and Planning Division were in the part of the three-year planning cycle that offers the greatest opportunity to improve our asset management practice. We are now consolidating those improvements and documenting them for the asset management plans (AMPS) in the lead up to the Long-Term Plan (LTP). For example, the review of how we express our levels of service in the AMPs is being documented and will form part of any discussions with Elected Members about service levels for the LTP. As the outcomes of this process will be generally not be visible until the LTP development begins in earnest many of the progress comments in the report are very similar to last report. Progress has been made; we are simply further through the same phase of the work that we were in May 2025. Improvement in our asset management practice as an organisation will be an ongoing process. It requires resource and commitment from the whole organisation to achieve. Asset management best practice is not something that is achieved, it is a commitment to continual improvement.

Sustainable Practices Review (Presented September 2022)

Status Update on OPEN Agreed Actions

As at 23 January 2026

Item	Agreed Action	Responsible Officer	Initial Agreed Date	PREVIOUS Agreed Date	STATUS	CURRENT Target Completion Date	Management Updates
1	Add a section for sustainability risks and opportunities in all agenda templates, to ensure Council considers this as part of all reports	Manager Governance	Dec-23	Nov-25	In Progress	Mar-26	<i>New target due date advised</i> Template implementation project timed for over the summer.

Risk Management Review (Presented April 2023)

Status Update on OPEN Agreed Actions

As at 23 January 2026

Item	Agreed Action	Responsible Officer	Initial Agreed Date	PREVIOUS Agreed Date	STATUS	CURRENT Agreed Date	Management Updates
1	Scope and implement an obligations/compliance register.	Manager Legal Risk and Assurance	Dec-23	Dec-25	Complete	n/a	n/a
2	Continuous Improvement & Implementation of Framework - determine target maturity, define and implement risk management platform and undertake risk acceptance for higher risks.	Manager Legal Risk and Assurance	Feb-24	Dec-25	In Progress	Jun-26	Risk management platform options continue to be investigated and formulated.

LTP Programme Planning, Budgeting, Prioritisation and Benefits Review (Presented April 2023)

Status Update on OPEN Agreed Actions

As at 23 January 2026

Item	Agreed Action	Responsible Officer	Initial Agreed Date	PREVIOUS Agreed Date	STATUS	CURRENT Agreed Date	Management Updates
1	<p>Ensure better descriptions of planned benefits and strategic links are clearly described for levels of services and programmes.</p> <p>Governance to determine which capital projects will require a close out report through the LTP development process.</p>		Jun-25	Jun-26	In Progress	2027	<p><i>New target due date advised.</i></p> <p>Both items are dependent on the preparation process for the 2027-2037 LTP, currently underway. For improved descriptions of benefits and links for levels of service and programmes, this will be addressed through the levels of service review process (Jan-June 2026) and the programme development process (programme entry tool development nearing completion now, ready to roll out in coming months).</p> <p>Decisions around capital project close outs will come through the programme decision making later in the process, late 2026 and through to LTP adoption June 2027. Both actions will be noted in the 2027-2037 LTP Programme Plan.</p>

Employee Lifecycle – Talent Attraction and Retention Review (Presented March 2024)

Status Update on OPEN Agreed Actions

As at 23 January 2026

Item	Agreed Action	Responsible Officer	Initial Agreed Date	PREVIOUS Agreed Date	STATUS	CURRENT Agreed Date	Management Updates
1	Develop a DEI framework and strategy	Manager Employee Experience	Jun-24	Aug-25	In progress	Jun-26	<i>New target due date advised.</i> Commitment Statement has been endorsed and shared. Framework is approximately 80% finished, yet to be presented to SLT for endorsement
2	Review and update offboarding process and update process maps accordingly	Manager People Operations	Jun-24	Dec-24	Complete*	n/a	<i>*Pending IA validation (awaiting supporting documents)</i>
3	Review Offboarding Process for returning IT equipment		Jun-24	Dec-25	Complete*	n/a	<i>*Pending IA validation (awaiting supporting documents)</i>
4	Implement a legal compliance (obligations) register	Manager Legal, Risk and Assurance	Dec-24	Jun-25	Complete	n/a	n/a
5	Remove duplicate approvals by the CPPO and CFO from the electronic recruitment approval process and update the recruitment manual and associated process map	Manager People Operations	Dec-24	Jun-26	Complete*	n/a	<i>*Pending IA validation (awaiting supporting documents)</i>
6	Recruitment and Retention Strategy - Develop a recruitment and retention strategy	Manager People Operations	Dec-24	Dec-25	In Progress	Jun-26	<i>New target due date advised.</i> Being progressed as resources are available

Item	Agreed Action	Responsible Officer	Initial Agreed Date	PREVIOUS Agreed Date	STATUS	CURRENT Agreed Date	Management Updates
7	Review, refresh and showcase employer value proposition	Internal Communications Advisor	Dec-24	Dec-25	Complete	n/a	n/a
8	Update careers page on PNCC's website and associated links to the careers page to ensuring consistency of information presented on the website, job advert and the job description	Internal Communications Advisor	Dec-24		Complete	n/a	n/a
9	Adopt a Human Resource Information System (HRIS)	Manager People Operations	Jun-25	Oct-25	Complete*	n/a	<i>*Pending IA validation (awaiting supporting documents)</i>
10	Develop a flexible working framework and a supporting toolkit	People and Capability Business Partner	Jun-25	Dec-27	In progress	Dec-27	<p><i>On track against previous agreed date.</i></p> <p>People and Capability Business Partners are sharing the Flexible Working Framework with Poutāhū (kaimahi reference group) next week. Following that we plan to take the framework to SLT for their sign-off before sharing it with the organisation. Timeframes will depend on the feedback we receive from Poutāhū and whether we need to make changes.</p>
11	Develop a learning and development strategy and guiding principles	Manager Employee Experience	Jun-25	Dec-26	In progress	Dec-26	<p><i>On track against previous agreed date.</i></p> <p>Regarding the Learning and Development Strategy, we've identified all the key elements to be addressed in the final approach (strategy, framework, and guidelines). A maturity model and key enablers to support a continuous learning culture will inform the design of a workshop with SLT in February/March 2026. Once completed, we'll finalise the draft strategy for endorsement by Poutāhū and SLT.</p>

External Funding and Commercial Revenue Review (Presented April 2024)

Status Update on OPEN Agreed Actions

As at 23 January 2026

Item	Agreed Action	Responsible Officer	Initial Agreed Date	PREVIOUS Agreed Date	STATUS	CURRENT Agreed Date	Management Update
1	Governing strategies and policies - Undertake gap analysis. If gaps identified, then governance policy framework applied to determine best pathway forward	Manager Commercial Procurement & Contracts	Dec-24	Dec-25	In Progress	Jun-26	<p><i>New target due date advised</i></p> <p>Governance direction for funding and commercial partnerships is provided, primarily, through the Financial Strategy, Revenue and Financing Policy, and the Significant Forecasting Assumptions in the LTP. In addition, the naming rights policy for Council-owned recreational facilities enables Council to consider requests for corporate naming rights on a case-by-case basis.</p> <p>The naming rights policy for Council-owned recreational facilities is currently under review alongside existing policies for naming of streets and reserves. Engagement with elected members on these policies is intended in the first quarter of 2026.</p> <p>It is intended that the gap analysis is completed by the end of June 2026.</p>
2	Update commercial advisory framework and establish associated processes - taking into consideration the findings and recommendations of this report and obtain ELT approval	Manager Commercial Procurement & Contracts	Dec-24	Dec-25	In Progress	Jun-26	<p><i>New target due date advised</i></p> <p>An external grants and subsidies funding plan and external funding hierarchy have been developed and were presented to SLT in November 2024 as the first part of the framework update. Funding updates are now reported to SLT monthly and to elected members on a quarterly basis.</p>

Item	Agreed Action	Responsible Officer	Initial Agreed Date	PREVIOUS Agreed Date	STATUS	CURRENT Agreed Date	Management Update
							<p>The first version of the commercial advice and partnerships component of the framework has been drafted. It is intended that this will be completed and presented to SLT by the end of June 2026.</p>

Audit NZ Annual Report 2023

Status Update on OPEN Agreed Actions

As at 23 January 2026

Item	Agreed Action	Responsible Officer	Initial Agreed Date	PREVIOUS Agreed Date	STATUS	CURRENT Agreed Date	Management Updates
1	Update Gifts, Inducements and Rewards Policy	Manager People Operations	Jun-24	Jul-25	Complete	n/a	
2	Update Conflict of Interest Policy	Manager Legal, Risk and Assurance	Jun-24	Sept-25	Complete	n/a	n/a

Audit NZ Annual Report 2024

Status Update on OPEN Agreed Actions

As at 23 January 2026

Item	Agreed Action	Responsible Officer	Initial Agreed Date	PREVIOUS Agreed Date	STATUS	CURRENT Agreed Date	Management Updates
1	Implement a system to record the processing times for resource consent applications. The system should include a review control to ensure that the resource consent processing times are accurately recorded.	Manager Planning Services	Jun-25	-	Complete*	n/a	* Pending IA validation (awaiting supporting documents)
2	Create a disposal policy and processes that includes mandatory notification to Finance for all disposed assets	Manager Asset Management Planning and Manage Finance	Jun-26	-	In Progress	Jun-26	On track against initial agreed date. We are aiming to have further drafts through peer review checking in the first quarter of next calendar year, which we will then be able to provide to Audit through the Interim/Final audit.

SafePlus Health & Safety Audit (Presented February 2025)

Status Update on OPEN Agreed Actions

As at 23 January 2026

Item	Agreed Action	Responsible Officer	Initial Agreed Date	PREVIOUS Agreed Date	STATUS	CURRENT Agreed Date	Management Updates
1	<p>A review/gap analysis to be undertaken between current processes and duplication/omissions in duties with contractors. Identified gaps to be addressed.</p> <p><i>Refer Item 15 below</i></p>	<p>Manager Health & Safety</p> <p>Manager Commercial, Procurement & Contracts</p>	Dec-25	-	In Progress	Mar-26	<p><i>New target due date advised.</i></p> <p>An end to end process flowchart has been updated for onboarding and managing contractors in relation to H&S. This will be rolled out to all project managers. We rely on H&S prequalification from SiteWise or another certification provider as a precondition on any tender for physical works.</p> <p><i>Refer Item 15 below</i></p>
2	<p>The H&S strategy will be socialised with the HSC and any feedback will be, where deemed appropriate, incorporated into an updated strategy</p>	<p>Manager Health & Safety</p>	Dec-25	-	In Progress	Mar-26	<p><i>New target due date advised.</i></p> <p>This will be progressed as part of the framework which is underway and had gone through the Poutahi reference group for consultation with some elements put to HSRs.</p>

Item	Agreed Action	Responsible Officer	Initial Agreed Date	PREVIOUS Agreed Date	STATUS	CURRENT Agreed Date	Management Updates
3	HSC terms of reference will be updated to ensure they are more involved with site objectives. Guidance will be developed to assist in the completion of this activity. Outcomes to be minuted.	Manager Health & Safety	Dec-25	-	In Progress	Mar-26	<i>New target due date advised.</i> This will be progressed as part of the framework which is underway and had gone through the Poutahi reference group for consultation with some elements put to HSRs.
4	The change management framework will be reviewed to ensure that organisational and process changes ensure H&S implications are considered as part of BAU change.	Manager Health & Safety	Dec-25	-	Complete	n/a	n/a
5	Appropriate training will be identified and rolled out. Commitment to complete at the start of the new triennium and periodically thereafter.	Manager Health & Safety	Dec-25	-	In Progress	Mar-26	<i>New target due date advised.</i> Arrangements have been made subject to confirmation of timing.

Item	Agreed Action	Responsible Officer	Initial Agreed Date	PREVIOUS Agreed Date	STATUS	CURRENT Agreed Date	Management Updates
6	While SLT feels that attendance is already a priority, it is considered that attendance is a mandatory requirement going forward	GM People & Capability	Dec-25	-	Complete	n/a	n/a
7	Recommunication of expectations around two-way feedback, including with team leaders/managers. Encouragement of good engagement.	Manager Health & Safety	Dec-25	-	In Progress	Mar-26	<i>New target due date advised.</i> This will be progressed as part of the framework which is underway and had gone through the Poutahi reference group for consultation with some elements put to HSRs.
8	People Operations will ensure that HSRs' managers/team leaders are cognisant of the need for sufficient time to complete HSR duties. To be built into workforce management schedules.	Manager Health & Safety	Dec-25	-	Complete	n/a	n/a

Item	Agreed Action	Responsible Officer	Initial Agreed Date	PREVIOUS Agreed Date	STATUS	CURRENT Agreed Date	Management Updates
9	Additional HSR training to be identified, developed and rolled out progressively as part of the Training Needs Assessment Framework.	Manager Health & Safety	Dec-25	-	Complete	n/a	n/a
10	HSR's role descriptions will be expanded to ensure a verbal update of committee discussions is presented.	Manager Health & Safety	Dec-25	-	Complete	n/a	n/a
11	Presentation will be developed on workers' rights and responsibilities for unsafe work practices and rolled out with periodic presentations. To be included in the onboarding process as well.	Manager Health & Safety	Dec-25	-	Complete	n/a	n/a

Item	Agreed Action	Responsible Officer	Initial Agreed Date	PREVIOUS Agreed Date	STATUS	CURRENT Agreed Date	Management Updates
12	Additional HSR training to be identified, developed and rolled out progressively as part of the Training Needs Assessment Framework.	Manager Health & Safety	Dec-25	-	Complete	n/a	n/a
13	Assessment is underway as part of digital transformation programme. The outcome to be managed through the Quarterly Business Review (QBR) process.	Manager Health & Safety	Dec-25	-	In Progress	Jun-26	<i>New target due date advised.</i> Part of QBR for replacement to People Safe. Service Now has been chosen as provider
14	Training needs assessment to be undertaken for site inspections. Training to be identified/developed and rolled out. HSR role profiles are to be updated on inspection duties.	Manager Health & Safety	Dec-25	-	In Progress	Mar-26	<i>New target due date advised.</i> This will be progressed as part of the framework which is underway

Item	Agreed Action	Responsible Officer	Initial Agreed Date	PREVIOUS Agreed Date	STATUS	CURRENT Agreed Date	Management Updates
15	Review current documented (contractor) processes for gaps, both in the agreements and the processes for assessment and decisions. Resolve any gaps <i>Refer Item 1 above</i>	Manager Health & Safety Manager Commercial, Procurement & Contracts	Dec-25	-	In Progress	Mar-26	<p><i>New target due date advised.</i></p> <p>An end to end process flowchart has been updated for onboarding and managing contractors in relation to H&S. This will be rolled out to all project managers. We rely on H&S prequalification from SiteWise or another certification provider as a precondition on any tender for physical works.</p> <p><i>Refer Item 1 above</i></p>
16	As part of the rewrite/review of business continuity plans, ensure H&S scenarios are included in test scripts. Conduct tests.	Manager Emergency Management	Dec-25	-	Complete	n/a	n/a
17	H&S framework, policies and procedures are nearing completion and their introduction is deemed to meet this intent	Manager Health & Safety	May-25	-	In Progress	Mar-26	<p><i>New target due date advised.</i></p> <p>This will be progressed as part of the framework which is underway and had gone through the Poutahi reference group for consultation with some elements put to HSRs.</p>

MEMORANDUM

TO: Finance, Performance & Audit Committee

MEETING DATE: 4 March 2026

TITLE: Setting Council's Risk Management Appetite and Tolerance Levels

PRESENTED BY: Stephen Minton, Risk Management Advisor and Desiree Viggars, Manager Legal, Risk and Assurance

APPROVED BY: Cameron McKay, General Manager Corporate Services

RECOMMENDATION(S) TO COUNCIL

1. That Council re-confirm the risk appetite and risk tolerance levels as noted in section 4.1 and 4.2 of the memorandum titled 'Setting Council's Risk Management Appetite and Tolerance Levels' presented on 4 March 2026.
 2. That Council agree to review risk appetite and tolerance levels triennially hereafter.
-

1. ISSUE

- 1.1 The Risk Management Framework requires the Council to adopt risk appetite and tolerance levels. The levels describe the amount and category of risk the Council is willing to accept to pursue its goals and the level of risk the Council should endure without significantly affecting its ability to achieve its objectives.
- 1.2 The levels were presented to the Risk & Assurance Committee in March 2024 where current levels were agreed with the request "*That the Committee review risk appetite and tolerance levels annually*" (Clause 4-24). They were reconfirmed by the Risk & Assurance Committee in March 2025 (Clause 9-25).
- 1.3 This paper provides that opportunity and sets out Officer recommendations to Council.

2. BACKGROUND

- 2.1 Effective risk management means *attempting to control, as much as possible, future outcomes by acting proactively rather than reactively*.
- 2.2 Council's Risk Management Policy outlines its policy statement and objectives along with the roles and responsibilities of Officers. This policy is operationalised through the Council's Risk Management Framework, a structured approach that Council follows to identify, assess, and manage risks that could affect its objectives or goals.

- 2.3 Council’s Risk Management Framework was developed using ISO:31000 International Risk Management standards. The Risk Policy and Framework were presented to the Risk & Assurance Committee on 18 October 2023 for information and remains current. Both are next due for review in quarter two 2026.
- 2.4 The Risk Management Framework describes the Council's risk appetite and tolerance, which allows Officers to manage identified risks appropriately, escalates risks outside of the Council's tolerance levels for approval, and assists in good decision-making.
- 2.5 Officers created risk appetite and tolerance levels based on several factors, including legislative requirements, acceptance level of tolerance, cost of compliance with tolerance, current maturity of risk management in the organisation and peer review where data exists.
- 2.6 The risk matrix (Figure 1) determines the Council's risk ratings and should be read in conjunction with the likelihood and consequence tables in Attachment 2.
- 2.7 The data used to determine the consequence and likelihood tables is largely subjective and the risk ratings are therefore largely qualitative.

Figure 1: Risk Matrix

		CONSEQUENCE				
		Minor (1)	Moderate (2)	Serious (3)	Major (4)	Severe (5)
LIKELIHOOD	Almost Certain (5)	Medium 5	High 10	Very High 15	Extreme 20	Extreme 25
	Likely (4)	Medium 4	High 8	Very High 12	Very High 16	Extreme 20
	Possible (3)	Low 3	Medium 6	High 9	Very High 12	Very High 15
	Unlikely (2)	Low 2	Medium 4	Medium 6	High 8	High 10
	Rare (1)	Low 1	Low 2	Low 3	Medium 4	Medium 5

- 2.8 The Council uses a five-scale risk matrix, relatively common across organisations, which provides more insight into levels of severity. Apart from those risk categories that are rated at the absolute lowest levels of our tolerance (e.g. health and safety harm to our people), most tolerance levels for organisations will be slightly higher

than the absolute minimum given this five-scale graduality. Because of this increased granularity, and in the sphere of subjective assessments, most risk appetite and tolerance levels are relatively conservative.

- 2.9 The Risk Management Framework defines risk appetite as the amount of risk the Council is willing to accept or retain, on a broad level, in order to achieve its objectives/goals.

It also defines risk tolerance as the level of risk-taking acceptable to achieve a specific objective or manage a category of risk.

The difference between the two is that risk appetite is a broad-based description of the desired level of risk that Council will take in pursuit of its goals, whereas risk tolerance reflects the acceptable variation in outcomes related to specific measures linked to objectives the Council seeks to achieve.

Also, risk tolerance will not always be seen as a hard line; there may be circumstances where an appropriately authorised, informed decision with the conscious knowledge that tolerance may be exceeded will be made.

- 2.10 The Risk Management Framework categorises risk appetite into three broad bands: averse, neutral, and seeking. These are defined below.

Averse:	Avoidance of risk must be the priority, with minimal risk exposure and maximum treatment effort required. Any uncertainty or risk that remains after treatment efforts (controls and/or mitigation) should only be allowable where necessary to achieve goals.
Neutral:	Risk exposure is not preferred but is recognised as part of achieving objectives. Treatments to minimise risks and uncertainties are expected to be in place where reasonably considered necessary.
Seeking:	The organisation is actively seeking to take on more of this risk/uncertainty as it relates to and enhances the achievement of goals.

3. PEER DATA

- 3.1 Information has been obtained on the risk tolerance settings of other New Zealand councils. Direct comparison across all areas is a challenge for a number of reasons, including 1) different definitions of the risk category, 2) different consequence and likelihood settings, 3) different risk matrix settings (e.g. 4X4 verse our 5X5), 4) different external context in some risk categories for some councils, and 5) interchange use of tolerance and appetite descriptions.

3.2 Comparing Palmerston North City Council’s appetite settings shows, with extrapolation across risk category descriptions, that they are broadly in line with the settings of other councils. The category with the greatest correlation is health and safety, and there are no categories that are seen as obviously out of alignment with other councils. There are a few examples where other councils on certain risk categories are pushing their appetite towards the neutral/seeking phases. For example, one council has a risk appetite for people and capability of ‘Open’, which maps to Palmerston North City Council’s rating of 6 to 7 (refer section 4.1 below)

4. SETTING COUNCIL’S RISK APPETITE AND TOLERANCE LEVELS

4.1 Officers recommend maintaining the risk appetite for Council at the existing settings. This, outlined below, broadly follows other councils and general expectations of a publicly funded local government entity; that is, tending to the conservative/aversion side of the matrix.

Risk Category	Risk Appetite								
	Averse			Neutral			Seeking		
	1	2	3	4	5	6	7	8	9
Financial									
Legal/Compliance									
Environmental									
Health, Safety & Wellbeing									
Reputational									
Service Delivery									
Performance and Capability									
Cultural									
Strategic									

For risk category descriptions, refer to Attachment 1 to this memorandum.

4.2 Setting Council’s Risk Tolerance

Officers recommend maintaining the risk tolerance for the Council at the current levels. The risk matrix should be referenced while reviewing the risk tolerance levels. This risk matrix will help guide users to the level of likelihood and relevant consequences acceptable to Council.

Risk Category	Risk Tolerance
Financial	Medium
Legal/Compliance	Medium
Environmental	Medium
Health, Safety & Wellbeing	Low
Reputational	Medium
Service Delivery	Medium
Performance and Capability	Medium
Cultural	Medium
Strategic	Medium

(The terminology of risk tolerance maps to the risk rating (low, medium, high, etc.).)

- 4.3 Ultimately, risk tolerance, versus risk appetite, is the final determinant on the amount of risk the Council is prepared to take, setting the line to which it endeavours not to cross.
- 4.4 The tolerance levels determine in part the degree of mitigation required to maintain risk within these levels, generally involving increasing or decreasing costs and/or consequences depending on the level set. For example, if a risk category had an extremely high appetite and tolerance, there may be zero cost to implement controls and mitigation, albeit with increasing levels of costly events occurring.
- 4.5 The Risk Management Framework requires escalation of risk tolerance breaches to an appropriate Officer level for acceptance and remedial actions/management. This involves explaining the current state and proposed actions to reduce the risk through new and/or improved controls and mitigation, or in a worst-case scenario, ceasing the activity if the risk is considered unacceptable.
- 4.6 Implications on risk appetite and risk tolerance if different to recommendations:

Risk Category	Implications	
	Increased Appetite & Tolerance	Decreased Appetite & Tolerance
Financial	<ul style="list-style-type: none"> • Increased potential financial losses • Reduced costs (through non-delivery of services/activities and reduced mitigation costs) • Increased legal disputes • Increased public disquiet • Greater occurrences of project costs blowouts • Greater opportunities for fraud (internal & external) 	<ul style="list-style-type: none"> • Increased financial costs through control/mitigation implementation • Reduced financial losses, albeit at cost of implementation of controls • Requirement for higher buffers/contingencies to mitigate unforeseen events • Increased insurance requirements and resultant premium costs • Slower delivery of outcomes due to burdensome processes and procedures
Legal/ Compliance	<ul style="list-style-type: none"> • Increased defensive litigation • Increased legal defence costs • Appointment of a commissioner • Judicial or Ombudsman adverse rulings • Increased legal fines and adverse litigious outcomes 	<ul style="list-style-type: none"> • Increased legal advice costs • Increased internal legal resource costs • Increased cost through transfer of legal risk
Environmental	<ul style="list-style-type: none"> • Increased measurable, reversible damage to the environment • Breaches of environmental protection legislation and regulations • Potential public discourse at environmental inaction and/or damage • Higher recovery costs 	<ul style="list-style-type: none"> • Decreased measurable, reversible damage to the environment • Higher mitigation/compliance costs • Perceived imbalance from the public of costs versus environmental protections • More opportunities for realising co-benefits • Restrictive growth opportunities
Health, Safety and Wellbeing	<ul style="list-style-type: none"> • Causing death or serious injury to our people • Increased incidence of health & safety events 	<ul style="list-style-type: none"> • Not applicable (already lowest level)

Risk Category	Implications	
	Increased Appetite & Tolerance	Decreased Appetite & Tolerance
	<ul style="list-style-type: none"> Breaches of Health & Safety at Work Act 2015, and potentially prosecution Increased absenteeism, and resultant decreased productivity 	
Reputational	<ul style="list-style-type: none"> Increased public disquiet across the city Ineffective community engagement Increasing loss of public trust 	<ul style="list-style-type: none"> Additional resource and increased engagement requirements Increased costs for community well-being and activity delivery to meet broader level of satisfaction Increased costs to meet goals Increasing conflicts between priorities
Service Delivery	<ul style="list-style-type: none"> Reduced activities provision Provision of services not meeting community expectations and low customer satisfaction More regular suspension of activities and services 	<ul style="list-style-type: none"> Significant increase in costs to meet greater service delivery goals Potential stifling of innovation, including productivity gains
Performance and Capability	<ul style="list-style-type: none"> Higher turnover rates Continuous loss of corporate knowledge Reduced technical expertise Not seen as an employer of choice, actual or perceived 	<ul style="list-style-type: none"> Increased remuneration costs Increased costs for benefits and wellbeing provisions
Cultural (including spiritual matters)	<ul style="list-style-type: none"> Causing cultural/spiritual offence Undermine relationships with Maori and cultural/ethnic representatives/groups Not fulfil fully our Treaty commitments and obligations 	<ul style="list-style-type: none"> Increased operational costs of control/mitigation for avoidance Increased advisor resourcing within Maori Advisory, Community Development or consultancy costs Strengthened cultural resilience and resultant costs, including cultural events, engagement, etc. Increasing conflict in priorities

Risk Category	Implications	
	Increased Appetite & Tolerance	Decreased Appetite & Tolerance
		across segments of the community





4.7 Risk appetite and tolerance levels would not be expected to change in any material way over time. Circumstances that may give rise to adjustments are significant systemic changes to the strategic direction, regulatory or legislative changes, changes in expectations of the community, major adverse events triggering reassessment or change on governance body (Elected Members).

In short, risk appetite and tolerance should be reviewed whenever the organisation’s context, capability, or strategic objectives change in a way that affects its ability or willingness to take on risk.

Accordingly, it is proposed that levels are reviewed and reconfirmed on a triennial basis.

5. NEXT STEPS

- 5.1 Officers will continue to embed risk management in Council processes.
- 5.2 Risk appetite and tolerance will be presented to the Finance, Performance & Audit Committee on a triennial basis.
- 5.3 Officers will continue to report on strategic risks to the Finance, Performance & Audit Committee.

6. COMPLIANCE AND ADMINISTRATION

Does the Committee have delegated authority to decide?	No
Are the decisions significant?	No
If they are significant do they affect land or a body of water?	No
Can this decision only be made through a 10 Year Plan?	No
Does this decision require consultation through the Special Consultative procedure?	No
Is there funding in the current Annual Plan for these objectives?	Yes
Are the recommendations inconsistent with any of Council’s policies or plans?	No
The recommendations contribute to: Whāinga 3: He hapori tūhonohono, he hapori haumarū	

<p>Goal 3: A connected and safe community</p>	
<p>The recommendations contribute to this plan:</p> <p>14. Mahere mana urungi, kirirarautanga hihiri</p> <p>14. Governance and Active Citizenship Plan</p> <p>The objective is: Oversee Council operations and communicate outcomes and decisions to our communities.</p>	
<p>Contribution to strategic direction and to social, economic, environmental and cultural well-being</p>	<p>The risk management system is one of the aspects that assists in ensuring Council can fulfil the tasks required to achieve its purpose and objectives. These objectives will cover all aspects of the organisation, including strategy, tactics, operations and compliance. The risk appetite and risk tolerance guide the parameters within which to operate.</p>

ATTACHMENTS

1. Risk Categories [↓](#) 
2. Risk Consequence and Likelihood Tables [↓](#) 

Attachment – Risk Categories

Risk Category	Description
Financial:	Generally related to risks to money and assets.
Legal/Compliance:	The risk that the Organisation has violated a law or regulation or risk or loss because of regulatory or legal actions. This includes our legislative obligations under the Treaty.
Environmental:	Adverse effects on living organisms and/or the environment.
Health, Safety and Wellbeing ^{NB1} :	The potential for harm to come to people. Includes physical and psychological security.
Reputational:	Potential for a major adverse event that threatens the Organisation's reputation. It is typically related to financial mismanagement, employee relations, social concerns, governance, information security, violation of laws or environmental practices.
Service Delivery ^{NB2} :	Failure of a process, such as a human error and/or digital tools, can give rise to the non-delivery of service, activity or project.
Performance and Capability:	Lack of people, capital or inappropriately trained people. It also refers to higher than normal staff turnover.
Strategic:	Risks that arise from the fundamental decisions concerning the Organisation's objectives and goals. Essentially, strategic risks are the risks of failing to achieve these objectives and goals.
Cultural (Including spiritual matters)	The risks that arise because of monocultural local government systems not responding to the diverse communities they serve. The failure to uphold obligations relating to the Treaty of Waitangi partnership and relationship with tangata whenua.

NB1: Consequence tables have health & safety separated from wellbeing

NB2: Service delivery consequences are broken down into subsets dependent on the type of delivery.

**Attachment - Risk Assessment of Likelihood
From Risk Management Framework**

	General Description	Strategic	Project	Quantitative	Likelihood
Likelihood of Frequency	Risk is expected to occur in most circumstances.	Almost certain to occur in the next 3 years.	Almost certain to occur in most circumstances during the life of the project.	>90% within the next 12 months, or 18 out of every 20 years.	Almost Certain
	Risk event will probably occur in most circumstances.	Will likely occur in the next 3 years.	Will likely occur sometime during the life of the project.	75% - 90% within the next 12 months, or 11 out of every 20 years.	Likely
	Risk event should occur at some time.	Possibly occur in the next year.	Possibly occur sometime during the life of the project.	25% - 75% within the next 12 months, or 5 out of every 20 years.	Possible
	Risk event could occur at some time.	Unlikely to occur in the next 3 years.	Unlikely to occur during the life of the project.	5% - 25% within the next 12 months, or 1 out of every 10 years.	Unlikely
	Risk event may only occur in exceptional circumstances.	Would occur only in rare instances in the next 3 years.	Occur in only rare circumstances during the life of the project.	<5% within the next 12 months, or 1 out of every 20 years.	Rare

Risk Criteria (Consequence Table)

Risk Category	Minor	Moderate	Serious	Major	Severe
Financial	No impact on achievement of output targets, business can continue as normal. Localised failure only. Financial loss <\$50,000	Up to 1% impact on targets Limited to a single business area of the Council. Financial loss between \$50,000 and \$200,000	Up to 5% impact on targets Financial loss or between \$200,000 and \$500,000	Up to 10% impact on targets. Financial loss between \$500,000 and \$1 million. Impact to multiple and diverse areas of the Council	Greater than 10% impact on targets Financial loss >\$1 million.
Financial – Projects (Budget means Annual)	No impact on achievement of budget targets or <\$10,000	Up to 1% impact on Project budget, or between \$10,000 and \$100,000	Up to 5% impact on Project budget, or between \$100,000 and \$250,000	Up to 10% impact on Project budget or between \$250,000 and \$1 million.	Greater than 10% impact on Project budget or greater than \$1 million
Legal/ Compliance	Council fined / sued for a sum <\$10,000	Council fined / sued for a sum between \$10,000 and \$100,000	Council fined / sued for a sum between \$100,000 and \$250,000 Compliant to the Ombudsman or other statutory office	Council fined / sued for a sum between \$250,000 and \$1 million Legislative noncompliance involving the prosecution or the potential for a fine or a significant criticism of Council by Judiciary or Ombudsman. Adverse ruling by the Ombudsman or other statutory officer with power to investigate or make rulings. Judicial review of Council decision	Council fined / sued for a sum more than \$1 million. Legislative noncompliance involving potential for imprisonment of a Councilor or senior officer Judicial review of a Council decision on a matter relating to funding or rates
Environmental	Small localised and reversible environmental resulting in: <ul style="list-style-type: none"> ➤ Slight, short term damage to use (use of) land and/or water ➤ Slight short-term damage to land and/or water ecosystems ➤ No noticeable species reduction Occasional inconsistency with the intent of legislation, district plan, and Council's goals.	Contained and reversible (minimal) environmental impact resulting in: <ul style="list-style-type: none"> ➤ Localised minor reversible damage to use (use of) land and/or water ➤ Localised minor reversible damage to land and/or water ecosystems ➤ Temporary reduction in one species Minor erosion and/or damage to property. Minor inconsistency with the intent of legislation, district plan, and Council's goals.	Measurable damage to the environment requiring significant corrective action resulting in: <ul style="list-style-type: none"> ➤ Localised medium-term reversible damage to use (use of) land and/or water ➤ Localised medium-term reversible damage to land and/or water ecosystems ➤ Moderate reduction in 1 or more species Moderate erosion and/or damage to property. Recovery time 1 month. Repeated inconsistency with the intent of legislation, district plan, and Council's goals.	Irreversible localised damage (major) to the environment resulting in: <ul style="list-style-type: none"> ➤ Widespread long-term reversible damage to use (use of) land and/or water ➤ Widespread long-term reversible damage to land and/or water ecosystems ➤ Significant reduction in 1 or more species Serious erosion and/or damage to property. Recovery time up to 6 months. Repeated and significant inconsistency with the intent of legislation, district plan, and Council's goals.	Extensive irreversible damage (widespread) to the environment resulting in: <ul style="list-style-type: none"> ➤ Widespread long-term irreversible damage to use (use of) land and/or water ➤ Widespread irreversible damage to land and/or water ecosystems ➤ Permanent reduction in 1 or more species Destruction of property/widespread flooding. Recovery time exceeding 9 months. No recognition of the intent of legislation, district plan, and Council's goals.
Reputational	No significant adverse comment of media coverage Letter to Council and/or to Call Centre Minimal public disquiet	Adverse comment on local media (coverage 3 days+) Letters to CE, complaints to Councilors Public disquiet limited to small sections of the community	Adverse comment on local media (coverage 1 week+) Coverage in national media Public disquiet one or more community	Adverse comment on local media (coverage 2-3 weeks) Coverage in national media 2-3 days Public disquiet over majority is city e.g. major rates issue	Adverse comment on local media (coverage for 4 weeks+) Coverage in national media >3 days All plus "Commission of Inquiry/questions in Parliament Widespread civil unrest
Strategic	Negligible impact on goals and outcomes.	Temporary impact on long terms goals and outcomes.	Noticeable impact on long term goals in one or more categories.	Achievement of goals significantly below expectation in one or more categories.	Achievement of goals significant across all outcome categories.
Performance and Capability	<ul style="list-style-type: none"> ➤ Permanent staff turnover equal to or 1.25 times industry average ➤ Insignificant skill gaps. ➤ Individual significance or concern that can be managed as part of business as usual 	<ul style="list-style-type: none"> ➤ Permanent staff turnover 1.25 – 1.5 times industry average. ➤ Few specialist skills gaps. ➤ Minor disruption to the organisation that can be managed as part of business as usual 	<ul style="list-style-type: none"> ➤ Permanent staff turnover 1.5 – 1.75 times industry average ➤ Some specialist skill gaps. ➤ Moderate disruption to the organisation resulting in reduced performance 	<ul style="list-style-type: none"> ➤ Permanent staff turnover 1.7 – double industry average ➤ Major specialist skill gaps. ➤ Major disruption to the organisation resulting in the failure of core activities 	<ul style="list-style-type: none"> ➤ Permanent staff turnover is more than double industry average ➤ No internal or external specialist skills available. ➤ Critical disruption to the organisation resulting in the ongoing failure to deliver core activities

Risk Category	Minor	Moderate	Serious	Major	Severe
Health & Safety NB: To be addressed under Health, Safety & Wellbeing Risk Type	Minor injury or near miss, first aid not required.	Minor injury requiring first aid (minor cuts, bruises).	Injury and/or sickness requiring medical treatment. Up to 3 months incapacitation.	Serious injury and/or sickness requiring specialist medical treatment or hospitalisation. 3+ months incapacitation or long-term disability. H&S issue taken to court.	Permanent severe disability or loss of life, or multiple serious injuries. H&S issue taken to court resulting more likely in fine imprisonment or entering in to Undertaking arrangement. Widespread sickness in the community.
Wellbeing NB: To be addressed under Health, Safety & Wellbeing Risk Type	The person impacted resolves themselves. There is no disruption to ongoing work	Some internal intervention (facilitation, training, restorative) is required. Any issues are resolved within the workplace. There may be some disruption to the work, person or team, but it's not ongoing.	An external level of intervention (e.g. GP, psychologist, mediator, EAP) is required to support. There may be short-term (generally less than a month) impact of absenteeism / presenteeism / reduced capability / performance.	An external level of intervention is ongoing. There is a negative impact on the wider team and / or organisation. There may be a long term (more than one month) impact of absenteeism / presenteeism / impact on capability / performance. Trust in the organisation is diminished	Permanent or ongoing impact on a person. This could result in resignation / severely affected mental health or illness, or loss of life / suicide. Results in adverse impact on rest of team and operational functions of the service. Negative impact is on whole function. Impact on reputation of organisation if not addressed. Loss of employee trust in the organisation.
Service Delivery -General	No loss of operational capability and/or minimal disruption to service levels. Access affected Minimal loss of internal capacity. No measurable disruption to delivery of essential services.	Loss of operational capability in some areas and/or some disruption to service levels.	Serious loss of operational capability and /or disruption to service levels. Isolated, or suburb-wide impact to essential service delivery/facility.	Serious loss of operational capability for over extended period and major disruption to service levels. Suburb, multi-suburb or critical facility impact to essential service delivery that is extended over significant period.	Serious loss of operational capability long term and serious disruption to service levels loss of internal capacity. Suburb, multi-suburb or critical facility /service impact to critical service delivery.
Service Delivery -Essential Services	25% of the RTO is reached	50% of the RTO is reached	100% of the RTO is reached	The RTO is breached by up to 50%	The RTO is breached by more the 50%
Service Delivery - Critical Services	50% of the RTO is reached	100% of the RTO is reached	The RTO is breached by up to 50%	The RTO is breached by more the 50%	The RTO is breached by more the 100%
Service Delivery - Other Services	100% of the RTO is reached	The RTO is breached by up to 50%	The RTO is breached by more the 50%	The RTO is breached by more the 100%	The RTO is breached by more the 250%
Time Delay -Projects -Programmes of work	1 month (0-5%)	1-3 months (5-10%)	3-6 moths (10-15%)	6-9 months (15-20%)	>9 months (20%)
Cultural	Cultural factors are not considered when making decisions requiring a review before the decision is implemented <ul style="list-style-type: none"> ➤ Minor observations of tikanga and/or other cultural protocols ➤ Translations including signage ➤ Lack of cultural confidence ➤ Perceiving Māori engagement as more challenging or difficult ➤ Perceiving engagement with culturally and/or linguistically diverse community members as more challenging or difficult. 	Cultural factors are not considered when making decision requiring decisions to be reviewed and reconsidered after action has commenced on the decision <ul style="list-style-type: none"> ➤ Cultural advice not sought ➤ Relevant parties excluded from a decision affecting their cultural interests ➤ Failure to acknowledge Rangitāne Partnership with PNCC and their kaitiaki role encompassing all cultures ➤ Failure to consider culturally and/or linguistically diverse community members in a decision. 	Offence is caused to a group of people requiring some effort to repair relationships; or; mana, artefacts/place of cultural or heritage significance is damaged requiring repair. <ul style="list-style-type: none"> ➤ Disregard for tikanga and/or other cultural protocols ➤ Cultural advice ignored. 	Offence is caused to a group of people requiring significant efforts to repair relationships; or; mana, artefacts/place of cultural or heritage significance is significantly damaged. Rectification may be difficult but possible in the long term <ul style="list-style-type: none"> ➤ Decision to act against best practice advice and/or tikanga and/or other cultural protocols. 	<ul style="list-style-type: none"> ➤ Significant offence is caused to a group of people resulting in ongoing strain on relationships; Or; mana, artefacts/place of cultural or heritage significance is irreparably destroyed ➤ Systematic or conscious suppression of Treaty partnership commitments and diverse cultural worldviews of our community.

RTO: Recovery Time Objective. Refer section 5.9, Consequence Tables. Refer also to Divisions' Business Continuity Plan.

MEMORANDUM

TO: Finance, Performance & Audit Committee

MEETING DATE: 4 March 2026

TITLE: Health and Safety Report, 1 July to 30 September 2025 (Quarter 1)

PRESENTED BY: Selwyn Ponga-Davis, Health and Safety Manager

APPROVED BY: Sarah Morris, General Manager People & Capability

RECOMMENDATION(S) TO FINANCE, PERFORMANCE & AUDIT COMMITTEE

1. That the Committee receive the memorandum titled 'Health and Safety Report, 1 July to 30 September 2025 (Quarter 1)' presented on 4 March 2026.
-

1. EXECUTIVE SUMMARY

- 1.1 Monthly incidents rose from 162 in Quarter 4 (April to June) to 180 in Quarter 1 (July to September). **Frontline Working (CR1)** remains the highest risk category across both quarters, accounting for 45-46% of incidents. Peaking in September, greater awareness and reporting had increased but highlighted the need for ongoing mitigation efforts (enhanced security, kaimahi training, process changes).
- 1.2 Notable events over Quarter 1 period:
 - Frontline awareness and situational training delivered to Central Energy Trust Wildbase Recovery (July).
 - 3 Steps for Life training opportunity (August). Introduced our kaimahi to life saving skills for people in cardiac arrest.
 - Investigation training for a select group of Health & Safety Representatives.
 - SiteWise (prequalification system that grades health and safety capability and publishes that information in a database) and Duress Alarm training for kaimahi involved in frontline working.
- 1.3 Current activities:
 - **Safety Management Framework** progressing to SLT during the second half of 2025; **Health & Safety Reporting** platform transition to ServiceNow is underway for improved data capture and insights.
 - Management consideration on the operating hours or ways of working for the external I-site toilets (rough sleepers and alleged drug misuse); the Lone Worker program of work tied in with that risk exposure.

- Frontline Working risk mitigation also included induction/training on trespass procedures and engagement of security contractors for mobile patrols (City Library, I-site, Youth Space).

1.4 Next priorities

- Upon the recruitment of a Security Advisor (early 2026) the opportunity to seek safety design improvements in static features will be considered.
- Develop role against Government guidelines, Protective Security Requirements and Crowded Places Strategy.

2. HEALTH AND SAFETY REPORT

2.1 This report includes year on year comparative data, as well as Quarter 1 2025 standalone data. **Hazards** – anything that can cause harm (this includes a person’s behaviour); **Incidents** – any unplanned event/occurrence resulting or having the potential for an injury, ill-health, damage or other loss; incidents that almost cause an injury or fatality, ill-health, damage or other loss are labelled as **Near Misses**. Some incidents can also be notifiable.

A. Hazards, Incidents and Near Misses Reported

Table 1: Hazards, Incidents and Near Misses

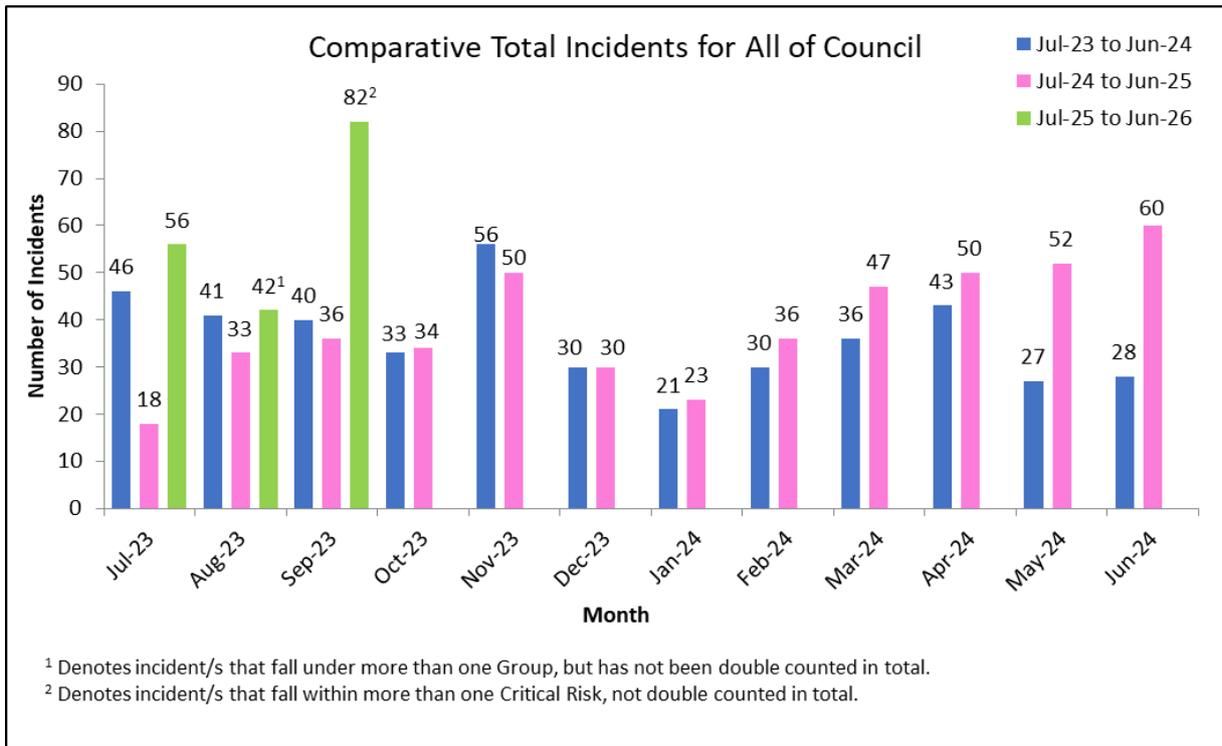
Quarter	Sep-24		Dec-24		Mar-25		Jun-25		Sep-25	
	PNCC	CON								
Hazards ¹	57	0	73	7	69	7	94	1	66	2
Incidents ²	78	9	108	6	97	9	156	6	166	14
Near Misses	16	2	17	1	16	2	33	2	20	3

Key: PNCC = Staff / Kaimahi; CON = Contractor

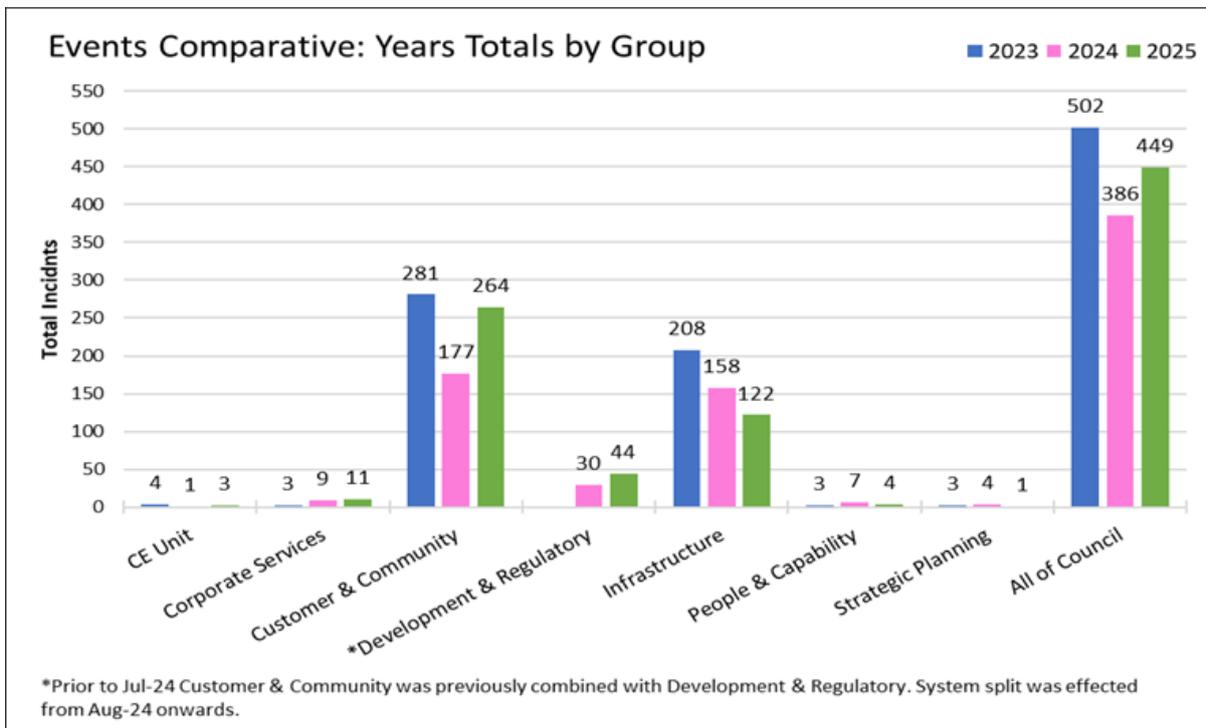
- The **Total Incidents (12 Months)** are reflected in the below graphs by month and business group.

¹ Includes PeopleSafe mobile app hazards identified during the quarter also.

² Denotes incidents that fall under more than one Story Type, Group and Critical Risk but have not been double counted in totals.

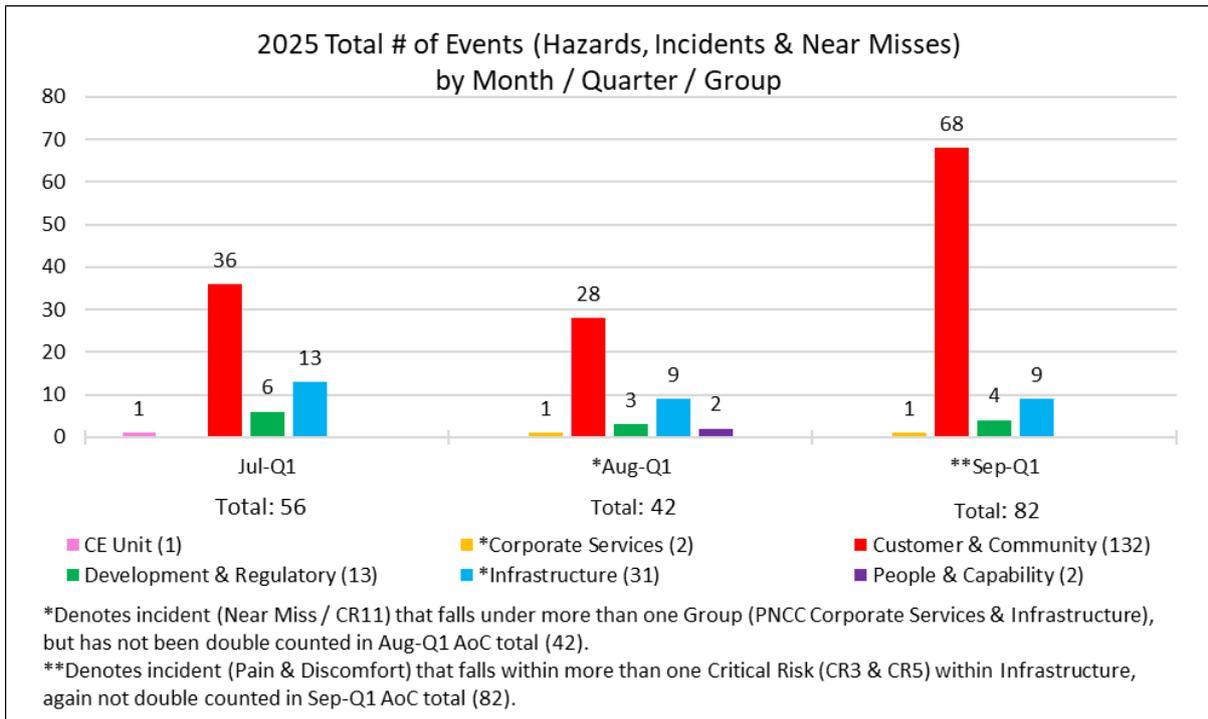


Graph 1



Graph 2

- The number of incidents by month/quarter and group are graphed below – provides visibility on the events reported during Quarter 1 2025, categorised by business group.



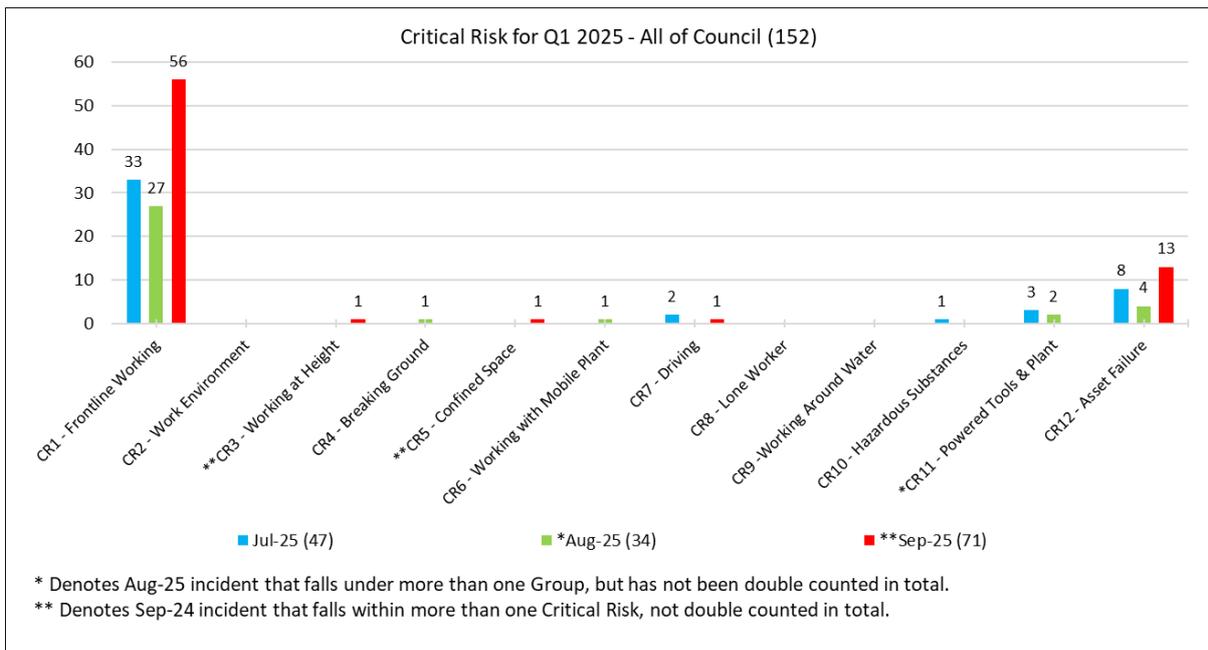
Graph 3

2.2 Comments

- **Frontline Working** (Critical Risk 1) focus still dominates, indicating persistent exposure in operational areas. Attributed to verbal abuse, suspicious activity and aggressive individuals – particularly in public facing roles.
 - The **September 2025** spike, particularly in Frontline Working, can be attributed to increased incidents and improved incident reporting mechanisms and audits.
- **Hazards and Incidents** – during the 1 July to 30 September 2025 period the following risks were identified and addressed.
 - *Frontline Working (Critical Risk 1)*
 - **Aggressive and threatening behaviour** towards kaimahi (cleaners, parking officers, gardeners) and trespass breaches. *Corrective Action:* De-escalation training, lockdowns, Police involvement.
 - **Emergency door lock button** repeatedly triggered accidentally within Front of House. *Corrective Action:* Flip cover installed.
 - **Underage alcohol offered to minors** near Youth Space. *Corrective Action:* Safe transport arranged for minors with guardians.

B. Critical Risks

- **Critical Risk 1 – Frontline Working** – remains the top risk category still with 116 events making up for the 152 total Critical Risk events reported. 42 Police notifications and 9 Trespass notices were issued in Quarter 1, an increase of 14 notifications on the previous quarter (Quarter 4 - 37).
- 35 events involved frontline worker Verbal Altercation (VA) and/or Physical Danger (PD).



Graph 4

- For more information on the individual events please refer to the confidential Critical Risks report (Attachment 2).

C. Investigations

2.3 During 1 July to 30 September (Q1) 2025 PN City Council classified nil incidents as 'notifiable'. WorkSafe investigation information remains on the report for 12 months or until actions are completed.

Table 2: Investigations

Investigations occurred this quarter	0
Previous investigations (last 12 months)	
Number of remedial actions required	0
Number of remedial actions completed	0

D. Training

2.4 Group performances during Quarter 1 reflect fluctuations that can be attributed to **seasonal or cyclic factors**, such as training lapses occurring at differing times of the year. For more expansive information on training for Quarter 1, please refer to the Training Update schedule (Attachment 3) appended separately.

- **Training Course/s delivered Internally – Quarter 1** **# of Courses: 13**
 - Duress Alarm – frontline working kaimahi (includes Contact Centre, Front of House, Council Chambers, Wildbase, Building Services, etc).
 - Hazardous Substances Training General – job specific refresh for Cleaners.
 - Chainsaw Basic Handling and Safety training.
 - Site Safety and Health & Safety Inductions.
 - Floor/Fire Warden Training – Concentrated within the CAB.
 - Situational Awareness & De-escalation Training – addressing frontline working kaimahi across the wider organisation.
 - PeopleSafe: How to Tell Your Story training.

- **Training Course/s delivered Externally – Quarter 1** **# of Courses: 21**
 - Confined Space and Gas Detection renewals.
 - Driver’s Licence/Endorsements renewals.
 - Fire Extinguisher Training and Competency.
 - First Aid.
 - Health & Safety Representative: Stage 1 training; Hazard and Risk Management training.
 - Fire Risk Assessment refreshers.
 - Health & Safety Management Lead Auditor specific training.
 - National Certificate in Horticulture, Level 4.

Table 3: Training

Date / Quarter	Dec-24	Mar-25	Jun-25	Sep-25
Number of Courses	15	12	26	34
Staff / Kaimahi attending	52	227	215	161

3. COMPLIANCE AND ADMINISTRATION

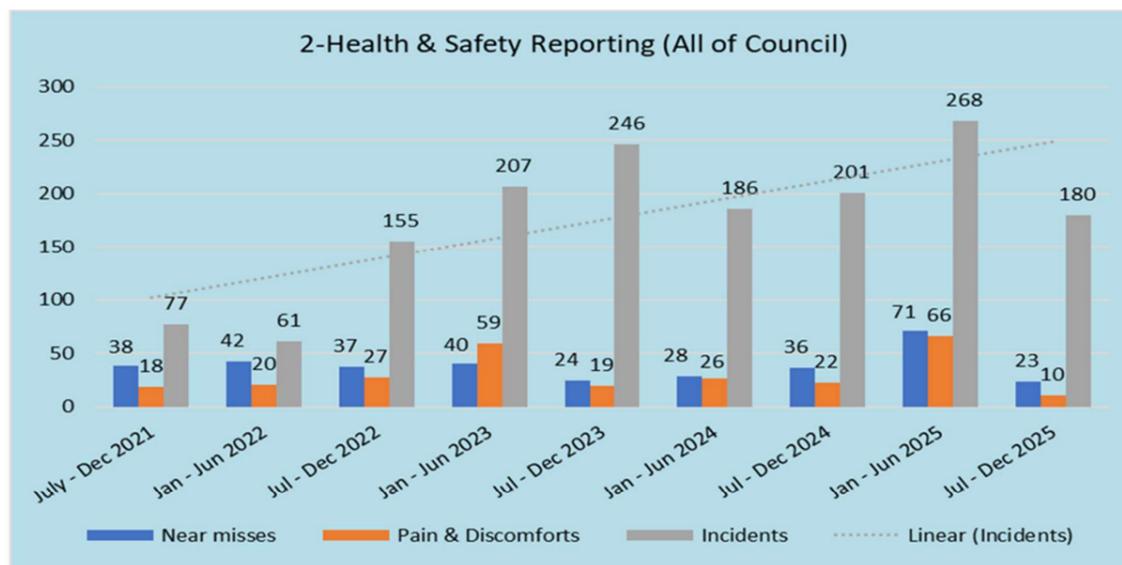
Does the Committee have delegated authority to decide?	Yes
Are the decisions significant?	No
If they are significant do they affect land or a body of water?	No
Can this decision only be made through a 10 Year Plan?	No
Does this decision require consultation through the Special Consultative procedure?	No
Is there funding in the current Annual Plan for these objectives?	No
Are the recommendations inconsistent with any of Council’s policies or plans?	No
The recommendations contribute to: Whāinga 3: He hapori tūhonohono, he hapori haumarū Goal 3: A connected and safe community	
The recommendations contribute to this plan: 9. Mahere haumarū hapori, hauora hapori 9. Community Safety and Health Plan	
Contribution to strategic direction and to social, economic, environmental and cultural well-being	Providing information to Council about the ongoing progress towards the good performance of the organisation regarding health and safety.

ATTACHMENTS

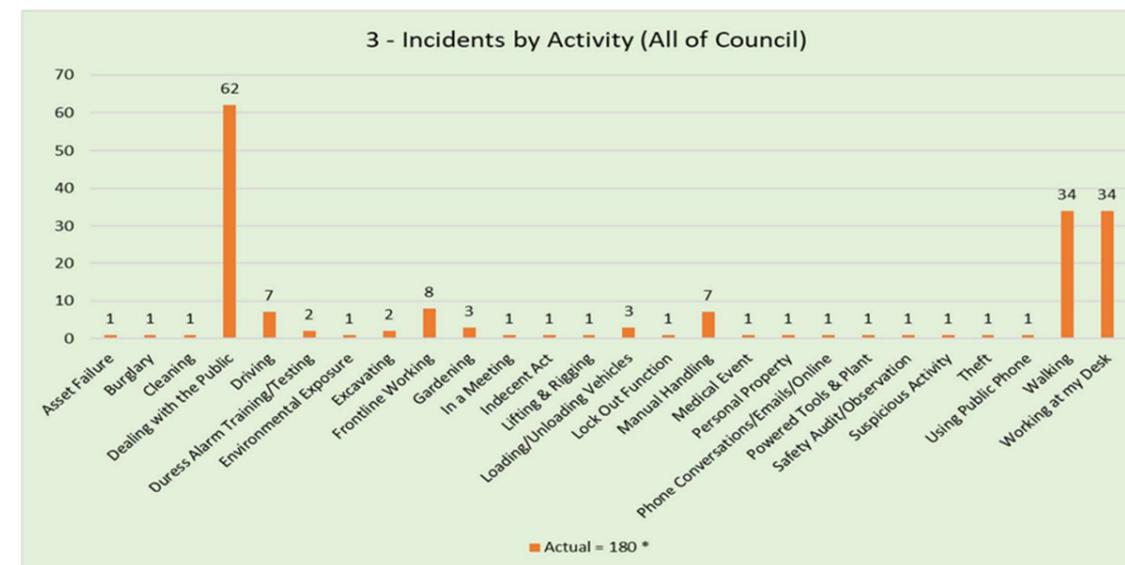
1. Health & Safety Dashboard report, Q1 2025 [↓](#) 
2. Health & Safety Critical Risks report, Q1 2025 - **Confidential**
3. Training Update for Q1 2025 [↓](#) 

ALL OF COUNCIL

Health and Safety Quarterly Dashboard Report: 1 July to 30 September 2025 (Q1 2025)



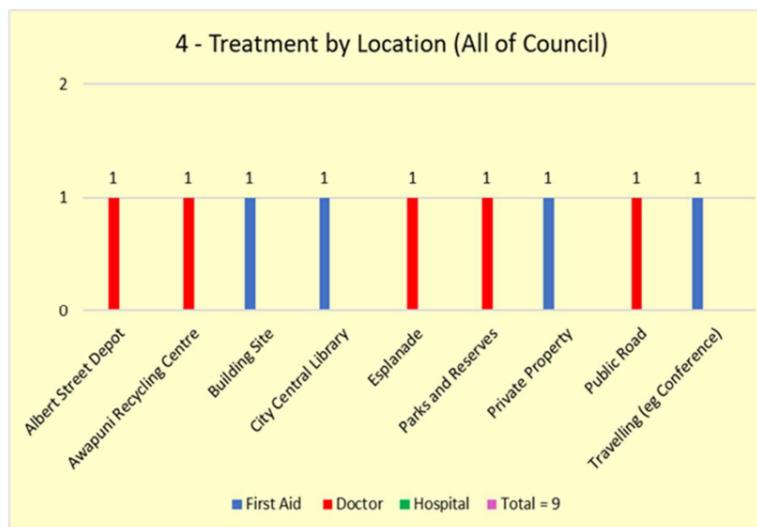
2 – The Health & Safety Reporting graph gets refreshed every six months to enhance the visibility of trends. The next update (during the first half of 2026) will cover the July to December 2025 period; the July to September 2025 quarter is reported on within the partially complete July to December 2025 period.



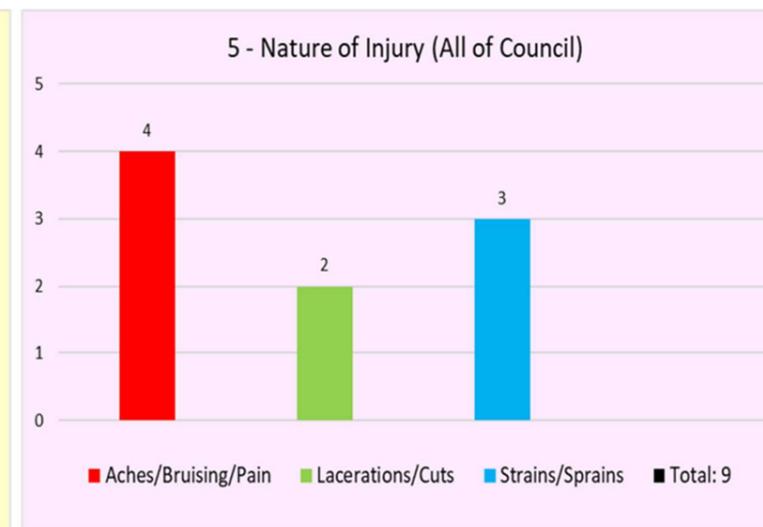
3 – Incidents by Activity: Top Activities account for 73%. The Activities of note are: Dealing with the Public (35%), Walking (19%) and Working at my Desk (19%). Relevant details are included in the confidential Critical Risks report schedule (Attachment 2).



1 – Near Miss by Activity: Quarter 1 (23) up on Quarter 4 (35). Walking (35%); Dealing with the Public (30%); and Working at My Desk (13%) record the highest incidents of note (78%).



4 – Treatment by Location data reflects work-related injuries and where they have occurred. Q1 totals 9 – down on Q4 (14). Kaimahi have been reminded of correct manual handling procedures and post-medical care. Reviews are held regularly.



5 – Nature of Injury graph is reflective of being situationally aware whilst working and manual handling. Injuries overall have resulted in aches/bruising/pain, cuts/lacerations and strains/sprains.

* Graph 3 – Incidents by Activity – Denotes incidents that fall under more than one Story Type, Group and Critical Risk but have not been double counted in totals.

Attachment 3 – 1 July to 30 September 2025 (Quarter 1): Training undertaken¹

Event	Sep-24	Dec-24	Mar-25	Jun-25	Sep-25
Asbestos Awareness Training					
Assessor Workplace 4098 Infrastructure				1	
Auditing Awareness		1			
Basic Site Safety		7	4		4
Behavior Safety Observed training					
Breathing Apparatus					
Business (First Line Management) L4					
Butt Welding Course					
Certified Handler Preparation Online (CHOP)					
Certified Handlers (Hazardous Substances)					
Chainsaw Training		2			6
Chemical training /handling					
Cherry Picker				8	
Concrete Saw Usage and Basic Safety	36				
Confined Space and Gas Detection	1			29	10
Confined Space Entry	1				
Contractor All-In Induction sessions					
CTO Class 1 Vehicle					
CTO Class 2 Crew Cab					
CTO Class 4					
CTO Class 5					
CTO Concrete Saw					
CTO Excavator					
CTO Hiab Truck Operation					
CTO Loader					
CTO New Transport Trailer					
CTO Road Saw					
Dangerous Goods (DG)					
De-escalation Awareness				1	
Driver Assessment Training					
Driver's License – Class 1 Motor Vehicle					1
Driver's License – Class 1R (Restricted)					
Driver's License – Class 1 (Car License)					

¹ Sourced from Health & Safety and PeopleSafe training resources.

Event	Sep-24	Dec-24	Mar-25	Jun-25	Sep-25
Driver's License – Class 2L (Learners)					
Driver's License – Class 2 (Medium Rigid Vehicle)		2			4
Driver's License – Class 3 (Medium Combination)					1
Driver's License – Class 4L (Learners)					
Driver's License – Class 4 (Heavy Rigid)					5
Driver's License – Class 5 (Heavy Combination)					1
Driver's License – Class 6 (Motorcycle)					
Drug and Alcohol					
DSE Workstation Risk Assessment		1			
Duress Alarm Training				22	15
Efficient Compaction Operators Course					
Electrofusion Certificate					
Electrofusion Jointing PE Pipe					
Elevated Working Platform (Scissor Lift and Boom)	8		2		
Emergency Medical Response Revalidation					
Endorsement (D) Dangerous Goods					
Endorsement (F) Forklift			3		1
Endorsement (R) Roller					1
Endorsement (T) Tracks					1
Endorsement (W) Wheeled Special Type					1
Endorsement R					
Endorsement T					
Endorsement W					
Environmental Impact Assessment Essentials			1		
Evac Chair	4				
Evac Chair – Certified In-House Trainer Certificate	6				
FAST ² (Situational Awareness – 2hrs)			67	10	8
Fire Equipment Handling				36	
Fire Extinguisher Training and Competency					62
Fire Risk Assessment					1
Fire Safety					
Fire Warden Training	1				
First Aid Certificate	29	27	30	17	18
First Aid – Stop the Bleed – Certificate			37		
Floor Warden – In House - Training					4

² Frontline Awareness and Safety Training.

Event	Sep-24	Dec-24	Mar-25	Jun-25	Sep-25
Forklift OSH Certificate	6	1			
Forklift (F) Endorsement					
Front End Loader					
Gantry Crane Training					
Grow-safe	11			27	
Harassment Prevention and Awareness – Managers workshop					
Hazardous Substance Assessment				1	
Hazardous Substances in the Workplace					
Hazardous Substance Training General					9
H&S Refresher Annual Induction		4		3	
Height Safety Introduction			3		
Height Safety Advanced				1	
Height Safety Advanced Latest					
Height Safety and Fall Arrest					
Health and Safety Representative: Hazard & Risk Management training					1
Health and Safety Representative Initial				6	
Health and Safety Representative Stage 1				12	2
H&S Site Induction	2	1	2		1
Higgins Gas Toolbox Discussion					
Horticulture Level 3 (no exp)		1			
How to: Tell Your Story					1
ICAM Investigation					
Internal Training – Basic Asbestos					
Internal SWP – LEV Rear Packer Collection Vehicle				1	
Internal SWP – LEV Rubbish Collection Vehicle					
Internal SWP – Street Bins Collection Vehicle		1		1	
Internal Training LEV Glass Collection Vehicle					
Internal Training Side Load Collection Vehicle					
Internal Training – Forklift SOP					
Internal Training – Manual Handling					
Internal Training – Safe Entry & Exit from Cab					
Isolations Lockout etc					
ISO 9001 Quality Management Systems					
ISO 45001 H&S Management System Lead Auditor					1
IVO Power Brush XL – Cleaners					
JSA Risk Assessment & Thought Process	15				

Event	Sep-24	Dec-24	Mar-25	Jun-25	Sep-25
Kerbside Collection Traffic Leader KCTL (was WCTL)	5				
Liquor Control Qualifications (LCQ)					
Low Level Scaffolding & Inspection					
Management and Handling of Hazardous Substance					
Manual Handling					
Manual Handling Awareness		1			
Manual Handling Online					
Mask Fit Testing			5		
Move at Work (Manual Handling)		13			
NC Horticulture Level 4					1
NC Infrastructure Works (Single Site Supervision) Level 4				1	
NC Sewer Level 3					
NC Utilities Maintenance L4 (water)					
NC WasteWater Retic Service Person Level 3					
NC Water Reticulation & WasteWater Level 3					
NC Water Reticulation Level 3					
NC Water Reticulation Supervisor Level 4					
NEEBOSH International General Certificate in Occupational Health and Safety			1		
NEEBOSH Certificate in Health & Safety Leadership Excellence				1	
NZ Certificate in Infrastructure Level 2					
NZ Certificate in Infrastructure Level 3					
Noise Risk Assessment				1	
OPSEC Situational Safety		1	72		
PeopleSafe Training					
PeopleSafe Dashboard Reporting					
PeopleSafe for Managers/Supervisors					
PeopleSafe Standard User Training					
PeopleSafe & The Law – Notifiable Events					
Permit Issuer					
Permit to Work					
Plan Reading Basics					
Playground Safety Inspections					
Quality Management System Training (3 Waters)					
Risk Assessment Awareness		1			
Road Saw Operation					
Safety Induction (CAB)					

Event	Sep-24	Dec-24	Mar-25	Jun-25	Sep-25
Safety 'n Action – Construction Site Access Course					
Safety Plans					
Safe Work Zones					
Safety in Trenches	1				
Site Induction (eg Depot, Collections)					1
Site Induction Training: MRF					
Site Safe Foundation Passport					
Site Specific Safety Plan					
Situational Awareness De-escalation Training (H&S)				30	
Slinging Regular Loads					
Spill Management					
SOP Compost Op G/Waste Shredder					
STMS Level 1 – Site Traffic Management					
TC1 – Basic Traffic Controller Level 1					
T1 Tennant Battery Floor Scrubber - Cleaners					
TC Refresher					
Tele Handler # 23637	5				
Tools for Change					
Trenching and Excavation					
Truck Loader Crane / HI AB					
Twintec TTB 1840 Battery Compact - Cleaners					
Understanding NZS3910 – Conditions of Contract (v2013)	3				
Wheels Tracks and Rollers Course				6	
Would You Do It?					
Total Number of Events	16	15	12	26	34
Total Number of Staff Attending	133	52	227	215	161

MEMORANDUM

TO: Finance, Performance & Audit Committee

MEETING DATE: 4 March 2026

TITLE: Health and Safety Report, 1 October to 31 December 2025 (Quarter 2)

PRESENTED BY: Selwyn Ponga-Davis, Health and Safety Manager

APPROVED BY: Sarah Morris, General Manager People & Capability

RECOMMENDATION(S) TO FINANCE, PERFORMANCE & AUDIT COMMITTEE

1. That the Committee receive the memorandum titled ‘Health and Safety Report, 1 October to 31 December 2025 (Quarter 2)’ presented to the Finance, Performance and Audit Committee on 4 March 2026.
-

1. EXECUTIVE SUMMARY

1.1 Monthly incidents rose slightly from 180 in Quarter 1 (July to September 2025) to 189 in Quarter 2 (October to December 2025).

- Following September’s spike in Q1 incident trends stabilised across the Q2 period and the organisation continued to demonstrate a strong and improving reporting culture, particularly in high-risk customer-facing environments such as our libraries. **Frontline Working (Critical Risk 1)** remains the primary exposure area with no new major risks emerging.
- The organisation ended 2025 in a stable critical risk position, with a stronger reporting culture and progress across key security, systems and safety priorities. Work completed during the quarter establishes a strong foundation for 2026, enabling capability uplift (stabilised training) and ongoing growth of risk and safety controls (safety protocols).

1.2 Notable events over the Q2 period:

- Targeted Hazard & Risk Management and Accidents & Investigation training for a select group of Health & Safety Representatives.
- Gold SiteWise accreditation achieved for 2025 – 2026.
- WorkSafe audit on hazardous substances (Depot) completed (November).
- An Opsec audit of protective security measures conducted during the period (December) also.

1.3 Current activities:

- **Safety Management Framework** is on track for presentation to SLT early 2026 (Q3).
- **Health & Safety reporting platform** – ServiceNow is in the early stages of development for consideration - planned for the first half of 2026.
- **Security** portfolio continues to transition to Health & Safety; integrating safety-in-design principles for public spaces and leveraging role recruitment (proposed for early February/March 2026).

1.4 Next priorities:

- **Security enhancements** are progressing at an accelerated pace, driven by external audit recommendations arising from protective security findings and the planned recruitment of a Security Advisor.
- Develop role against Government guidelines, Protective Security Requirements and Crowded Places Strategy.

2. HEALTH AND SAFETY REPORT

2.1 This report includes year on year comparative data, as well as Q2 2025 standalone data. **Hazards** – anything that can cause harm (this includes a person’s behaviour); **Incidents** – any unplanned event/occurrence resulting or having the potential for an injury, ill-health, damage or other loss; incidents that almost cause an injury or fatality, ill-health, damage or other loss are labelled as **Near Misses**. Some incidents can also be notifiable.

A. Hazards, Incidents and Near Misses Reported

Table 1: Hazards, Incidents and Near Misses

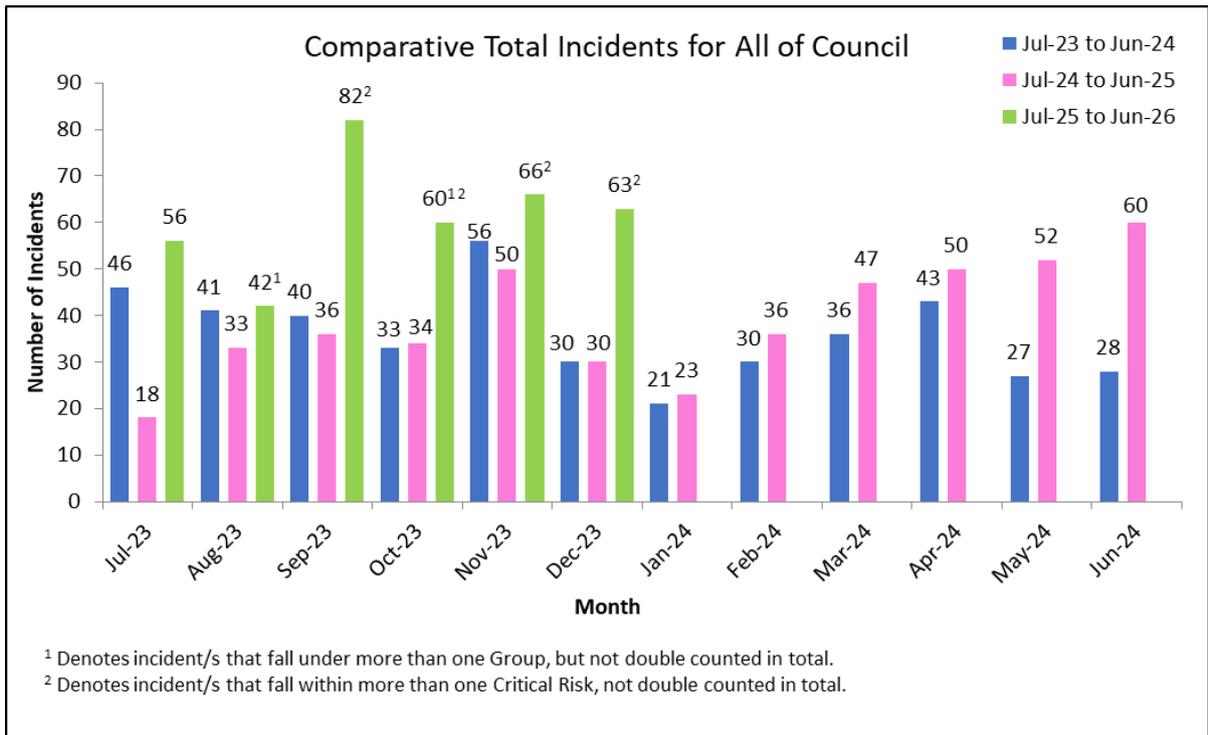
Quarter	Mar-25		Jun-25		Sep-25		Dec-25	
	PNCC	CON	PNCC	CON	PNCC	CON	PNCC	CON
Hazards ³	69	7	94	1	66	2	80	4
Incidents ⁴	97	9	156	6	166	14	170	19
Near Misses	16	2	33	2	20	3	32	8

Key: PNCC = Staff / Kaimahi; CON = Contractor

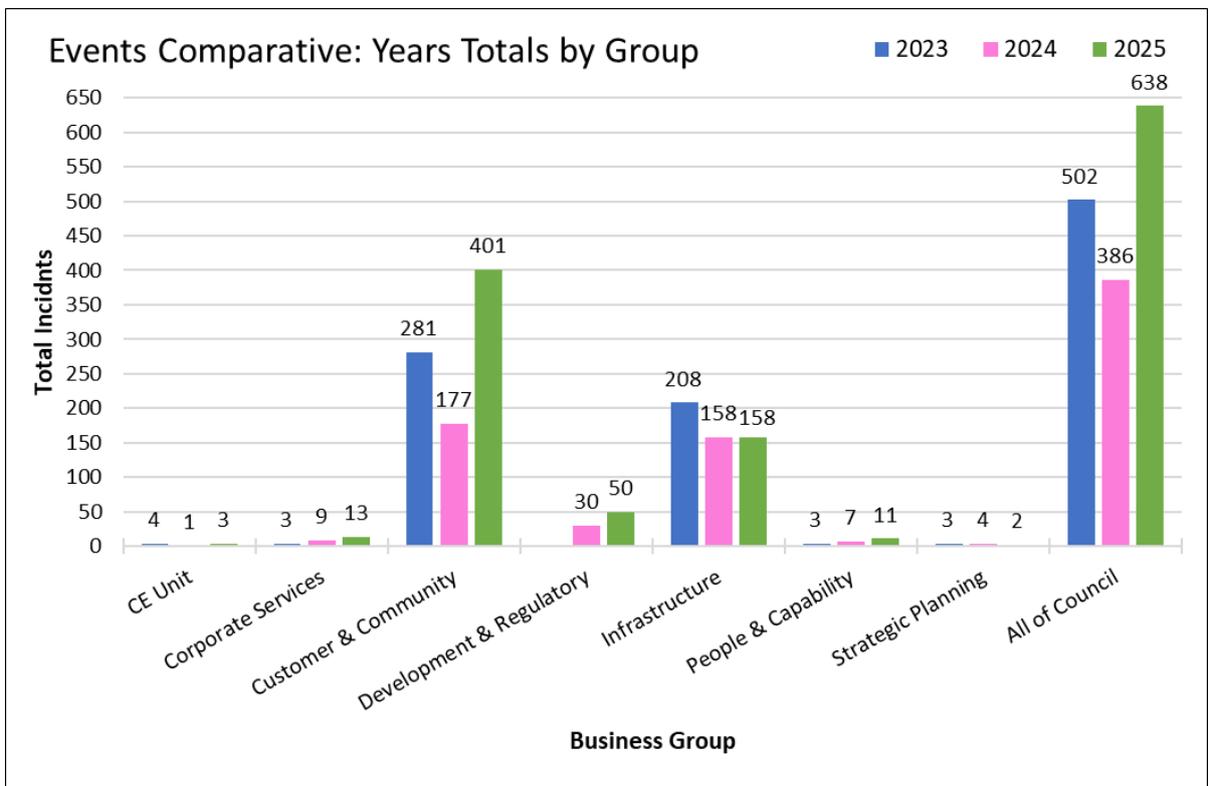
- The **Total Incidents (12 Months)** is reflected in the below graphs by Month and Business Group.

³ Includes PeopleSafe mobile app hazards identified during the quarter also.

⁴ Denotes incidents that fall under more than one Story Type/Group/Critical Risk, not double counted in totals.

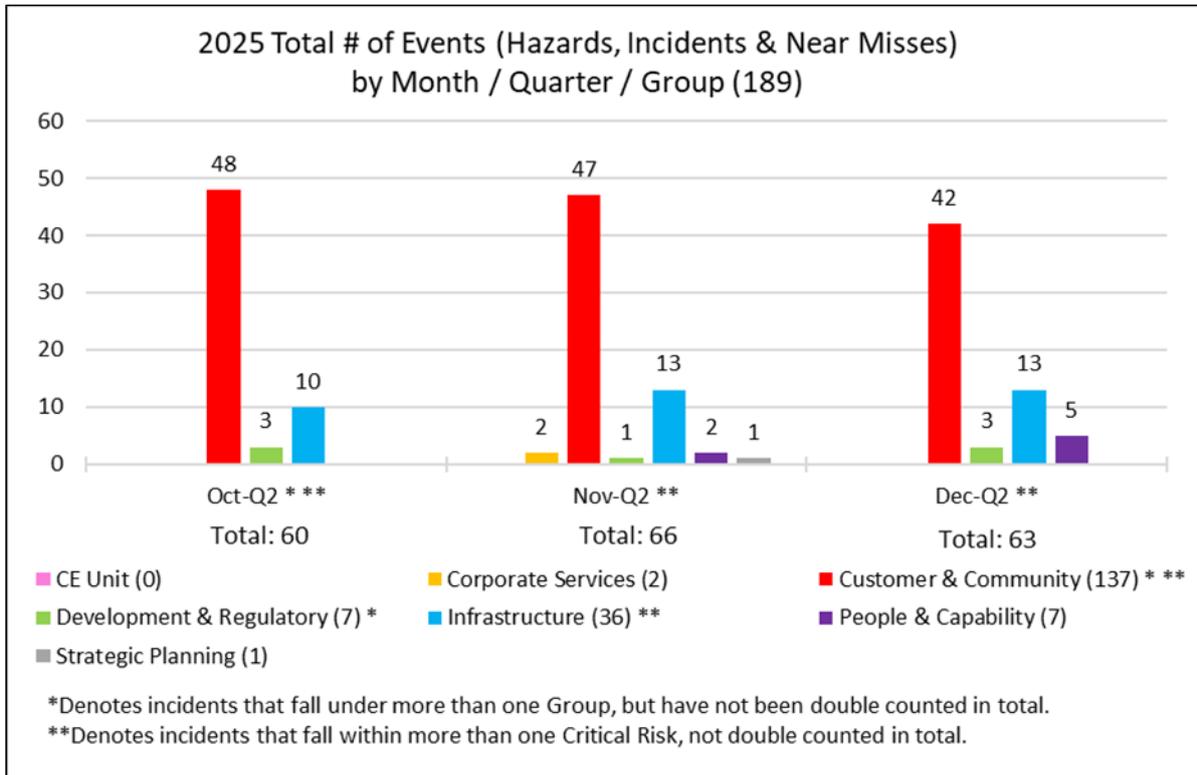


Graph 1



Graph 2

- The number of incidents by Month/Quarter and Group is graphed below – provides visibility on the events reported during Q2 2025, categorised by business group.



Graph 3

2.2 Comments

- **Frontline Working** (Critical Risk 1) remains the **most dominant and persistent risk**, consistent with patterns noted in broader SLT reporting. Q2 shows escalating behavioural risk (more complex, sustained patterns of aggression) from members of the public and increased strain on frontline roles.
 - Q2 incidents indicate a noticeable rise in both severity and scale, marked by heightened aggression across parks, campgrounds, events, and roadways. The corrective actions taken in Q2 reflect a move toward more robust responses (increased Police engagement and enhanced signage/traffic controls) and more structured security and risk-management practices (improved Front of House security-sensitive environment).
- **Hazards and Incidents** – During the 1 October to 31 December 2025 period the following risks were identified and addressed.

- *Frontline Working (Critical Risk 1)*
 - **Persons frequenting campground** verbally/physically aggressive, over-staying and exceeding conditions of stay.
Corrective Action: External services contacted to provide services; **Police** notified/in attendance; verbal **Trespass Notice** actioned; longer trespass bans to be considered.
 - Members of the public/transient **persons frequenting** our parks and reserves, verbally abusive and physically threatening.
Corrective Action: **Police** notified; de-escalation training utilised.
 - **Dangerous weapon** found unattended in a public area.
Corrective Action: **Police** notified; CCTV footage bookmarked.
 - **Security consideration** due to the unmonitored vulnerability of Front of House at the time of events occurring nearby.
Corrective Action: Ensure appropriate risk assessments are in place to manage security vulnerabilities.
 - **Parking Officers** verbally abused/physically threatened by members of the public – using vehicles and other items to threaten.
Corrective Action: Body Worn Cameras initiated; **Police** notified.
 - Members of the **public harassing/harming wildlife** within parks and reserves.
Corrective Action: Situations will continue to be monitored; Trespass notices will be issued where required.
 - **Large truck and trailer transporter** caught safety cones from an inner-city worksite.
Corrective Action: Roading team to consider clearer redirection signage for excessively large vehicles.
 - **Lack of event signage** resulted in a person travelling through where they should not.
Corrective Action: Parks staff placed temporary signage/barriers at the event entrance where bollards were removed.

- *Work Environment (Critical Risk 2)*
 - **Designated CAB carparks for shift workers** are being impeded/used by contractors.
Corrective Action: Building Custodian held a meeting with contractors to ensure the designated spaces are not used.
 - Worker observed persons and a large dog (wearing a vest and being prepared to work during the Christmas parade) exit a vehicle in the **restricted access CAB basement**.
Corrective Action: Staff to be reminded to liaise with Health & Safety Representatives/Health and Safety team first – to check CCTV before reporting.
- *Working at Height (Critical Risk 3)*
 - **Falling from height** – When neighbouring private business workers are operating at risk.
Corrective Action: Mitigation resulted in a moral obligation to report such incidents; feedback/concerns ought to be relayed to the private business operating the business site.
- *Breaking Ground (Critical Risk 4)*
 - **Digging out trench** – damage to sewer lateral sustained.
Corrective Action: Plans/Geographic Information System are to be checked but this procedure does not always locate services.
- *Working with Mobile Plant (Critical Risk 6)*
 - **Trailer with jockey wheel missing** sat placed on block of wood.
Corrective Action: Trailer tagged out and reported.
- *Driving (Critical Risk 7)*
 - **Contractor hydro vac vehicle** struck an overhead cable whilst driving with the boom up.
Corrective Action: Work stop placed on hydro vac contractor until procedures could be confirmed; contractor investigation findings also to be shared.
- *Working Around Water (Critical Risk 9)*
 - **Boating** – Especially when contractors are involved at our work sites.
Corrective Action: Policy requires two people are to be present when using a boat; persons are also to be inducted and aware of requirements.

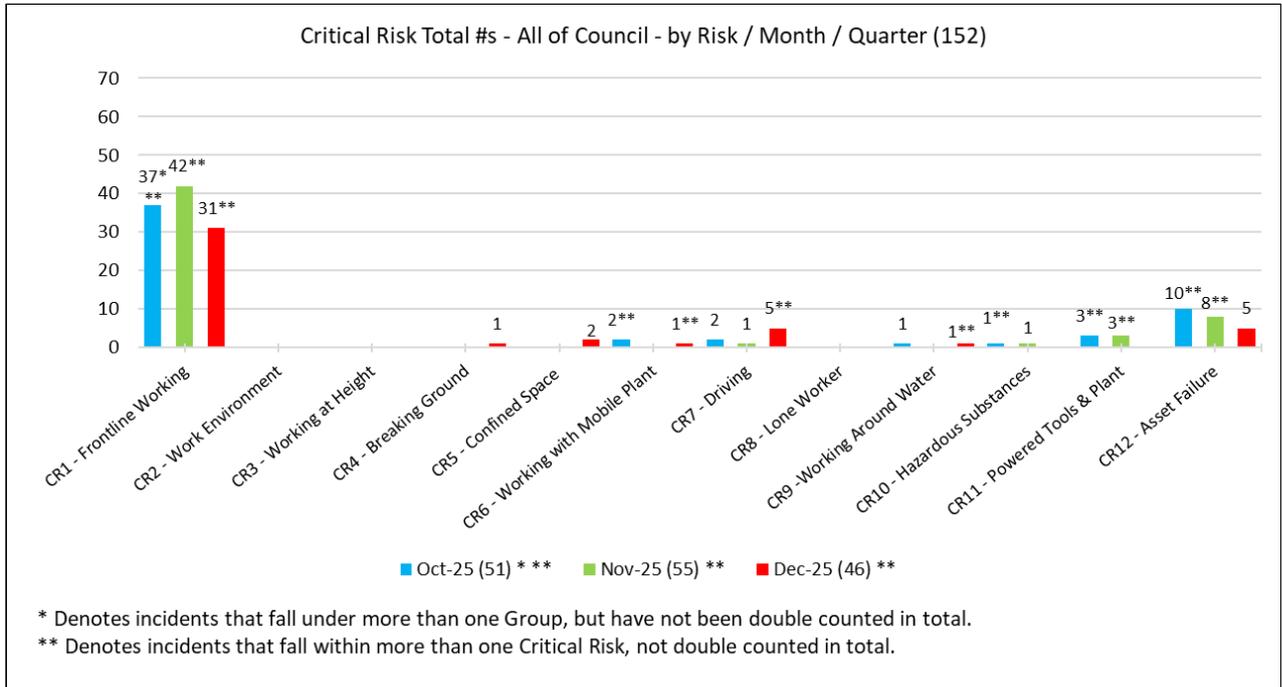
- *Hazardous Substances (Critical Risk 10)*
 - **Glue fumes** during remedial carpet work carried out by a contractor.
Corrective Action: Material Safety Data Sheet checked – glue was non-hazardous. In future consider completing work on a weekend or arrange for kaimahi to hybrid work/work remotely from another location.
 - **Fibreglass rods** may splinter or shed small fibres when people touch them.
Corrective Action: Emergency management tape applied around both stands of the fibreglass rods; temporary fencing erected to prevent people from getting closer. A plan is being developed to permanently fence the work.
 - **Underground sewage sludge pipe ruptured** onsite during works on the surface above.
Corrective Action: Kaimahi completed emergency repairs. Concrete pipe to be disposed of.
 - **Chemical and chlorine lock up shed** contained multiple unlabelled and unrecognisable containers.
Corrective Action: Chemicals shed was emptied and new register system implemented.
- *Asset Failure (Critical Risk 12)*
 - **Staff lift** operating dangerously – dropping/jolting, not level with the floor upon exiting.
Corrective Action: Situation is being monitored by leadership / technician as a result of lodged service requests.
 - **Lack of air conditioning** within buildings, especially over the summer period, may impact kaimahi/members of the public.
Corrective Action: Consider air conditioning installation, especially within buildings already utilising open doors/windows/fans for ventilation.
 - **Depot fire alarm** went off. Staff in the yard were confused on process – no communication provided.
Corrective Action: Safety Plan review – Property and Depot manager to provide feedback on separate alarms.

B. Critical Risks

- **Critical Risk 1 – Frontline Working** – remains the top risk category still with 110 events during Q2 (Q1 – 116) making up for 152 (same as Q1) total Critical

Risk events reported. 40 Police notifications and 3 Trespass notices were issued in Q2, a notification decrease on the previous quarter (Q1 - 51).

- 30 events involved frontline worker Verbal Altercation (VA) and/or Physical Danger (PD).



Graph 4

- For more information on the individual events please refer to the confidential Critical Risks report (Attachment 2).

C. Investigations

2.3 During 1 October to 31 December (Q2) 2025 PN City Council classified nil incidents as 'notifiable'. WorkSafe investigation information remains on the report for 12 months or until actions are completed.

Table 2: Investigations

Investigations occurred this quarter	0
Previous investigations (last 12 months)	
Number of remedial actions required	0
Number of remedial actions completed	0

D. Training

2.4 Group performances during Q2 reflect fluctuations that can be attributed to seasonal or cyclic factors, such as training lapses occurring at differing times of the

year. For more expansive information on training for Q2, please refer to the Training Update schedule (Attachment 3) appended separately.

- **Training Course/s delivered Internally – Q2** **# of Courses: 2**
 - Basic Site Safety 1
 - Duress Alarm training 11
- **Training Course/s delivered Externally – Q2** **# of Courses: 13**
 - Hazard & Risk Management 5
 - First Aid 19
 - First Aid – Stop the Bleed 34
 - Endorsements: R, T & W 12
 - Confined Space & Gas Detection 11
 - Accident & Event Investigation 10
 - Electrofusion Jointing PE Pipe 9
 - Height Safety – Introduction 1
 - Improving H&S Culture Essentials 1
 - Managing Mental Ill Health in the Workplace Essentials 1
 - OPSEC – Situational Safety Workshop 21
 - Permit to Work Training Issuer/Receiver 1
 - Playground Safety Inspections Level 2 6

Table 3: Training

Date / Quarter	Mar-25	Jun-25	Sep-25	Dec-25
Number of Courses	12	26	34	15
Staff / Kaimahi attending	227	215	161	143

3. COMPLIANCE AND ADMINISTRATION

Does the Committee have delegated authority to decide?	Yes
Are the decisions significant?	No
If they are significant do they affect land or a body of water?	No
Can this decision only be made through a 10 Year Plan?	No
Does this decision require consultation through the Special Consultative procedure?	No

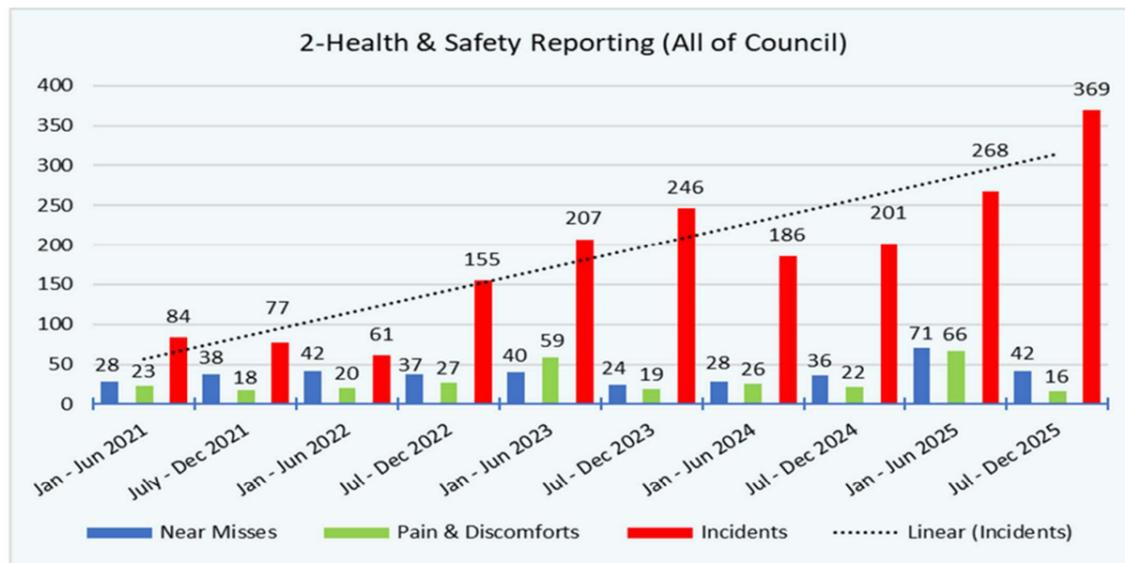
Is there funding in the current Annual Plan for these objectives?		No
Are the recommendations inconsistent with any of Council’s policies or plans?		No
The recommendations contribute to: Whāinga 3: He hapori tūhonohono, he hapori haumarū Goal 3: A connected and safe community		
The recommendations contribute to this plan: 9. Mahere haumarū hapori, hauora hapori 9. Community Safety and Health Plan		
Contribution to strategic direction and to social, economic, environmental and cultural well-being	Providing information to Council about the ongoing progress towards the good performance of the organisation regarding health and safety.	

ATTACHMENTS

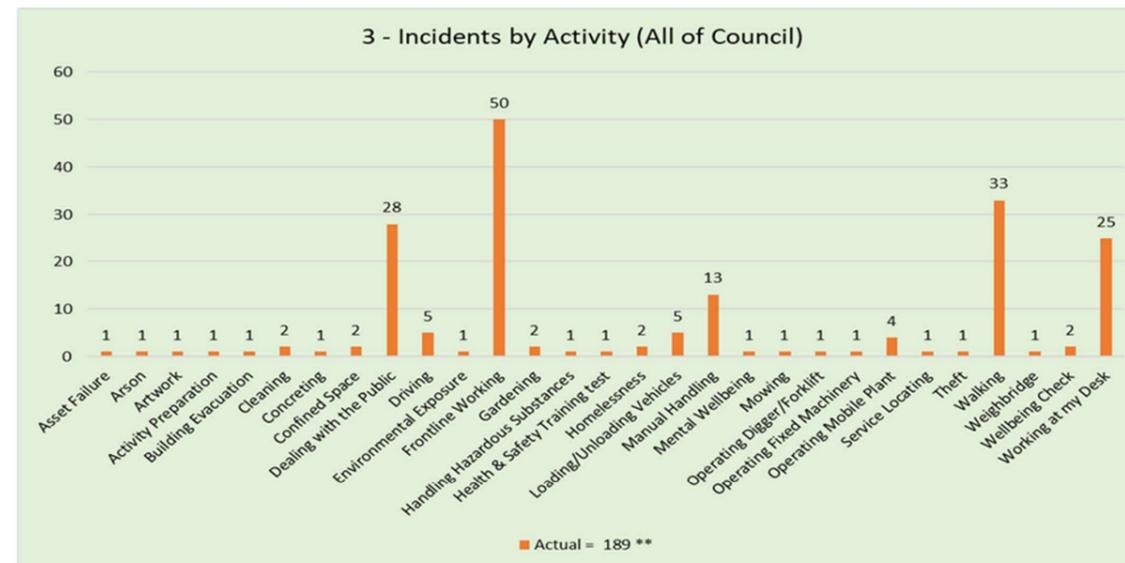
1. Health & Safety Dashboard report, Q2 2025 [↓](#) 
2. Health & Safety Critical Risks report, Q2 2025 - **Confidential**
3. Training Update for Q2 2025 [↓](#) 

Health and Safety Quarterly Dashboard Report: 1 October to 31 December 2025 (Q2 2025)

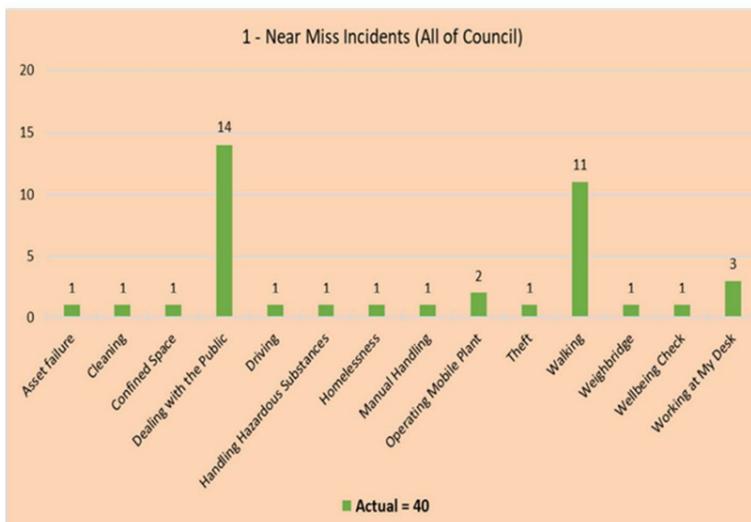
ALL OF COUNCIL



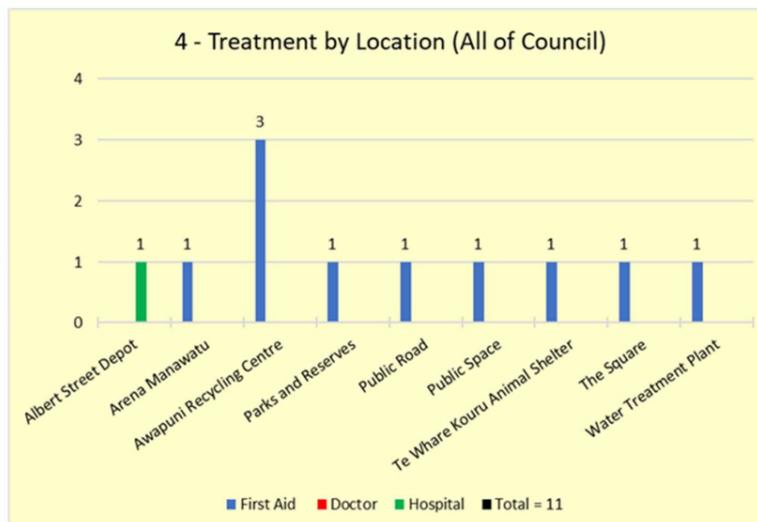
2 – The Health & Safety Reporting graph gets refreshed every six months to enhance the visibility of trends. The next update will cover the January to June 2026 period; the July to December 2025 period records the highest incidents count over the last five years.



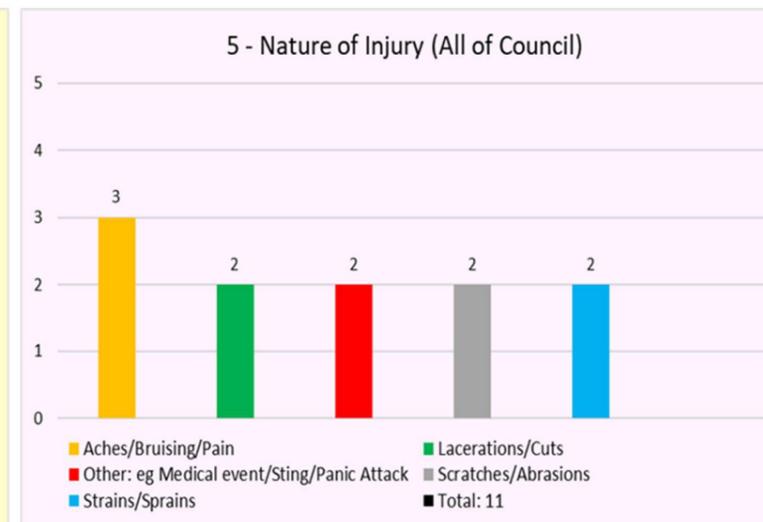
3 – Incidents by Activity: Top Activities account for 72%. The Activities of note are: Dealing with the Public (15%), Frontline Working (26%), Walking (17%) and Working at my Desk (13%). Relevant details are included in the confidential Critical Risks report schedule (Attachment 2).



1 – Near Miss by Activity: Quarter 2 (40) up on Quarter 1 (23). Dealing with the Public (35%); Walking (28%); and Working at My Desk (8%) record the highest incidents of note (70%)



4 – Treatment by Location data reflects work-related injuries and where they occur. Q2 totals 11 – up on Q1 (9). Kaimahi have been reminded of correct manual handling procedures. Reviews are held regularly.



5 – Nature of Injury graph is reflective of being situationally aware whilst working and manual handling. Injuries overall have resulted in aches/bruising/pain, cuts/lacerations and strains/sprains.

** Graph 3 – Incidents by Activity: Denotes incidents that fall within more than one Critical Risk category.

Attachment 3 – 1 October to 31 December 2025 (Quarter 2): Training undertaken¹

Event	Dec-24	Mar-25	Jun-25	Sep-25	Dec-25
Accident and Event Investigation					10
Asbestos Awareness Training					
Assessor Workplace 4098 Infrastructure			1		
Auditing Awareness	1				
Basic Site Safety	7	4		4	1
Behavior Safety Observed training					
Breathing Apparatus					
Business (First Line Management) L4					
Butt Welding Course					
Certified Handler Preparation Online (CHOP)					
Certified Handlers (Hazardous Substances)					
Chainsaw Training	2			6	
Chemical training /handling					
Cherry Picker			8		
Concrete Saw Usage and Basic Safety					
Confined Space and Gas Detection			29	10	11
Confined Space Entry					
Contractor All-In Induction sessions					
CTO Class 1 Vehicle					
CTO Class 2 Crew Cab					
CTO Class 4					
CTO Class 5					
CTO Concrete Saw					
CTO Excavator					
CTO Hiab Truck Operation					
CTO Loader					
CTO New Transport Trailer					
CTO Road Saw					
Dangerous Goods (DG)					
De-escalation Awareness			1		
Driver Assessment Training					
Driver's License – Class 1 Motor Vehicle				1	
Driver's License – Class 1R (Restricted)					

¹ Sourced from Health & Safety and PeopleSafe training resources.

Event	Dec-24	Mar-25	Jun-25	Sep-25	Dec-25
Accident and Event Investigation					10
Driver's License – Class 1 (Car License)					
Driver's License – Class 2L (Learners)					
Driver's License – Class 2 (Medium Rigid Vehicle)	2			4	
Driver's License – Class 3 (Medium Combination)				1	
Driver's License – Class 4L (Learners)					
Driver's License – Class 4 (Heavy Rigid)				5	
Driver's License – Class 5 (Heavy Combination)				1	
Driver's License – Class 6 (Motorcycle)					
Drug and Alcohol					
DSE Workstation Risk Assessment	1				
Duress Alarm Training			22	15	11
Efficient Compaction Operators Course					
Electrofusion Certificate					
Electrofusion Jointing PE Pipe					9
Elevated Working Platform (Scissor Lift and Boom)		2			
Emergency Medical Response Revalidation					
Endorsement (D) Dangerous Goods					
Endorsement (F) Forklift		3		1	
Endorsement (R) Roller				1	
Endorsement (T) Tracks				1	
Endorsement (W) Wheeled Special Type				1	
Endorsements: R, T and W					12
Environmental Impact Assessment Essentials		1			
Evac Chair					
Evac Chair – Certified In-House Trainer Certificate					
FAST ² (Situational Awareness – 2hrs)		67	10	8	
Fire Equipment Handling			36		
Fire Extinguisher Training and Competency				62	
Fire Risk Assessment				1	
Fire Safety					
Fire Warden Training					
First Aid Certificate	27	30	17	18	19
First Aid – Stop the Bleed – Certificate		37			34
Floor Warden – In House - Training				4	

² Frontline Awareness and Safety Training.

Event	Dec-24	Mar-25	Jun-25	Sep-25	Dec-25
Accident and Event Investigation					10
Forklift OSH Certificate	1				
Forklift (F) Endorsement					
Front End Loader					
Gantry Crane Training					
Grow-safe			27		
Harassment Prevention and Awareness – Managers workshop					
Hazard and Risk Management					5
Hazardous Substance Assessment			1		
Hazardous Substances in the Workplace					
Hazardous Substance Training General				9	
H&S Refresher Annual Induction	4		3		
Height Safety Introduction		3			1
Height Safety Advanced			1		
Height Safety Advanced Latest					
Height Safety and Fall Arrest					
Health and Safety Representative: Hazard & Risk Management training				1	
Health and Safety Representative Initial			6		
Health and Safety Representative Stage 1			12	2	
H&S Site Induction	1	2		1	
Higgins Gas Toolbox Discussion					
Horticulture Level 3 (no exp)	1				
How to: Tell Your Story				1	
ICAM Investigation					
Improving H&S Culture Essentials					1
Internal Training – Basic Asbestos					
Internal SWP – LEV Rear Packer Collection Vehicle			1		
Internal SWP – LEV Rubbish Collection Vehicle					
Internal SWP – Street Bins Collection Vehicle	1		1		
Internal Training LEV Glass Collection Vehicle					
Internal Training Side Load Collection Vehicle					
Internal Training – Forklift SOP					
Internal Training – Manual Handling					
Internal Training – Safe Entry & Exit from Cab					
Isolations Lockout etc					
ISO 9001 Quality Management Systems					

Event	Dec-24	Mar-25	Jun-25	Sep-25	Dec-25
Accident and Event Investigation					10
ISO 45001 H&S Management System Lead Auditor				1	
IVO Power Brush XL – Cleaners					
JSA Risk Assessment & Thought Process					
Kerbside Collection Traffic Leader KCTL (was WCTL)					
Liquor Control Qualifications (LCQ)					
Low Level Scaffolding & Inspection					
Management and Handling of Hazardous Substance					
Managing Mental Ill Health in the Workplace Essentials					1
Manual Handling					
Manual Handling Awareness	1				
Manual Handling Online					
Mask Fit Testing		5			
Move at Work (Manual Handling)	13				
NC Horticulture Level 4				1	
NC Infrastructure Works (Single Site Supervision) Level 4			1		
NC Sewer Level 3					
NC Utilities Maintenance L4 (water)					
NC WasteWater Retic Service Person Level 3					
NC Water Reticulation & WasteWater Level 3					
NC Water Reticulation Level 3					
NC Water Reticulation Supervisor Level 4					
NEEBOSH International General Certificate in Occupational Health and Safety		1			
NEEBOSH Certificate in Health & Safety Leadership Excellence			1		
NZ Certificate in Infrastructure Level 2					
NZ Certificate in Infrastructure Level 3					
Noise Risk Assessment			1		
OPSEC – Situational Safety Workshop	1	72			21
PeopleSafe Training					
PeopleSafe Dashboard Reporting					
PeopleSafe for Managers/Supervisors					
PeopleSafe Standard User Training					
PeopleSafe & The Law – Notifiable Events					
Permit to Work training Issuer/Receiver					1
Plan Reading Basics					
Playground Safety Inspections (Level 2)					6

Event	Dec-24	Mar-25	Jun-25	Sep-25	Dec-25
Accident and Event Investigation					10
Quality Management System Training (3 Waters)					
Risk Assessment Awareness	1				
Road Saw Operation					
Safety Induction (CAB)					
Safety 'n Action – Construction Site Access Course					
Safety Plans					
Safe Work Zones					
Safety in Trenches					
Site Induction (eg Depot, Collections)				1	
Site Induction Training: MRF					
Site Safe Foundation Passport					
Site Specific Safety Plan					
Situational Awareness De-escalation Training (H&S)			30		
Slinging Regular Loads					
Spill Management					
SOP Compost Op G/Waste Shredder					
STMS Level 1 – Site Traffic Management					
TC1 – Basic Traffic Controller Level 1					
T1 Tennant Battery Floor Scrubber - Cleaners					
TC Refresher					
Tele Handler # 23637					
Tools for Change					
Trenching and Excavation					
Truck Loader Crane / HI AB					
Twintec TTB 1840 Battery Compact - Cleaners					
Understanding NZS3910 – Conditions of Contract (v2013)					
Wheels Tracks and Rollers Course			6		
Would You Do It?					
Total Number of Events	15	12	26	34	15
Total Number of Staff Attending	52	227	215	161	143

MEMORANDUM

TO: Finance, Performance & Audit Committee

MEETING DATE: 4 March 2026

TITLE: Wellbeing Report, 1 July to 30 September 2025 (Quarter 1)

PRESENTED BY: Connie Roos, Manager Employee Experience and Wayne Wilson, Manager People Operations

APPROVED BY: Sarah Morris, General Manager People & Capability

RECOMMENDATION(S) TO FINANCE, PERFORMANCE & AUDIT COMMITTEE

1. That the Committee receive the memorandum titled 'Wellbeing Report, 1 July to 30 September 2025 (Quarter 1)' presented to the Finance, Performance & Audit Committee on 4 March 2026.
-

1. ISSUE

- 1.1 Wellbeing continues to be a focus area for leadership at all levels of Council and is core to our Employee Experience.
- 1.2 Employee initiated turnover and lost time is included in this report.

Wellbeing Activities

- 1.3 Free hearing checks were held on site January to August 2025.
- 1.4 Blood pressure checks were delivered across multiple Council sites. Participant feedback was consistently positive.

Table 1

Quarter 1 Wellbeing Report – Prevent Harm	Q1 2025	YTD	Average Quarter for 2024/25 FY	
Wellness space usage	1664	1664	1737	The comparative data shows continuous and active utilisation of the wellness space. The decision was made this quarter to allow Te Manawa kaimahi (staff) to be able to access the CAB gym following appropriate induction.
Biennial health / eye check	17	17	14	There has been a slight increase from 15 to 17 checks this quarter. People Operations are exploring avenues to make this process less administratively heavy.

Table 2

Quarter 1 Wellbeing Report – Provide Support	Q1 2025	YTD	Average Quarter for 2024/25 FY	
Vitae – On-site services	239	239	200	Vitae On-site Support staff visit I-site, FoH, Depot and Awapuni Material Recovery Facility to conduct informal wellbeing check-ins.
Reflect and Learn sessions	5	5	7	Sessions to assist staff to deal constructively with high conflict incidents in front facing customer roles.

Table 3

Quarter 1 2025 – Enhance Wellbeing	Year to date Number of attendees	Target to be completed by end of FY 25/26	
Creating Cultures of Respect (attendees)	19	30	This training encourages positive workplace relationships by addressing unacceptable behaviours such as bullying and harassment that could create internal and unhealthy conflict.
Challenging Conversations & Resilience (attendees)	0	N/A	EEx is currently exploring alternative solutions to this training that are more cost-effective while still delivering high quality learning.
Tools for Change (attendees)	0	N/A	This training helps employees to identify thinking styles, recognise thinking traps and manage responses to change. Most staff (61%) previously attended this training, so this course is now offered on demand. No targets set.
Manager Completion of Leading Through Change (Manager attendees)	13	15	One way to support employees’ wellbeing is to provide managers with the skills to lead their team through change. A significant percentage of People Leaders previously attended this training (97%), so this course is now offered annually for new People Leaders.
Change Ready: Implementer Essentials	83	100	To enable use of Palmerston North City Council’s Change Management Framework, we now offer Change Ready: Implementer Essentials, a practical, role-specific workshop on applying our change practices. This workshop supports wellbeing and psychological safety along the change journey. A total of 118 kaimahi (staff) are trained to date, since April 2025.
Situational Awareness and De-escalation	8	N/A	Situational Awareness and De-escalation training is an offering developed by the Health and Safety team. This course is

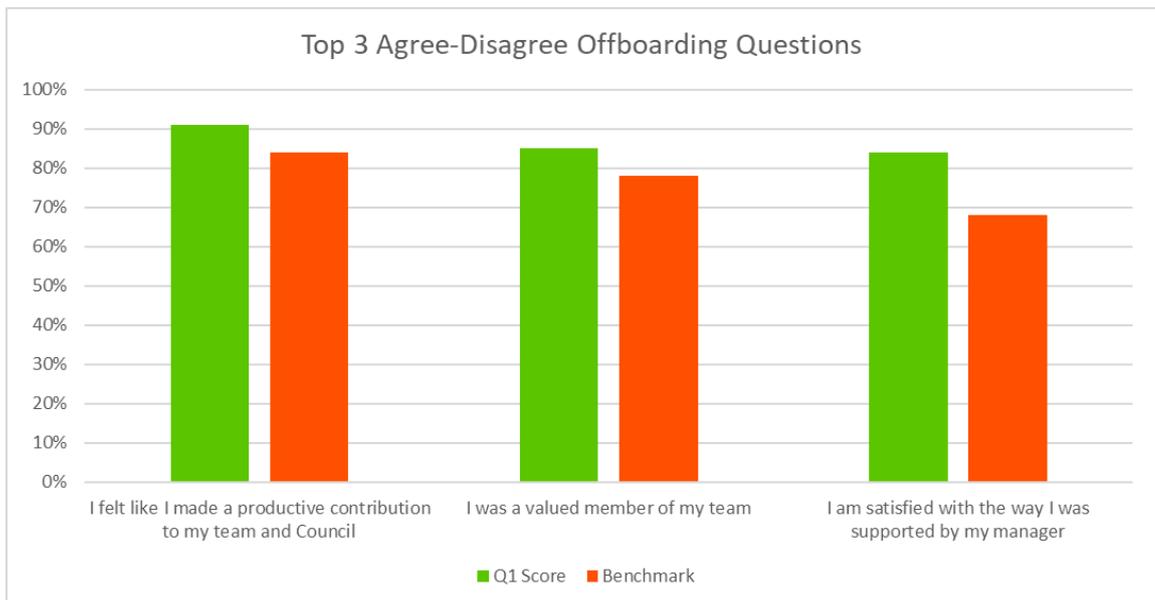
training			offered on demand.
Wellbeing Presentation (attendees)	23/23 (100% of new starters)	90% of new starters	This presentation helps to orient new starters to the wellbeing support available here at Council. This presentation is presented to all staff who attend Orientation Day.

1.5 Unmind is a tool that takes a proactive, preventative approach to mental health. This includes wellbeing and mood trackers, courses and short videos focused on wellbeing. Unmind has a total uptake of 50%. The benchmark compared to similarly sized organisations is 33-39%. Top completed Unmind activity in this quarter are in sleep tools and personal growth exercises.

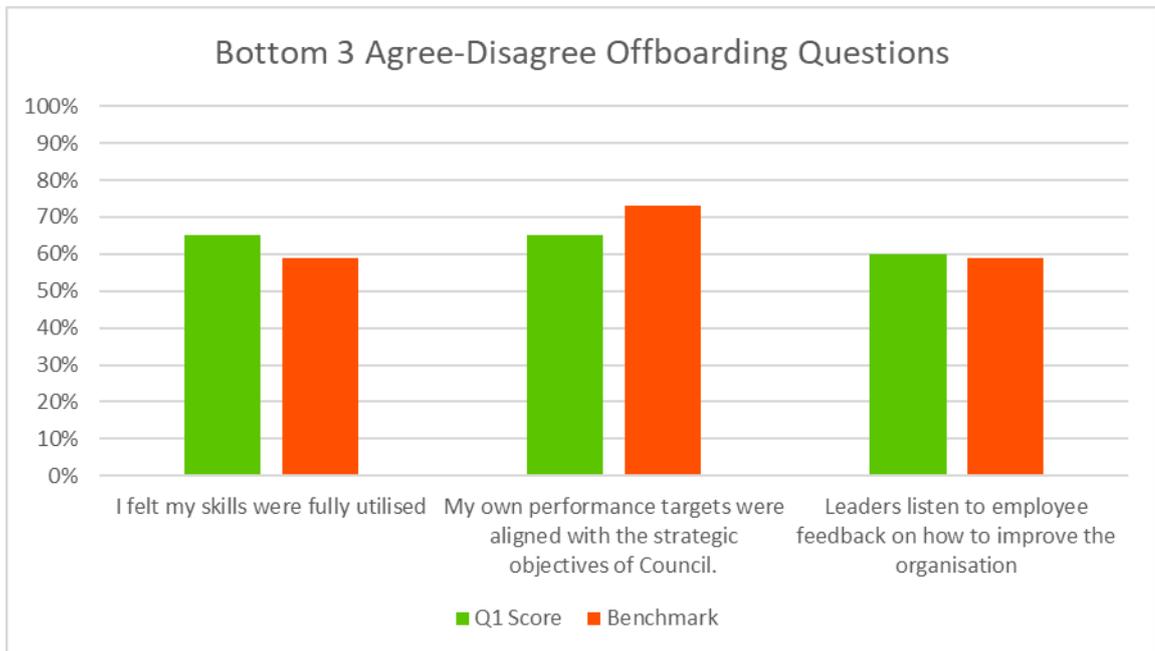
Offboarding Data

1.6 The offboarding data represents the number of people that have completed the survey, not the number of people who have left.

Graph 1



Graph 2



1.7 The above graphs present the top three and bottom three rated agree/disagree questions in the offboarding survey and compares them to the benchmarked Local Government average. This approach represents a change to the previous report as this information can provide an indication of what was perceived as working well and what isn't.

1.8 In addition, overall sentiment expressed in the open-ended offboarding survey responses is mixed, with a generally positive tone regarding people, team culture, and work-life balance, alongside clear areas of negative sentiment related to career development, consistency of management practice, and aspects of organisational culture.

Table 4

Offboard survey participation	Number of responses	Response Rate	Target
Q1	11	55%	>49%
Previous FY	20	32.8%	>49%

1.9 The Offboarding Survey Response rate above presents the quarterly response rate, as well as the total number of responses received each quarter. This table also includes both the Ask Your Team New Zealand Local Government response rate (49%) for exit surveys and our Council target response rate. The table above indicates that over the last quarter there was a response rate of 55% in the offboarding survey. It is noted that of the 20 eligible terminated staff during this quarter 1 (5%) did not receive the survey in time.

Table 5: Turnover

Year	19/20	20/21	21/22	22/23	23/24	24/25	25/26 Sep 1/4
Employee Initiated	85	120	123	114	95	62	20
%	14.1%	20.9%	19.8%	18.8%	14.6%	9.2%	15.2%
Other			13	8	14	8	1
%			2.1%	1.3%	2.1%	1.2%	0.6%

Table 6

Month	Employee Initiated Turnover for Month	Turnover Previous 12 Months	Percentage (annual)
Oct 24	8	90	13.7%
Nov 24	6	89	13.4%
Dec 24	3	83	12.5%
Jan 25	8	83	12.5%
Feb 25	2	75	11.4%
Mar 25	7	77	11.8%
Apr 25	5	71	10.9%
May 25	1	65	9.7%
Jun 25	5	62	9.2%

Jul 25	4	60	8.9%
Aug 25	6	58	8.6%
Sep 25	2	56	8.4%

Table 7: Turnover by Group (12 months to September 2025)

Corporate Services	5	10.4%
Customer & Community	23	12.6%
Development & Regulatory	8	9.6%
Infrastructure	18	6.7%
People & Capability	1	2.0%
Strategic Planning	3	11.5%
Headquarters	1	20.0%

1.10 Turnover is still trending lower.

1.11 There were no areas of concern in the last 12 months.

Table 8: ACC Lost Time (Days)

Period	Sep 24	Dec 24	Mar 25	Jun 25	Sep 25
Work					
Injuries	8	6	7	6	9
Days Off	180	51	135	95	129
Non-Work					
Injuries	13	15	8	6	10
Days Off	306	188	139	90	99
Total					
Injuries	21	21	15	12	19
Days Off	486	239	274	185	228

1.12 In the September quarter work injuries made up 56.6% of lost time.

1.13 The 10 non-work accidents resulted in 99 lost days.

2. BACKGROUND

2.1 Wellbeing is interconnected with a variety of individual and systemic factors which makes it a difficult area to report on. The above metrics have been recorded with that in mind.

3. NEXT STEPS

3.1 Explore opportunities in the wellbeing space to prevent harm, provide support and enhance wellbeing.

3.2 Mental Health Awareness Week will be 6-10 October. Employee Experience will be promoting the wellbeing tools and resources available to all kaimahi (staff), with each day focusing on a different facet of the 5 ways to wellbeing and an associated Unmind course. Additionally, korero cards will be distributed to all sites to encourage connection and conversations about wellbeing.

4. COMPLIANCE AND ADMINISTRATION

Does the Committee have delegated authority to decide?		Yes
Are the decisions significant?		No
If they are significant do they affect land or a body of water?		No
Can this decision only be made through a 10 Year Plan?		No
Does this decision require consultation through the Special Consultative procedure?		No
Is there funding in the current Annual Plan for these objectives?		No
Are the recommendations inconsistent with any of Council’s policies or plans?		No
The recommendations contribute to this plan: 14. Mahere mana urungi, kirirarautanga hihiri 14. Governance and Active Citizenship Plan The objective is: N/A		
Contribution to strategic direction and to social, economic, environmental and cultural wellbeing	Providing information to Council about the ongoing progress towards the good performance of the organisation regarding wellbeing. The wellbeing of our kaimahi (staff) directly relates to how the strategic direction is implemented.	

ATTACHMENTS

Nil

MEMORANDUM

TO: Finance, Performance & Audit Committee

MEETING DATE: 4 March 2026

TITLE: Wellbeing Report, 1 October to 31 December 2025 (Quarter 2)

PRESENTED BY: Connie Roos, Manager Employee Experience and Wayne Wilson, Manager People Operations

APPROVED BY: Sarah Morris, General Manager People & Capability

RECOMMENDATION(S) TO FINANCE, PERFORMANCE & AUDIT COMMITTEE

1. That the Committee receive the memorandum titled 'Wellbeing Report, 1 October to 31 December 2025 (Quarter 2)' presented on 4 March 2026
-

1. ISSUE

- 1.1 Wellbeing continues to be a focus area for leadership at all levels of Council and is core to our Employee Experience.
- 1.2 Employee initiated turnover and lost time is included in this report.

Wellbeing Activities

- 1.3 Mental Health Awareness Week was in 6-10 October. Employee Experience have promoted wellbeing tools and resources available to all kaimahi (staff), with each day focusing on a different facet of the 5 ways to wellbeing and an associated Unmind course. Additionally, kōrero cards were distributed to all sites to encourage connection and conversations about wellbeing. Feedback was generally positive.

Quarter 2 Wellbeing Report – Prevent Harm	Q1 2025	YTD	Average Quarter for 2024/25 FY	
Wellness space usage	1673	3337	1737	The comparative data shows continuous and active utilisation of the wellness space.
Biennial health / eye check	10	27	14	There has been a decrease from 17 to 10 checks this quarter. People Operations are now utilising ServiceNow to make it easier for kaimahi (staff) to apply for these health and eye checks.

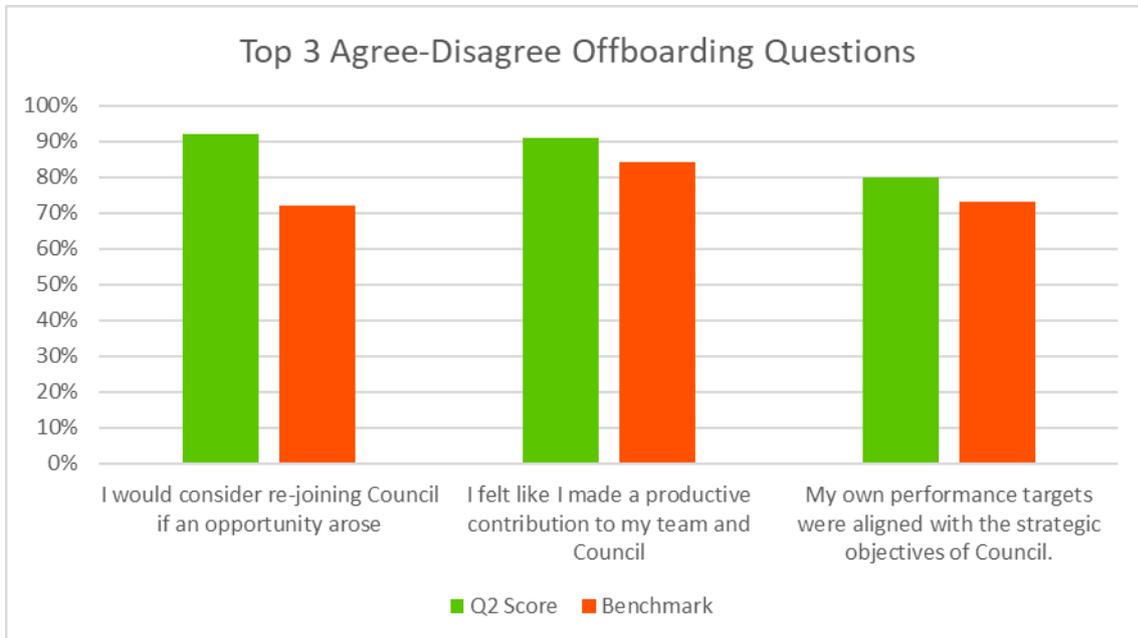
Quarter 2 Wellbeing Report - Provide Support	Q1 2025	YTD	Average Quarter for 2024/25 FY	
Vitae – On-site services	225	464	200	Vitae Onsite Support staff visit I-site, FoH, Depot and Awapuni MRF to conduct informal wellbeing check-ins.
Reflect and Learn sessions	13	18	7	Sessions to assist staff to deal constructively with high conflict incidents in front facing customer roles.

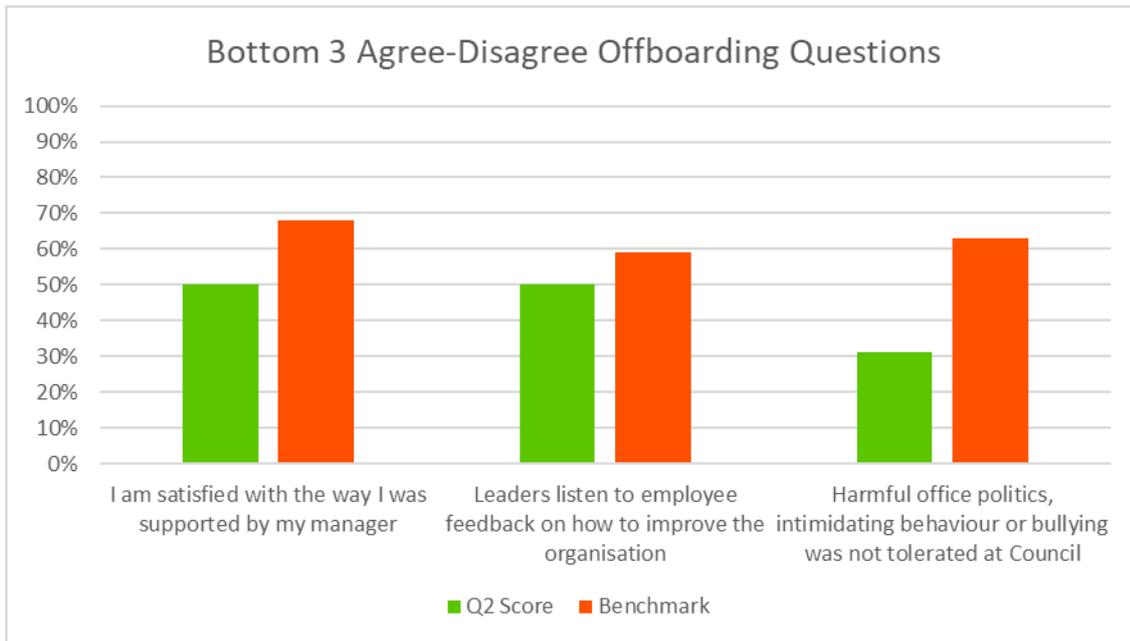
Quarter 2 Wellbeing Report – Enhance Wellbeing	Year to date Number of attendees	Target to be completed by end of FY 25/26	
Creating Cultures of Respect (attendees)	28	30	This training encourages positive workplace relationships by addressing unacceptable behaviours such as bullying and harassment that could create internal and unhealthy conflict.
Tools for Change (attendees)	0	N/A	This training helps employees to identify thinking styles, recognise thinking traps and manage responses to change. Most staff (61%) previously attended this training, so this course is now offered on a demand basis. No targets set.
Manager Completion of Leading Through Change (Manager attendees)	13	15	One way to support employees' wellbeing is to provide managers with the skills to lead their team through change. A significant percentage of People Leaders previously attended this training (97%), so this course is now offered annually for new people leaders.
Change Ready: Implementer Essentials	89	100	To enable use of PNCC's Change Management Framework, we now offer Change Ready: Implementer Essentials, a practical, role-specific workshop on applying our change practices. This workshop supports wellbeing and psychological safety along the change journey. A total of 124 kaimahi are trained to-date, since April 2025.
Situational Awareness and De-escalation training	8	N/A	Situational Awareness and De-escalation training is an offering developed by the Health and Safety team. This course is offered on demand.
Wellbeing Presentation (attendees)	42/45 (93% of new starters)	90% of new starters	This presentation helps to orient new starters to the wellbeing support available here at Council. This presentation is presented to all staff who attend Orientation Day.

1.4 Unmind is a tool that takes a proactive, preventative approach to mental health. This includes wellbeing and mood trackers, courses and short videos focused on wellbeing. Unmind has a total uptake of 50%. The benchmark compared to similarly sized organisations is 33-39%. Top completed Unmind activity themes in this quarter are in body exercises, relaxing tools and daily boosts (including suggested content to align with Mental Health Awareness Week).

Offboarding Data

1.5 The offboarding data represents the number of people that have completed the survey, not the number of people who have left.





1.6 The above graphs present the top three and bottom three rated agree/disagree questions in the offboarding survey and compares them to the benchmarked Local Government average. This indicates that more work needs to be done to create a culture of respect at Council for kaimahi (staff). Additionally, these graphs illustrate the variability in response patterns across reporting periods. For example, in the previous quarter, one of the highest-rated agreement items in the offboarding survey was: “I am satisfied with the way I was supported by my manager.” In the current quarter, this item has shifted significantly and now sits within the bottom three ranked items. Conversely, the statement “My own performance targets were aligned with the strategic objectives of Council” was among the lowest-rated items last quarter. In the current quarter, it has moved into the top three ranked items.

Offboard survey participation	Number of responses	Response Rate	Target
Q1	11	55%	>49%
Q2	7	28%	>49%
Previous FY	20	32.8%	>49%

1.7 The Offboarding Response rate above presents the quarterly response rate, as well as the total number of responses received each quarter. This table also includes both the Ask Your Team New Zealand Local Government (LGO) response rate for exit surveys and our Council goal response rate. Participation rate decreased significantly compared to Q1, and it is noted that of the 25 eligible terminated staff during this quarter 4 (16%) did not receive the survey in time for them to complete it. Please note that the proximity to the end of the year break may have affected completion rate.

1.8 The Quarter 2 open-ended responses reflect a mixed sentiment profile, with strong positive feedback regarding team experience and community connection, alongside negative sentiment concentrated around leadership capability, workplace culture, remuneration, and organisational change.

Turnover

Year	20/21	21/22	22/23	23/24	24/25	25/26 Sep 1/4	25/26 Dec 1/4
Employee Initiated	120	123	114	95	62	20	15
%	20.9%	19.8%	18.8%	14.6%	9.2%	15.2%	9.2%
Other		13	8	14	8	1	1
%		2.1%	1.3%	2.1%	1.2%	0.6%	0.6%

Month	Employee Initiated Turnover for Month	Turnover Previous 12 Months	Percentage (annual)
Jan 25	8	83	12.5%
Feb 25	2	75	11.4%
Mar 25	7	77	11.8%
Apr 25	5	71	10.9%
May 25	1	65	9.7%
Jun 25	5	62	9.2%
Jul 25	4	60	8.9%
Aug 25	6	58	8.6%
Sep 25	2	56	8.4%
Oct 25	6	54	8.2%
Nov 25	4	52	7.9%
Dec 25	11	60	9.2%

Turnover by Group (12 months to Dec 2025)

Corporate Services	3	6.1%
Customer & Community	23	13.0%
Development & Regulatory	7	8.4%
Infrastructure	24	9.1%
People & Capability	2	4.2%
Strategic Planning	3	12.0%
Headquarters	1	20.0%

- 1.9 Turnover is still low despite a bump in December.
- 1.10 There were no areas of concern in the last 12 months. The Library had 9 terminations but 4 were retirements.

ACC Lost Time (Days)

Period	Dec 24	Mar 25	Jun 25	Sep 25	Dec 25
Work					
Injuries	6	7	6	9	4
Days Off	51	135	95	129	114
Non-Work					
Injuries	15	8	6	10	9
Days Off	188	139	90	99	96
Total					
Injuries	21	15	12	19	13
Days Off	239	274	185	228	210

- 1.11 In the Dec Quarter work injuries made up 54.3% of lost time. Of the 4 work-related injuries only one was a new injury and accounted for 32.2 days of lost time.
- 1.12 The 9 non-work accidents resulted in 96 lost days.

2. BACKGROUND

2.1 Wellbeing is interconnected with a variety of individual and systemic factors which makes it a difficult area to report on. The above metrics have been recorded with that in mind.

3. NEXT STEPS

- 3.1 Explore opportunities in the wellbeing space to prevent harm, provide support and enhance wellbeing.
- 3.2 A proposed approach for psychosocial risk assessments has been developed and is being piloted.

4. COMPLIANCE AND ADMINISTRATION

Does the Committee have delegated authority to decide?	Yes
Are the decisions significant?	No
If they are significant do they affect land or a body of water?	No
Can this decision only be made through a 10 Year Plan?	No
Does this decision require consultation through the Special Consultative procedure?	No

Is there funding in the current Annual Plan for these objectives?		No
Are the recommendations inconsistent with any of Council's policies or plans?		No
The recommendations contribute to this plan: 14. Mahere mana urungi, kirirautanga hihiri 14. Governance and Active Citizenship Plan The objective is: N/A		
Contribution to strategic direction and to social, economic, environmental and cultural well-being	Providing information to Council about the ongoing progress towards the good performance of the organisation regarding wellbeing. The wellbeing of our kaimahi (staff) directly relates to how the strategic direction is implemented.	

ATTACHMENTS

Nil

MEMORANDUM

TO: Finance, Performance & Audit Committee

MEETING DATE: 4 March 2026

TITLE: Six-monthly report on International Relations and Education Activities

PRESENTED BY: Gabrielle Loga, Manager International Relations and Kunal Chonkar, International Relations and Education Advisor

APPROVED BY: David Murphy, General Manager Strategic Planning

RECOMMENDATION(S) TO FINANCE, PERFORMANCE & AUDIT COMMITTEE

1. That the Committee receive the ‘Six-monthly report on International Relations and Education Activities’, presented on 4 March 2026.

1. ISSUE

- 1.1 The purpose of this memorandum is to update the Finance, Performance and Audit Committee on the Council’s key international relations and education activities in the six months from April 2025 to October 2025 and their contribution to the relevant goal, strategy and plan.

2. BACKGROUND

- 2.1 On 11 June 2025, Council approved the following goals set for the city’s international relations and education in 2025-2026:
 - **Goal 1:** Foster deeper engagement with strategic international partners to enhance the city’s profile as a preferred destination for education, tourism, and investment.
 - **Goal 2:** Strengthen local economies through the promotion of tourism, international education, and facilitation of business connections and investment opportunities.
 - **Goal 3:** Promote research collaboration, innovation and entrepreneurship to increase the city’s diversification and resilience against future challenges.
- 2.2 This report outlines the key international relations and education activities since May 2025 and measures them against the agreed goals. It also provides an updated

activity schedule from the International Relations and Education Annual Plan 2025-2026.

INTERNATIONAL RELATIONS

3. HIGHLIGHTS OF THE GLOBAL/NATIONAL CONTEXT

- 3.1 Global instability and the threat of conflict remained elevated through the second and third quarters of 2025, particularly in the Indo-Pacific. Ongoing major-power competition, regional military activity, and unresolved conflicts elsewhere in the world continued to disrupt global trade routes, supply chains, and investor confidence. For New Zealand, this reinforced the importance of diplomacy, regional partnerships, and economic resilience rather than reliance on any single market or geopolitical alignment. For Palmerston North, this global context strengthens the value of city-to-city relationships, education diplomacy, and international engagement as long-term stabilising tools that support trade, talent attraction, and institutional cooperation beyond short-term shocks.
- 3.2 New Zealand's export performance in 2025 remained comparatively strong but increasingly exposed to global volatility. While demand for high-quality food, education, and services held up, exporters faced uncertainty from trade tensions, supply chain disruptions, and changing regulatory environments. This highlighted the need to move beyond volume-based exports toward higher-value, knowledge-intensive and services-based offerings. Palmerston North, with its concentration of AgriTech, food innovation, logistics, and education institutions, is well positioned to contribute to this shift by supporting export-ready businesses, applied research partnerships, and international students as part of New Zealand's broader export ecosystem.
- 3.3 The Association of Southeast Asian Nations (ASEAN) continued to grow in importance as a strategic and economic partner for New Zealand. As one of the world's fastest-growing regions, ASEAN offers diversified demand, a growing middle class, and increasing openness to collaboration in education, sustainability, and innovation. For New Zealand, deepening ASEAN ties helps balance exposure to larger, more volatile markets. For Palmerston North, stronger ASEAN engagement translates into opportunities to attract students, build institutional partnerships, host delegations, and connect local firms, particularly in AgriTech, food innovation, education, and urban solutions, to rapidly growing Southeast Asian markets.
- 3.4 Vietnam emerged as a particularly important market within ASEAN, with continued economic growth, urbanisation, and demand for trusted international partners. In 2025, Vietnam's appetite for high-quality food products, skills development, research collaboration, and sustainable technologies aligned closely with New Zealand's strengths. For Palmerston North, Vietnam presents concrete opportunities for education pathways, applied research links, workforce development

partnerships, and city-level cooperation, building on meaningful people-to-people and sustainable institutional connections rather than purely transactional trade.

- 3.5 As the economic need for diversification and sustainability became more pronounced in 2025, New Zealand’s national strategy increasingly emphasised spreading risk across markets, embedding sustainability into trade, and growing sectors that are resilient, low-emissions, and knowledge-based. At a city level, Palmerston North has translated this strategy into action by supporting internationally connected education and research, fostering innovation-led businesses, and positioning the city as a credible, outward-looking hub that contributes to national resilience while delivering local economic and social benefits.

4. ACTIVITIY OUTCOME REPORT

AgriTech and Food Innovation Connection with Nancy, France

- 4.1 On 11 April 2025, Palmerston North City Council facilitated an international engagement meeting between Palmerston North and Nancy (France) to explore collaboration opportunities in the AgriTech and Food Innovation sector. The activity aligned with Council’s objectives to support economic diversification, innovation-led growth, and international connectivity by strengthening relationships between local and international research, education, and innovation ecosystems.
- 4.2 The engagement brought together senior representatives from Crown Research Institutes, universities, commercialisation entities, incubators, and startups from both cities. The meeting confirmed a strong alignment between Palmerston North’s research-led agri-food innovation ecosystem and Nancy’s FoodTech Grand Est cluster, with both cities sharing a focus on sustainable food systems, applied research, and commercialisation.
- 4.3 The activity resulted in the identification of multiple priority collaboration areas, including alternative proteins, fermentation technologies, smart farming, food system resilience, sensing and imaging technologies, animal health, and climate-adaptive food testing. These areas align with Palmerston North’s existing strengths and provide a platform for future innovation, research, and commercial partnerships.
- 4.4 Agreed next steps include facilitating direct connections between participating organisations, supporting follow-up discussions to scope pilot projects or exchanges, and exploring opportunities for Palmerston North/New Zealand participation in Nancy’s Food Innovation Days in 2026. This event was identified as a practical mechanism to showcase local capability, support soft-landing opportunities, and deepen international partnerships.
- 4.5 Overall, the activity contributed to Council’s international relations and economic development outcomes by advancing high-value relationships, increasing international visibility of Palmerston North’s innovation ecosystem, and laying the

groundwork for future collaborations that support productivity, sustainability, and long-term economic resilience.

The 3rd China – New Zealand Mayoral Forum

- 4.6 Palmerston North participated in the 3rd China-New Zealand Mayoral Forum and Festival, held in Chengdu, China from 19 – 22 May 2025. The event was co-hosted by the Chinese People’s Association for Friendship with Foreign Countries (CPAFFC) and Global Cities New Zealand (GCNZ), marking the tenth anniversary of the China–New Zealand Mayoral Forum mechanism, which first began in 2015. Palmerston North has previously participated in the first forum in Xiamen (2015) and the second in Wellington (2017)
- 4.7 The Mayor led a delegation of five delegates from Palmerston North City Council, Central Economic Development Agency, Manawatū Charitable Trust Rōpu, and Rangitāne o Manawatū, Te Matatini group of fifteen members. In his capacity as President of Global Cities New Zealand, Mayor Smith also represented the national association.
- 4.8 The theme of the 2025 Forum was “Mapping Out a New Decade of Sister City Relationships.” Delegates from 22 cities across China and New Zealand participated, focusing on strengthening bilateral subnational ties. Discussions and exchanges covered areas such as economic cooperation, education, cultural exchange, tourism, innovation, and urban governance. The Mayor emphasised the importance of reconnection and enhancing people-to-people links to support ongoing cooperation in education, trade, research and cultural exchanges.
- 4.9 Palmerston North’s participation in the 3rd China–New Zealand Mayoral Forum in Chengdu strengthened the city’s international relationships and reaffirmed its commitment to sister-city collaboration. The delegation engaged in strategic dialogue with Chinese counterparts on economic, educational, cultural, and innovation opportunities, shared best practice in subnational diplomacy, and explored avenues for future cooperation. The Forum highlighted the importance of people-to-people connections in building mutual understanding, enhancing bilateral engagement, and advancing Palmerston North’s broader objectives for international engagement, regional development, and global profile-building.
- 4.10 The Forum and Palmerston North’s contribution received positive coverage across major national and regional Chinese media platforms, including China Daily (English and Asia editions), People’s Daily, Xinhua News, QQ News, Sohu, Weixin News, and regional outlets such as Good Morning Chengdu. This coverage amplified the city’s international visibility and reinforced its reputation as an active and credible partner in international cooperation.
- 4.11 Participation in the Forum supports the City’s strategic objectives to raise its international profile and strengthen global networks that deliver benefits for local economic, education, research, and cultural sectors. The delegation’s involvement

aligns with Council’s commitment to leadership in subnational diplomacy and to pursuing collaborative opportunities that contribute to long-term regional growth and resilience.



Figure 1: CEDA CEO presenting on investment opportunities in Palmerston North/Manawātū



Figure 2: Palmerston North delegation featured at the China NZ Mayoral Forum

Remembering For Peace: 80 Years On from the Atomic Bomb Poster Exhibition

4.12 On 4 August 2025, an opening ceremony was held at the City Library to commemorate the 80th anniversary of the atomic bombings of Hiroshima and Nagasaki. The ceremony brought together government officials, local business leaders, and institutional representatives. Proceedings included a welcome address by Mayor Smith, followed by pre-recorded remarks from Mihara City Mayor Okada and Minister Oshima of the Embassy of Japan. A reflection was shared by the

grandson of a Hibakusha (atomic bomb survivor). Following the formal proceedings, attendees viewed the exhibition displayed within the library.

- 4.13 The exhibition marked the 80th anniversary of the bombings through visual and educational displays. Featured materials included a series of posters containing photographs and detailed historical accounts of the events that occurred in Hiroshima and Nagasaki in 1945. The exhibition also featured a display of the Samurai armour gifted to the city by Mihara, symbolising Japan's cultural heritage and resilience. The exhibition opened to the public on 5 August 2025 and remained at the City Library for one month before being relocated to Massey University and subsequently to IPU New Zealand, extending its reach across local educational institutions.
- 4.14 Several weeks following the opening ceremony, the city received one thousand paper cranes or 'senbazuru' from Mihara City. These cranes had been part of Mihara's Peace Memorial Ceremony held on 2 August 2025. The display of one thousand paper cranes from Mihara City at the City Library, further strengthened the sister-city relationship and encouraged community participation through interactive engagement. Collectively, these activities increased public awareness of the humanitarian consequences of nuclear weapons, strengthened international and institutional partnerships, and demonstrated the value of civic-led remembrance initiatives in fostering peace and global connection.



Figure 3: Display of 1000 'Senbazuru' from Mihara and make-your-own crane table for the public

ASEAN Forum 2025: 50 Years + \$50 Billion

- 4.15 In 2025, New Zealand marked 50 years of dialogue relations with the Association of Southeast Asian Nations (ASEAN), celebrating half a century of diplomatic, economic, and cultural engagement. To highlight this milestone, the ASEAN Forum 2025: “50 Years + \$50 Billion” was held in Auckland, co-hosted by the ASEAN New Zealand Business Council and supported by the New Zealand Ministry of Foreign Affairs and Trade, the Asia New Zealand Foundation, and ANZ Bank. The Forum brought together national leaders, ASEAN representatives, business leaders, and stakeholders to explore deeper economic connectivity, trade opportunities, and regional partnership priorities.
- 4.16 While Palmerston North was not the primary host, the city’s participation reflected its strategic commitment to international cooperation, trade engagement, and regional connectivity. City representatives engaged with ASEAN delegates and business leaders through networking and information exchange, reinforcing local interests in aligning economic, education, and innovation sectors with emerging opportunities from ASEAN–New Zealand relations. The Mayor also hosted a dynamic Business Panel Discussion with business leaders from Vietnam, Malaysia, and New Zealand to explore market trends, sector opportunities, and practical advice for businesses operating across New Zealand and ASEAN. These engagements strengthened Palmerston North’s profile within national initiatives that support business linkages and regional integration.
- 4.17 Participation in the ASEAN Forum reinforced the city’s commitment to strengthening ties with Southeast Asia and leveraging regional opportunities for local growth. The Forum celebrated five decades of ASEAN–New Zealand dialogue and highlighted pathways for enhanced trade, digital innovation, supply chain resilience, and improved market access for New Zealand businesses. Engagement facilitated knowledge sharing, developed people-to-people and business networks, and positioned Palmerston North to expand economic, cultural, and educational partnerships within the ASEAN region.
- 4.18 More broadly, Palmerston North’s involvement in ASEAN-related activities, both direct and via national coordination, aligns with Council’s internationalisation objectives, including expanding global trade links, promoting local business opportunities abroad, and raising the city’s profile in dynamic regional markets. These efforts support strategic goals to foster economic growth, deepen global networks, and strengthen Palmerston North’s role as an active partner within Asia-Pacific economic corridors.



Figure 4: Business Panel Discussion at ASEAN Forum 2025

Visit by Embassy of Vietnam to Palmerston North

- 4.19 On 8 September 2025, the newly appointed Ambassador of Vietnam, Mr Phan Minh Giang, visited Palmerston North. Mayor Smith welcomed the Ambassador and his delegation to the city for discussions on potential areas of cooperation, including education and research partnerships, trade and economic development, and agricultural collaboration between Palmerston North and Vietnam. The conversation also acknowledged the broader regional and strategic context underpinning bilateral relations between New Zealand and Vietnam.
- 4.20 The delegation visited UCOL and Massey University to explore collaboration opportunities with polytechnic universities in Vietnam and discuss the potential for joint degree programmes with Vietnamese tertiary institutions. These discussions align with New Zealand's broader educational engagement with Vietnam, following the establishment of a comprehensive strategic partnership between the two countries in February 2025.
- 4.21 The visit strengthened Palmerston North's relationship with the Embassy of Vietnam and reinforced the city's position as a hub for international education and global engagement. It provided an opportunity to highlight Palmerston North's innovation and research capabilities, particularly in the agri-food and tertiary education sectors, which present significant opportunities for Vietnamese collaboration given the strategic focus on educational and agricultural partnerships.
- 4.22 This engagement aligns with Council's objectives of fostering international partnerships, promoting economic and educational exchange, and enhancing the city's global connections. Direct engagement with the Vietnamese Ambassador enables Palmerston North to strengthen collaboration across multiple sectors while exploring trade and agricultural opportunities that benefit both regions. These

relationships are expected to lead to future student exchanges, joint research projects, and institutional partnerships that enhance the city's international profile.



Figure 5: Visit by the new Ambassador of Vietnam

Visit by U.S. Embassy to Palmerston North

- 4.23 On 23 September 2025, Mr David Gehrenbeck, Chargé d'Affaires at the U.S. Embassy, visited Palmerston North accompanied by Mrs Lauren Gehrenbeck, and Ms Kathryn Plummer, Public Engagement Coordinator at the U.S. Embassy. The visit provided an opportunity to strengthen bilateral ties and explore areas of mutual interest between the United States and the Palmerston North region across economic development, education, and research sectors.
- 4.24 The delegation's programme included visits to key regional institutions and businesses. At Moana New Zealand, discussions focused on the company's operations and innovation in the aquaculture sector. The visit continued to Massey University, where the delegation met with senior leadership from the College of Sciences and School of Veterinary Science to discuss research collaboration opportunities and international education partnerships. The delegation also met with Council staff and the Central Economic Development Agency to discuss regional economic development priorities and investment opportunities.
- 4.25 The visit concluded with the delegation's attendance at the talk and book launch of 'General Lucian K. Truscott: Quite a Talent for Fighting' by Professor Glyn Harper at the City Library. During the event, Mr Gehrenbeck spoke about the enduring military connections between the United States and New Zealand, highlighting the historical and contemporary significance of defence cooperation between the two nations. His remarks underscored the shared values and partnership that continue to define the bilateral relationship.

- 4.26 Following the visit, several connections have been facilitated. CEDA has established contact with the U.S. Embassy's commercial team regarding investment possibilities at Te Utanganui, positioning the region to attract potential U.S. investment in logistics and distribution infrastructure. Additionally, connections have been made between Massey University's Business School and the American Chamber of Commerce in New Zealand, creating pathways for enhanced business education collaboration and commercial partnerships.
- 4.27 This engagement reflects Palmerston North's growing profile as a centre for international dialogue and collaboration. The visit enabled direct discussions on areas of strategic importance, including aquaculture innovation, veterinary science research, and tertiary education partnerships. These connections align with Council's objectives of fostering international relationships and positioning Palmerston North as an active participant in global networks that generate tangible economic and educational benefits for the region.



Figure 6: The U.S. Embassy delegation with Council staff and Massey University representatives

Visit from the Malaysian High Commission to Diwali Mela

- 4.28 On 1 November 2025, Ms Nadzatul Hilmi, Counsellor of Training and Culture and Mr Abdul Ampuan Tajudin, Education Attaché, at the High Commission of Malaysia attended Diwali Mela in Palmerston North. Their attendance reflected Malaysia's continued engagement with this particular event and support for Palmerston North for three consecutive years.
- 4.29 During the visit, Ms Hilmi and Mr Tajudin met with the Mayor, the Manager International Relations and representatives of the Manawatū Malaysian Council, providing an opportunity to strengthen relationships between the High Commission,

the city, and the Malaysian community in the region. Discussions highlighted the value of education linkages, the ongoing people-to-people connections, as well as the many opportunities for trade and investment between Palmerston North and Malaysia.

- 4.30 The presence of senior representatives from the High Commission of Malaysia, together with their engagement with civic and community leaders, supported Palmerston North’s international relations objectives by reinforcing links with ASEAN partners and enhancing the city’s profile as a welcoming community.



Figure 7: Malaysian High Commission delegates welcomed by PNCC and Manawatu Malaysian Council

INTERNATIONAL EDUCATION

5. OVERVIEW OF THE GLOBAL, NATIONAL AND LOCAL CONTEXT

- 5.1 New Zealand’s international education sector has demonstrated strong recovery and growth within a highly competitive global environment. In 2024, international student enrolments reached 83,425, a 21% increase on 2023 and 72% of pre-pandemic (2019) levels.
- 5.2 Globally, international student mobility is being reshaped by tightening immigration and work-rights settings in traditional destination countries such as the United States of America, United Kingdom, Canada, and Australia. In this context, New Zealand is increasingly positioned as a stable, high-quality, and welcoming study destination. China and India remain New Zealand’s largest source markets, accounting for 34% and 14% of enrolments respectively, followed by Japan (9%) and South Korea (4%).

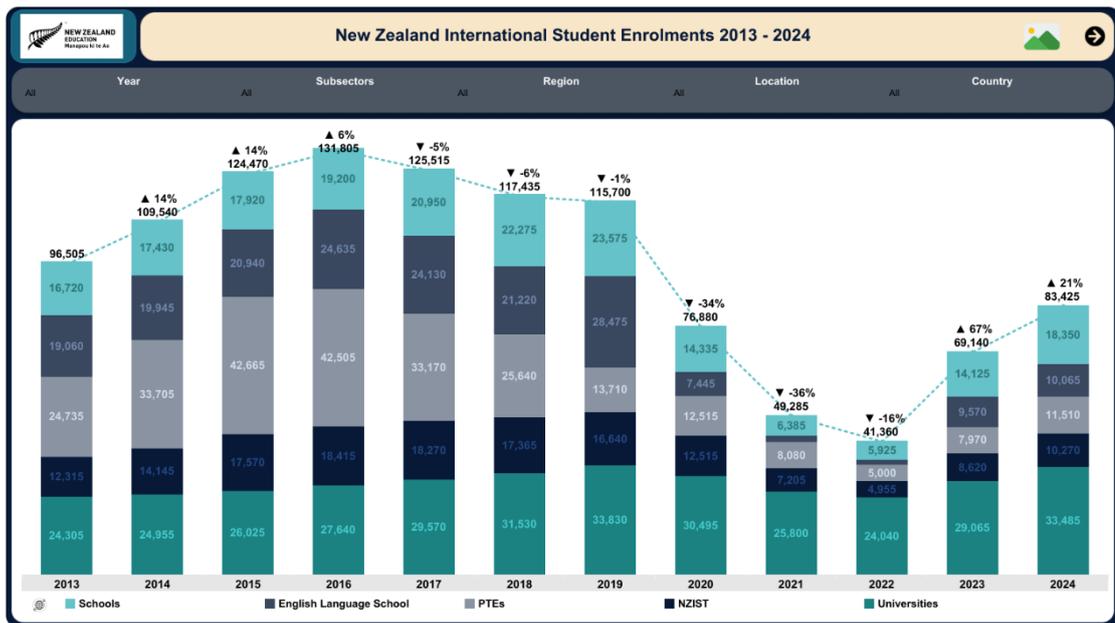


Figure 8: New Zealand International Student Enrolments 2013-2024 (Source: ENZ)

- 5.3 In July 2025, the Government released the International Education Going for Growth Plan, setting a strategic target to double the sector’s economic contribution from \$3.6 billion in 2024 to \$7.2 billion by 2034. The plan responds to global competition for students by strengthening New Zealand’s value proposition as a study destination.
- 5.4 International education remains one of New Zealand’s largest export sectors and a significant contributor to local economies and community vitality. International students are high-value participants who live, shop, travel, and engage locally, enriching communities while building long-term international goodwill through their experiences in New Zealand. According to the New Zealand International Student Expenditure Survey 2024, the average international student reported annual living expenditure of \$45,776, excluding tuition fees (see Figure 9). Postgraduate international students make an additional contribution through research and innovation, strengthening New Zealand’s global knowledge networks. Many former international students also continue to act as long-term ambassadors for New Zealand, supporting enduring international connections and economic opportunities. The New Zealand International Student Expenditure Surveys for 2024 and 2025 are attached as Attachment 1 and 3.
- 5.5 Realising the international education sector’s potential, the International Education Going for Growth plan aims at three objectives:
- Raise awareness of New Zealand as a study destination from 40% in 2024 to 42% in 2027 and 44% by 2034.

- Grow student enrolments from 83,400 in 2024 to 105,000 in 2027 and 119,000 by 2034.
- Increase the proportion of prospective students rating New Zealand among their top three choices of study destination from 18% in 2024 to 20% in 2027 and 22% in 2034.

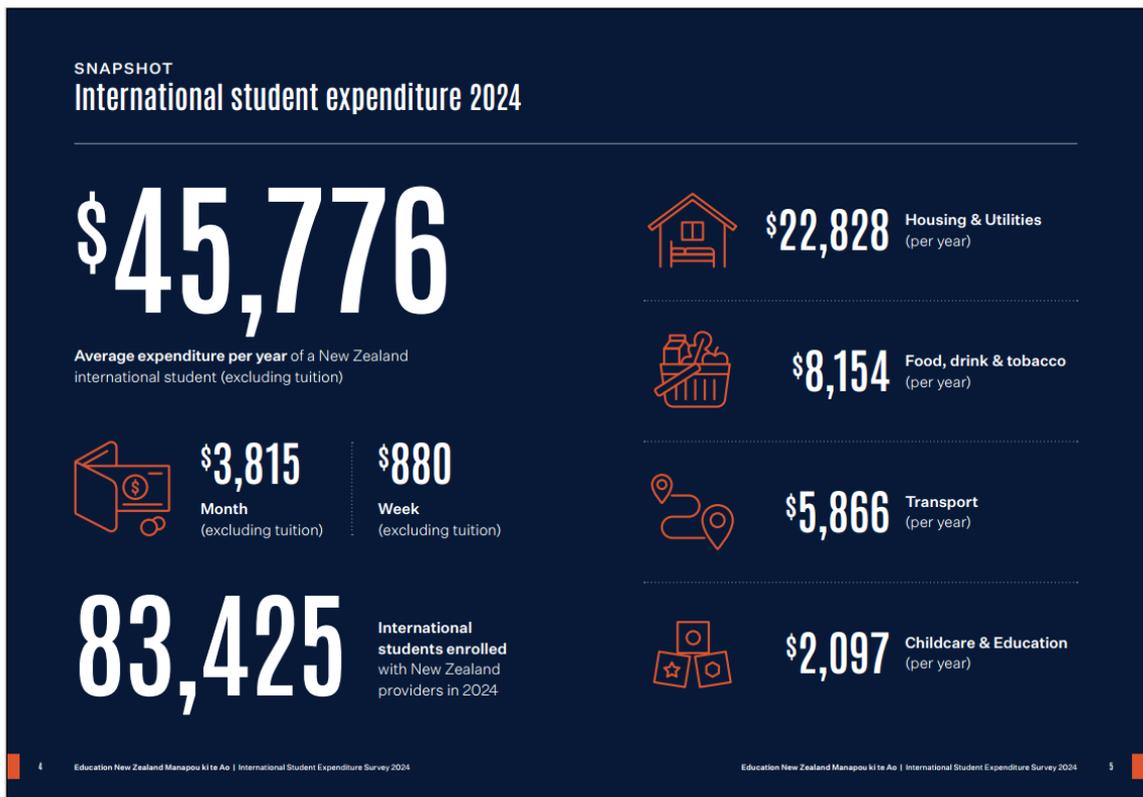


Figure 9: Snapshot of International Student Expenditure 2024

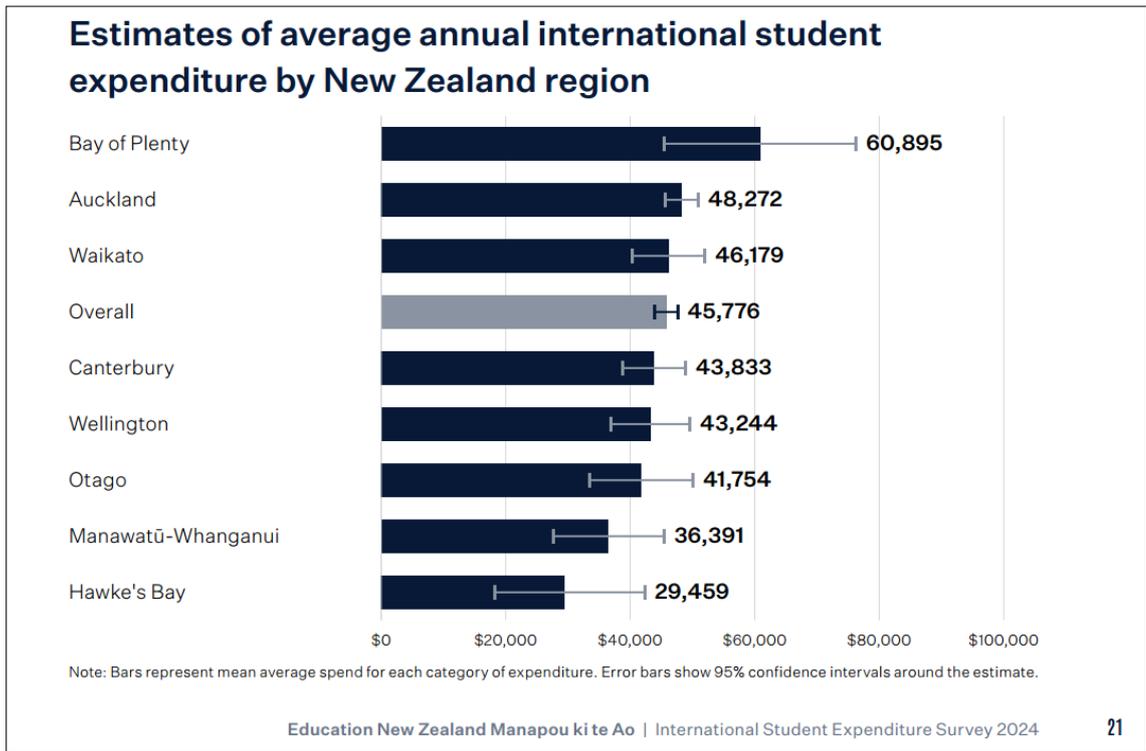


Figure 10: Estimates of average annual international student expenditure by region

- 5.6 International education is a significant contributor to the economic and cultural vitality of Palmerston North and the wider Manawatū-Whanganui region. International students studying at local schools and tertiary institutions — including Massey University, UCOL, Te Wānanga o Aotearoa, and IPU New Zealand — live, study, and participate locally, contributing to the vibrancy of the city while building long-term international connections. On average, an international student in Palmerston North and Manawatū spends approximately \$36,391 per year on living costs, excluding tuition fees, with expenditure flowing directly into accommodation, retail, hospitality, and transport sectors (See Figure 10).
- 5.7 Consistent with the national trend, China and India remain the region’s largest source markets for international students, followed by Japan, the United States, and Vietnam. Immigration New Zealand provides monthly regional-level data on valid international student visa holders across all study types (see Figure 12); however, this data does not disaggregate by institution or territorial authority, and student numbers fluctuate throughout the year due to arrivals, programme completions, and changes in visa status. Annual higher education enrolment data (see Figure 13 and Figure 14) for Palmerston North/Manawatū campuses is provided to Council in alignment with Tertiary Education Commission reporting requirements.

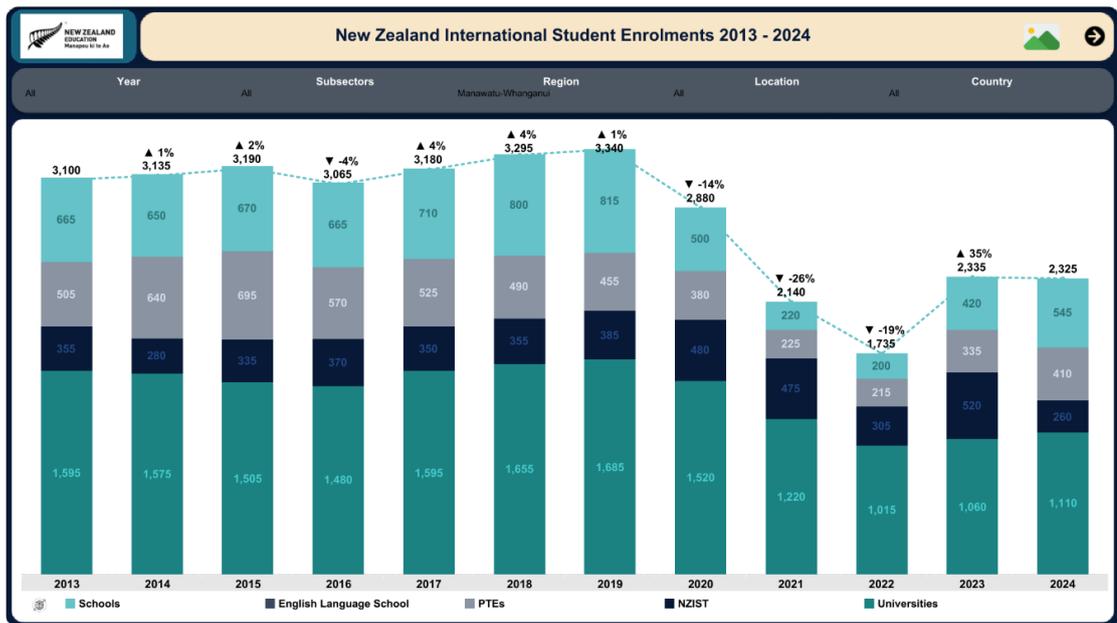


Figure 11: Manawatu-Whanganui International Student Enrolments 2013-2024 (ENZ)

Valid international student visa holders who are studying in Manawatu-Whanganui												
	6 Oct 2024	3 Nov 2024	1 Dec 2024	5 Jan 2025	2 Feb 2025	3 Mar 2025	6 Apr 2025	4 May 2025	1 Jun 2025	5 Aug 2025	1 Sep 2025	7 Oct 2025
Polytechs	130	128	125	124	145	182	177	177	180	188	187	191
PTEs	239	246	237	205	241	237	279	277	267	256	262	259
Schools	198	207	123	43	153	255	237	242	245	228	227	224
Universities	778	704	529	424	479	810	795	854	839	919	850	897
Total	1345	1285	1014	796	1018	1484	1488	1550	1531	1519	1526	1571

Figure 12: Valid international student visa holders in Manawatu-Whanganui 2024-2025 (INZ)

5.8 It is also important to note that official datasets capture only students holding valid student visas and exclude short-term students studying for three months or less. Palmerston North schools are estimated to host around 400 short-term international students annually, though variations in reporting limit the precision of aggregate figures.

Student headcount as at 15 April each year						
		Massey University	UCOL	Te Wānanga o Aotearoa	IPU New Zealand	Total Higher Education
2019	Domestic	4,598	2,949	534	65	8,146
	International	1,367	217	0	243	1,827
	Total	5,965	3,166	534	308	9,973
2020	Domestic	4,310	3,003	494	42	7,849
	International	1,335	175	0	177	1,687
	Total	5,645	3,178	494	219	9,536
2021	Domestic	4,133	3,164	493	49	7,839
	International	1,098	151	0	137	1,386
	Total	5,231	3,315	493	186	9,225
2022	Domestic	3,814	3,108	378	31	7,331
	International	896	150	0	138	1,184
	Total	4,710	3,258	378	169	8,515
2023	Domestic	3,182	2,678	514	31	6,405
	International	836	185	0	161	1,182
	Total	4,018	2,863	514	192	7,587
2024	Domestic	2,830	3,984	517	21	7,352
	International	965	174	0	173	1,312
	Total	3,800	4,158	517	194	8,664
2025	Domestic	2,650	3,610	548	16	6,824
	International	1,060	191	0	197	1,448
	Total	3,705	3,801	548	213	8,272

Figure 13: Student headcount numbers 2019-2025 (Source: Individual providers)

Equivalent full-time students as at 15 April each year						
		Massey University	UCOL	Te Wānanga o Aotearoa	IPU New Zealand	Total Higher Education
2019	Domestic	3,080	1,860	484	61	5,484
	International	952	130	0	181	1,263
	Total	4,031	1,990	484	242	6,747
2020	Domestic	2,969	1,908	471	48	5,397
	International	911	108	0	144	1,162
	Total	3,880	2,016	471	192	6,559
2021	Domestic	2,851	1,934	469	37	5,291
	International	726	99	0	123	947
	Total	3,576	2,033	469	160	6,238
2022	Domestic	2,528	1,675	356	30	4,589
	International	584	45	0	103	732
	Total	3,112	1,720	356	133	5,321
2023	Domestic	2,202	1,486	423	26	4,137
	International	602	63	0	150	815
	Total	2,804	1,549	423	176	4,952
2024	Domestic	1,855	2,174	405	16	4,450
	International	680	107	0	140	927
	Total	2,535	2,281	405	156	5,377
2025	Domestic	1,780	1,813	480	13	4,086
	International	730	188	0	155	1,073
	Total	2,515	2,001	480	168	5,164

Figure 14: Equivalent full-time student numbers 2019-2025 (Source: Individual providers)

5.9 Overall, international education continues to support employment, strengthen people-to-people connections, and enrich the region’s cultural fabric, with students from over 50 countries contributing to community life. Local education providers are actively growing their international student cohorts in line with the Government’s International Education Going for Growth Plan, with particular emphasis on partnerships across Asia and Europe. As enrolments continue to recover, Palmerston North and the Manawatū-Whanganui region are well positioned to benefit from sustained economic activity, global connectivity, and long-term international goodwill.

6. ACTIVITY OUTCOME REPORT

Guiyang Global Youth Summer Camp

6.1 In July 2025, 19 secondary students from Palmerston North participated in the inaugural Global Youth Summer Camp in Guiyang, China, marking a significant

milestone in the 33-year sister city partnership between the two cities. The 10-day programme, held during the Term 2 school holidays, represented an evolution of the relationship from formal diplomatic ties to meaningful cultural exchange that shapes the next generation of global citizens.

- 6.2 Unlike conventional student tours, the programme offered authentic cultural immersion through homestays with families from Guiyang No. 6 High School. Students experienced daily life in a city of over 6 million people, creating transformative cross-cultural connections. The programme included traditional crafts such as wax dyeing, visits to ancient towns, interactions with ethnic minority groups, and a performance at Guiyang's renowned Roadside Music Concert. Most significantly, students formed genuine friendships with their Guiyang counterparts, navigating language barriers through shared experiences, laughter, and contemporary cultural exchanges.
- 6.3 The programme's impact extends beyond cultural appreciation. Participating students returned with enhanced communication skills, greater cultural awareness, and an international network that may provide future educational and professional opportunities. The experience demonstrated the practical value of sister city relationships in developing globally competent young people who understand interconnectedness and cross-cultural collaboration. Feedback from students and their families has been overwhelmingly positive, with many describing the experience as life changing.
- 6.4 The success of this pilot programme has established a foundation for annual exchanges, with plans for reciprocal visits by Guiyang students to Palmerston North in August 2026. The initiative also opens pathways for expanded educational collaboration, including potential high school student recruitment opportunities and revitalised tertiary-level research exchanges between institutions in both cities. This aligns with Council's broader international education objectives and the national Going for Growth Plan.
- 6.5 The Global Youth Summer Camp was coordinated by Palmerston North City Council in partnership with Guiyang Municipal Government, with support from the Guiyang Foreign Affairs Office and the Department of Education. The programme demonstrates how sister city relationships create tangible benefits beyond diplomatic goodwill, serving as an investment in future partnerships, innovations, and solutions that will benefit both communities for generations to come.
- 6.6 The programme received local and national recognition through features in the July 2025 [edition](#) of Focus on Manawatu and the September 2025 [edition](#) of the Global Cities New Zealand newsletter.



Figure 15: Students getting into the groove at the Roadside Music Concert

Waseda Short-Term Study Programme

- 6.7 The sixth cohort of 15 students participated in a two-week programme in Palmerston North from 9 to 30 August 2025. Students were hosted by Awatapu College, Palmerston North Boys High School, and Palmerston North Girls High School. The students studied English, attended regular classes, participated in extracurricular activities and lived with local homestay families.
- 6.8 During the programme, students were introduced to local tertiary education opportunities. Activities included a tour of Massey University, meetings with international student support staff, participation in a campus ‘Amazing Race’, and an information session on New Zealand’s tertiary education system. The cohort also visited UCOL, where they undertook a campus tour and participated in hands-on group activities with English language learners. These experiences provided students with insight into New Zealand’s education system and the study pathways available in the region.
- 6.9 A seventh cohort of students will participate in a three-week programme in Palmerston North from 9 to 29 August 2026. Due to limited flight availability between Japan to New Zealand during the Easter period, no cohort will be hosted in April 2026.
- 6.10 This programme supports economic development by generating additional revenue for local schools. The short-term exchange has also facilitated longer-term educational outcomes, with Palmerston North Boys' High School enrolling Waseda students in one-year, fee-paying international programmes. This initiative strengthens international educational partnerships and enhances Palmerston North's profile as a destination for international students, contributing to the city's economic and educational objectives.



Figure 16: Waseda students and English language learners at UCOL after their group activity

City Welcome Session

- 6.11 On 22 August 2025, Council hosted a City Welcome Session for new international students in the Council Chamber. The event was coordinated by the International Relations and Education Advisor and Community Development Advisor (Welcoming Communities), in partnership with Rangitāne and the Maori Advisory team.
- 6.12 The session brought together nearly 100 students from nine local education institutions: Massey University, UCOL, IPU New Zealand, ETC, Pathways Bible College, Awatapu College, Freyberg High School, Palmerston North Boys' High School, and Palmerston North Girls' High School.
- 6.13 The event provided an opportunity to formally welcome international learners to the city and acknowledge their contribution to the community. Participating students received goodie bags, and the session facilitated connections between students, Council representatives, and local cultural leaders.
- 6.14 The Welcoming Communities programme aims to foster a sense of belonging and integration for newcomers, including migrants, former refugees, and international students, through partnerships with local iwi and key community stakeholders. This aligns with broader Council objectives of promoting inclusivity, cultural exchange, and community engagement in Palmerston North.
- 6.15 Following positive feedback from education providers and participants, Council plans to establish this as an annual event, with the next session tentatively scheduled for August 2026.



Figure 17: City Welcome Session participants in the Council Chamber

Visit by Embassy of Japan to Palmerston North

- 6.16 On 5 September 2025, Council hosted Ms Takako Taguchi, Director of the Japan Information and Cultural Centre at the Embassy of Japan, during her visit to Palmerston North.
- 6.17 The visit focused on engaging with Japanese language students at Palmerston North Boys' High School and Freyberg High School. Ms Taguchi observed Year 9, 10, and 12 Japanese language classes, during which she promoted the Japan Exchange and Teaching (JET) Programme and the Japanese-Language Proficiency Test (JLPT). These initiatives encourage students to deepen their understanding of Japanese language and culture while exploring future opportunities to study or work in Japan.
- 6.18 The visit aligns with Council's objectives of fostering international partnerships and promoting cultural exchange. Palmerston North maintains a strong relationship with the Embassy of Japan, strengthened through the sister city connection with Mihara. Discussions during the visit explored potential areas of future collaboration, including food security and resilience education and disaster management expertise. This engagement reflects Palmerston North's commitment to cultural diversity and to maintaining and expanding its relationship with Japan.



Figure 18: Director of Japan Information Culture Centre speaking to PNBHS students

International Education Forum

- 6.19 On 5 May 2025, Council hosted the International Education Forum in the Missoula Room, bringing together education providers from across the region to discuss strategic priorities for international education in Palmerston North. The forum was attended by representatives from Massey University, UCOL, IPU New Zealand, ETC, Whakarongo School, Palmerston North Boys' High School, Palmerston North Girls' High School, Freyberg High School, Awatapu College, Queen Elizabeth College and International Student Ministry. Mayor Smith opened the forum, emphasising Council's commitment to the international education sector and the city's ambition to position itself as a competitive study destination.
- 6.20 Key discussion areas included student recruitment priorities, accommodation challenges, market focus, pathways and retention, regional marketing, and student experience. Providers expressed strong consensus on prioritising long-term student enrolments over short-term groups, with accommodation capacity, particularly homestay availability, identified as a critical constraint. Schools highlighted their focus on markets including South Korea, Thailand, Norway, Germany, and Switzerland, while tertiary providers outlined diversification strategies targeting Nepal, Africa, India, and selective recruitment from China. Concerns were raised about student retention, with international students often relocating to Auckland after initial enrolment in Palmerston North.
- 6.21 The forum resulted in several action items to enhance the region's international education offering. These included developing a coordinated regional recruitment roadshow in partnership with Education New Zealand and relevant embassies, creating promotional materials highlighting complete educational pathways from primary to tertiary level, and reinstating Mayoral City Welcome events for international students. Participants also discussed the need for improved student experience initiatives, including holiday activities, sports tournaments in partnership

with Sport Manawatū, and the development of an international student calendar of events.

- 6.22 A significant outcome of the forum was the decision to disestablish the International Education Leadership Group (IELG) that was stood up post-Covid due to declining engagement and duplication with International Education Manawatū (IEM). Moving forward, Council's International Relations and Education Advisor will attend IEM meetings quarterly to ensure coordination between Council initiatives and provider activities. This streamlined approach aims to improve communication and strategic alignment across the sector.
- 6.23 Council has committed to hosting this forum annually to establish priorities for international education over the next 12 months and ensure continued collaboration among providers. The forum format enables strategic dialogue between education institutions and Council, facilitating coordinated approaches to sector challenges and opportunities. This annual engagement reflects Council's ongoing investment in international education as a key economic and cultural contributor to the region.

Friendly School Agreement Signed between Palmerston North and Fuzhou schools

- 6.24 Following the signing of a Letter of Intent to cooperate in education between the cities of Fuzhou and Palmerston North in December 2024, education collaboration between the two cities progressed further with the signing of a Friendly School Agreement (Attachment 2) between Queen Elizabeth College and Fuzhou No. 4 High School Juyanzhou campus in December 2025.
- 6.25 The Friendly School Agreement establishes a framework for cooperation between the two schools, with a focus on fostering student and teacher exchanges, cultural understanding and educational collaboration. Importantly, the arrangements also support international student recruitment pathways, creating opportunities for students from Fuzhou to study in Palmerston North. These pathways strengthen the city's attractiveness as a destination for international secondary students.
- 6.26 This development demonstrates a tangible outcome of the 2024 Letter of Intent and highlights the role of international education as both a people-to-people connector and an economic enabler. It aligns with Palmerston North's internationalisation and economic development objectives by strengthening education linkages with New Zealand's biggest student source market, enhancing the city's global profile, supporting additional revenue for local education providers as well as contributing to sustainable income streams for local economy.



Figure 19 - Queen Elizabeth College's principal signed Friendly School Agreement in Fuzhou

7. 2025-2026 ANNUAL PLAN – SUMMARY UPDATE

Timeline	Planned Activities	Status /Outcomes
July 2025	Guiyang Global Youth Summer Camp	Completed
August 2025	Atomic Bomb Poster Exhibition, commemorating the 8 th anniversary of the U.S. bombing of Hiroshima-Nagasaki	Completed
	Facilitate Waseda Study Group	Completed
	ASEAN Forum 2025: 50 Years + \$50 Billion	Completed
September 2025	Support City Welcome Session	Completed
	Launch 25/26 Global Ambassador Programme	Cancelled due to lack of response and personnel change
October 2025	Support Diwali Mela	Completed
	Support the Latin American and Spanish Film Festival	Completed
November 2025	Support City Welcome Session	Completed
December 2025	Fuzhou International Friendship Cities Tourism & Cultures Festival	Postponed by partner to 2026
	Guizhou Gui-Series Brand Launch Event in Guiyang	Declined
	17 December 2025	
January	Preparing for February events	Progressing

Timeline	Planned Activities	Status /Outcomes
2026		
February 2026	Support the Lunar New Year Celebration	Progressing
	Host an economic development-focused delegation from Missoula to Palmerston North	Progressing
	Host a 2-day programme for the diplomatic delegation during the 2026 Festival of Cultures	Progressing in partnership with CEDA
March 2026	Support Holi – Festival of Light	Not yet started
	Taipei Smart Cities Summit & Expo	Progressing
April 2026	Regional International Education Forum	Not yet started
May 2026	Lead an Education Mission to Japan, South Korea and Thailand	Under reconsideration
June 2026	Annual Plan 2026-2027	Not yet started

8. COMPLIANCE AND ADMINISTRATION

Does the Committee have delegated authority to decide?	Yes
Are the decisions significant?	No
If they are significant do they affect land or a body of water?	No
Can this decision only be made through a 10 Year Plan?	No
Does this decision require consultation through the Special Consultative procedure?	No
Is there funding in the current Annual Plan for these objectives?	Yes
Are the recommendations inconsistent with any of Council’s policies or plans?	No
The recommendations contribute to: Whāinga 1: He tāone auaha, he tāone tiputipu Goal 1: An innovative and growing city	
The recommendations contribute to this plan: 2. Mahere whakawhanake ohaoha 2. Economic Development Plan The objective is: - Support international education and promote Palmerston North’s interests to global	

partners - Promote Palmerston North’s interests to global city partners - Facilitate international economic and education partnerships with city institutions - Manage official delegations and relationships with the diplomatic corps - Participate in international forums and events	
Contribution to strategic direction and to social, economic, environmental and cultural well-being	The 6-monthly report on International Relations and Education Activities outlines the progress of actions in the International Relations Chapter, which contributes to the Economic Development Plan and Innovative and Growing City Strategy.

ATTACHMENTS

1. ENZ - International Student Expenditure Survey 2024 [↓](#) 
2. QEC - Fuzhou Friendly School Agreement 2025 [↓](#) 
3. ENZ - International Student Experience Survey 2025 [↓](#) 



**NEW ZEALAND
EDUCATION**
Manapou ki te Ao

New Zealand International Student Expenditure Survey 2024



Acknowledgements

Education New Zealand Manapou ki te Ao would like to thank sector peak bodies and providers for facilitating participation by international students from their respective sectors, Immigration New Zealand for managing sample selection and the survey invitation process for students on current or past student visas, and international students who have chosen to study with New Zealand and who gave their time to participate in the survey.

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SNAPSHOT

International student expenditure 2024

\$45,776

Average expenditure per year of a New Zealand international student (excluding tuition)



\$3,815

Month
(excluding tuition)

\$880

Week
(excluding tuition)

83,425

International students enrolled with New Zealand providers in 2024



\$22,828

Housing & Utilities
(per year)



\$8,154

Food, drink & tobacco
(per year)



\$5,866

Transport
(per year)



\$2,097

Childcare & Education
(per year)



Introduction

Foreword from Education New Zealand Manapou ki te Ao

The New Zealand international education experience is transformative.

At its best, international education transforms lives – the New Zealand school student and their international peers build lifelong friendships; the visiting postgraduate international student contributes not only to New Zealand’s research outputs but also to global research and innovation; the former international student is a cultural ambassador for New Zealand and our education experience.

Closer to home, international students enrich the social and cultural fabric of New Zealand’s communities. Having international students from a wide range of countries in our midst helps us connect with cultures different from our own.

International education boosts our local economies, now and for the future. From schools to universities, international students live, shop, travel, and interact locally as they experience New Zealand in ways that leave lasting impressions and build global goodwill. In that sense, international students are not just learners, they are high-value contributors to New Zealand’s economy and the vibrancy of its communities.

Realising the international education sector’s potential is also a key part of the Government’s ambition outlined in the International Education Going for Growth Plan.

This research aims to understand more about international students’ spending in New Zealand, beyond tuition fees, by sub-sector, by source market, and New Zealand region.

I am pleased to present the survey’s findings in this report, which provides comprehensive insights into international student life and spending in 2024.

The international student population in New Zealand is wonderfully diverse with international students from 162 different nationalities engaged in learning across our regions and sub-sectors last year. In 2024, 22% of all international students in New Zealand studied in our schools, with many of the youngest students accompanied by a parent or guardian. The range of expenditure profiles in this report reflect the different living situations of international students, including these household groups.

This report reflects students’ lived experiences, not cost benchmarks. This distinction is a vital one for interpreting the findings. The survey uncovers what international students *actually spend* and not what it costs to live in New Zealand, making it a timely update in an inflation-aware world.

We are grateful to current and former international students in New Zealand who participated in this survey and sector peak bodies and education providers who facilitated student participation.

I hope the insights will help us better understand the experience of students living in New Zealand and can inform planning to ensure our education offering remains globally competitive and student-centred.



Amanda Malu
Chief Executive
Education New Zealand
Manapou ki te Ao



Background

The 2024 International Student Expenditure Survey was commissioned by Education New Zealand Manapou ki te Ao (ENZ). The survey was conducted by Ipsos NZ with support for distribution from the Ministry of Business, Innovation and Employment, sector peak bodies, and individual New Zealand providers.

The aim of this research was to provide a reliable estimate of international student expenditure in New Zealand. This research aims to understand more about students' spending and give an indication of total spending per student by type of education provider, source market, and New Zealand region. For the purpose of this report, tuition fees, paid directly to providers, were excluded from calculations of total expenditure.¹

The target demographic for this research were international students who are currently studying or have recently finished their studies in New Zealand. This survey has its origins in earlier surveys that were undertaken to inform both the Stats NZ education export services value² and prior valuations of the economic contribution made by international students to New Zealand.³

Findings from the research will be used to inform revisions to the Stats NZ education export services value and future estimates of the economic contribution that international students make to New Zealand. It will also help prospective students and others better understand the range of discretionary and non-discretionary expenses for international students living in New Zealand.

A technical report and full set of tables are also available.



Dive deeper

Read more about [The New Zealand Government's plan to double the international education sector's export value by 2034](#).

¹ Average tuition fees for full-fee paying international students are reported annually by Ministry of Education in the Export Education Levy tables <https://www.educationcounts.govt.nz/statistics/international-students-in-new-zealand> (last accessed 29 July 2025)

² [International trade: June 2024 quarter – data sources and methods | Stats NZ](#)

³ [2017-2018 Economic Valuation Infographic | ENZ Intellilab](#)

Context

International students make substantial contributions to New Zealand by enriching the country socially, culturally, and economically.

Their presence enhances cultural diversity and fosters cross-cultural understanding within their educational institutions and communities, preparing all students for a more globally connected world. International students not only bring fresh perspectives and global insights to classrooms, they also support local businesses and broaden cultural horizons through daily interactions and cultural exchange.

New Zealanders recognise the benefits that international students bring to New Zealand. In 2024:

72% agreed or strongly agreed that international students benefit New Zealand

77% think New Zealand should welcome the same number or more international students



Dive deeper

Read more about [what New Zealanders know, think and feel about international education](#). (Access to some reports on Intellilab require signup)

Economically, international education is a vital sector—international students' tuition fees, spending, and participation in the workforce inject significant revenue into educational institutions and the broader economy. Government initiatives like the new International Education Going for Growth Plan highlight the sector's importance by aiming to double its export value and further recognises the key role that international students play in fuelling innovation, addressing skill shortages, and building long-term global connections for New Zealand.

Changes in international student numbers since 2017

Since 2017, when ENZ last conducted the International Student Expenditure Survey, there have been substantial changes to the size and profile of the international education sector.

In 2017, 125,515 international students enrolled at a New Zealand institution.⁴ While this number was slightly lower in 2018 (117,435) and 2019 (115,700), the following year the global COVID-19 pandemic led to a significant drop in students studying abroad. Numbers of international students studying in New Zealand declined to a low of 41,360 in 2022 but showed strong recovery in 2023 (69,140). In 2024, enrolments were still two thirds of what they were in 2017 at 83,425.

⁴ International student enrolments numbers include full-fee paying international students, international PhD students, exchange students (including in schools), NZAID students and foreign research-based postgraduate students, tour groups in not-government funded private training establishments and students living overseas enrolled in New Zealand education institutions.

While this means there were fewer enrolments overall in 2024 compared to 2017, the composition of New Zealand's international student enrolments has also changed significantly.

University students accounted for the largest share of international students who studied in New Zealand in 2024 (40%), followed by students at schools (22%), and English Language Schools, Private Training Establishments (PTEs), and New Zealand Institute of Skills and Technology (NZIST) (each around 12%). This contrasts strongly with 2017 when international students were spread more evenly across sub-sectors, with the largest sub-sector, PTEs, accounting for 26% of all international students.

International students live and study in all regions of New Zealand. In 2024, Auckland accounted for the largest proportion of international student enrolments (54%), while Canterbury (10%), Waikato (7%), Wellington (6%), and Otago (5%) each hosted sizeable international student communities. This represents a small but important rebalance in the regional diversification of students as, in 2017, Auckland hosted an even greater proportion of international students (60%) than in 2024.

New Zealand also hosts international students from all over the world; in 2024, students from 197 countries studied in New Zealand. China (34%), India (14%), and Japan (9%) were the top three source country for international student enrolments in New Zealand, accounting for over 50% of the total. These three countries have consistently been the top origin countries of international students in New Zealand, with proportions of each having varied relatively little since 2017.



Dive deeper

[International Student Enrolments trends in New Zealand 2013-2024](#)

Cost of living

Students who are considering studying abroad consistently report that one of their top concerns is cost and finance⁵, with many increasingly looking for more affordable study destinations to suit their budget.⁶ In April 2024, the ENZ's Global Brand Health and Awareness Tracker found that although cost was not the principal deciding factor for country choice overall, concerns about affordability and availability of scholarships and financial assistance were an important concern among those from some countries, particularly Indonesia, Vietnam, and Brazil.⁷



Dive deeper

[New Zealand's Global Brand Health and Awareness Survey](#)

⁵ IDP (2025) Emerging Futures 7, Voice of the International Student <https://resources.idp-connect.com/ef7-us> (last accessed 24 June 2025)

⁶ [International Student Survey: Engineering in Demand, Affordability Top-of-Mind](#)

⁷ [ENZ Global Brand Tracking Report 2024 \(June\) | ENZ Intellilab](#)

Student experience

International students in New Zealand consistently rate their 'Overall experience' positively. In 2024, 86% reported a positive experience with their New Zealand education.⁸ In addition, all aspects of the international student experience were considered good or better by most respondents in 2024, with 'People and connections' (90% positive) rated highest. Nonetheless, 'Value for money' (65% positive) and 'Work experience opportunities' related to study in New Zealand (58% positive) remain the biggest challenges for international students.



Dive deeper

[New Zealand's International Student Experience Survey](#)

Changes to living in New Zealand

Since 2017, New Zealand has experienced significant increases in both the cost of living and inflation, with particularly sharp rises from 2021 to 2023. The main drivers have been housing, food, energy, and transport costs.⁹ New Zealand's annual inflation rate experienced a peak of 6% in 2022/23 and while inflation has now reduced, it remains above levels seen in 2017.¹⁰

These changes in New Zealand's international education sector and the economic climate necessitate a more current estimate of international student spending. This current report updates the 2017 student expenditure survey, ensuring that it reflects the spending patterns of international students in 2024.

What's needed to come to New Zealand and how does this compare globally?

All international students who want to study in New Zealand for more than three months need an offer of place from a New Zealand education provider to apply for a student visa.¹¹ Most international students who are enrolled to study are on a student visa.¹² When making an application, prospective students are required to show proof of funds with respect to both living expenses and tuition fees.

As of June 2025, most prospective international students need to be able to demonstrate access to at least NZD\$20,000 per year for living expenses¹³, or NZD\$1,667 per month if the programme is less than a year. They must also provide evidence that they have paid their tuition fees or have the funds to cover them. Other countries have also set financial requirements for international students, with Australia requiring a minimum AUD\$29,710 for a single applicant to cover one year of living costs, tuition, and travel, and the UK recently having announced an increase in the savings requirement for new students.

⁸ Education New Zealand (2024) International Student Experience Survey <https://intellilab.enz.govt.nz/document/734-2024-nzies-publication-v2> (last accessed 17 June 2025)

⁹ Infometrics (2024) Household cost-of-living pressures still biting <https://www.infometrics.co.nz/article/2024-04-household-cost-of-living-pressure-still-biting> (last accessed 17 June 2025)

¹⁰ Trading Economics (2025) New Zealand Inflation Rate <https://tradingeconomics.com/new-zealand/inflation-cpi> (last accessed 17 June 2025)

¹¹ Immigration New Zealand (2025). Visas for studying in New Zealand <https://www.immigration.govt.nz/study/study-visas/visas-for-studying-in-new-zealand/> (last accessed 24 June 2025)

¹² To obtain a visa, students under 10 must live in New Zealand with their legal guardian or in an approved school hostel. Parents and legal guardians of children studying in New Zealand can visit New Zealand to live with and care for their children

¹³ If you are studying in compulsory education — for example, at a school in Years 1 to 13 — you must have NZD \$17,000 for each year or NZD \$1,417 for each month. Source: <https://www.immigration.govt.nz/visas/fee-paying-student-visa/>

Key takeaways

Overall expenditure

An average international student in New Zealand in 2024 reported an annual expenditure of \$45,776 in the previous year, not including tuition fees.

Housing and household utilities were international students' largest expense, accounting for \$22,828 or 50% of total annual spend.

Food, drink, and tobacco (\$8,154; 18%) and Transport (\$5,866; 13%), were the second and third largest categories of expenditure.

Categories with relatively lower expenditure were Travel and tourism (\$2,367; 5%), Childcare and education (\$2,097; 5%), Recreation and entertainment (\$1,706; 4%), and Health and beauty (\$638; 1%). Miscellaneous spend, which included spending on clothes, professional services, insurance, and gifts accounted for \$2,121 (5%) of average annual expenditure.

Results by sub-sector, country, and New Zealand region

On average, primary school students had the highest annual expenditure (\$78,737) among all sub-sectors, likely due to the inclusion of both parent/guardian and child spending in this figure.

University students had the second-highest average annual expenditure (\$49,309), followed by New Zealand Institute of Skills and Technology (NZIST) (\$43,715), Foundation (\$42,482), Private Training Establishments (PTE) (\$42,324), and English Language Schools (ELS) (\$39,317).

Secondary school pupils had the lowest average annual expenditure of all sub-sectors (\$34,753), a number statistically lower than the total sample.

Among the nationalities who make up a substantial number of international students in New Zealand, South Korean (\$71,650) and Chinese (\$58,576) students had higher annual expenditure compared to the total sample.

By contrast, Indian (\$37,372), Thai (\$34,874), Nepalese (\$32,675), Japanese (\$28,859), and German (\$27,479) students had a lower average annual expenditure compared to the total sample.

Considering students' region of study in New Zealand, only Hawke's Bay was significantly different from the total sample, with students there reporting lower annual spending (\$29,459) compared to the total sample (\$45,776).





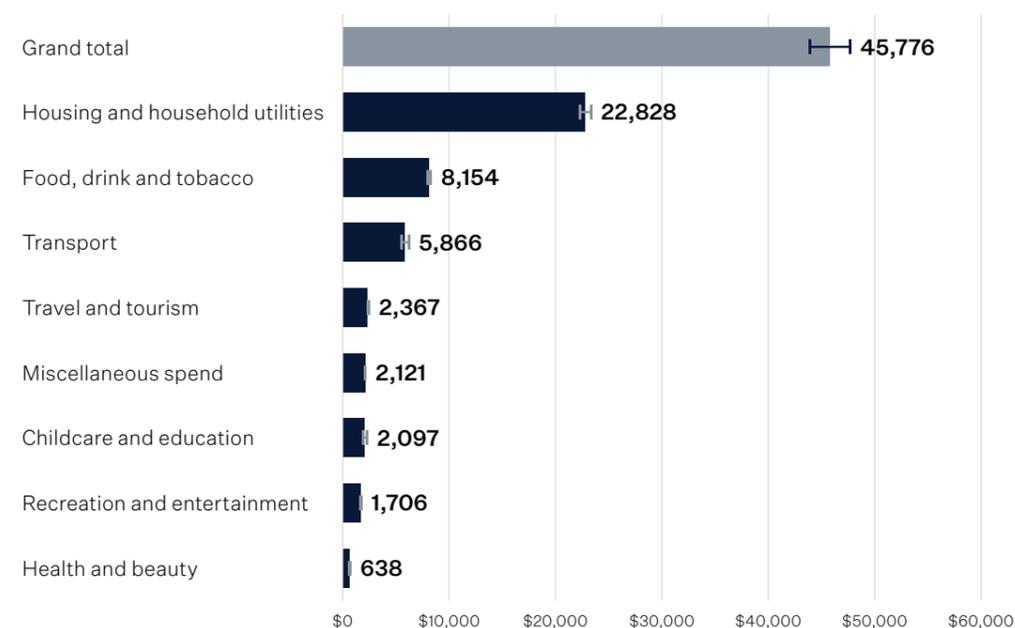
Key measures

Overall expenditure

The average annual expenditure for an international student in New Zealand in 2024, excluding tuition fees, was estimated to be \$45,776.

Considering the eight categories of expenditure, Housing and household utilities account for the largest expense, at 50% of total annual spend, or \$22,828. The other 50% of spend was accounted for by Food, drink, and tobacco (\$8,154; 18%), Transport (\$5,866; 13%), Travel and tourism (\$2,367; 5%), Childcare and education (\$2,097; 5%), Recreation and entertainment (\$1,706; 4%), and health and beauty (\$638; 1%). Miscellaneous spend, which included spending on clothes, professional services, insurance, and gifts accounted for \$2,121 of average annual expenditure (5%).

Estimates of average annual international student expenditure



Note: Bars represent mean average spend for each category of expenditure. Error bars show 95% confidence intervals around the estimate.

Overall expenditure by sub-sector

Average annual expenditure varied depending on the sub-sector of the student.

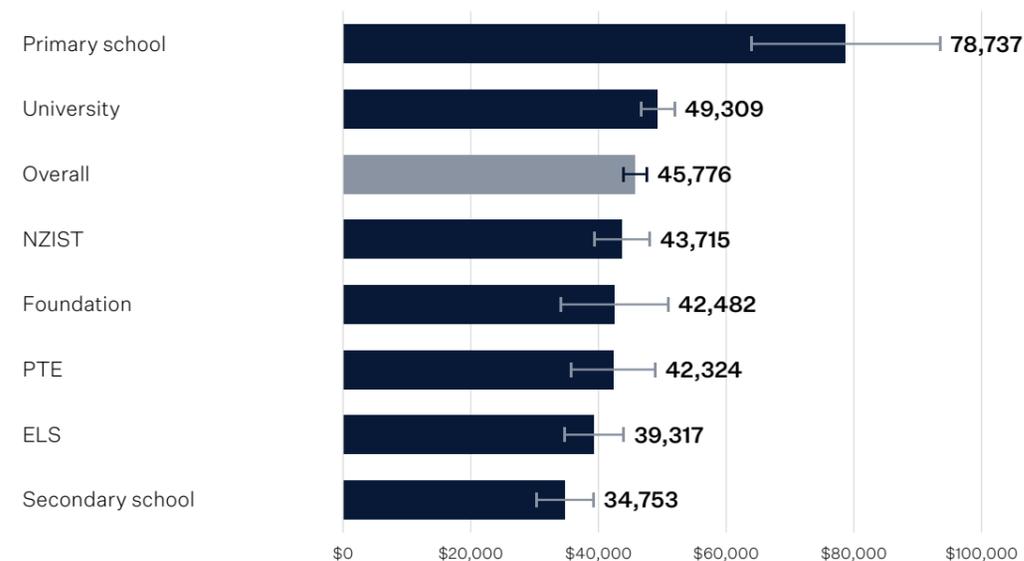
Primary students reported a higher average annual expenditure \$78,737 compared to the total sample \$45,776. This is likely to be due, at least in part, to the accompanying parent's/guardian's expenditure which was also included for this sub-sector only. The error range for Primary was also larger than for other sub-sectors; this is likely due to the relatively small sample size of those at Primary level (n=98). Nonetheless, even accounting for the large error estimates, Primary students had a statistically higher average annual expenditure than those in other sub-sectors.

University students had the second-highest average annual expenditure (\$49,309); however, the overlapping error bars suggest that we cannot be statistically confident that this was higher than the total sample (\$45,776). Nonetheless, University students were more likely to have higher average annual expenditure than the English Language School sector and Secondary schools.

Secondary school pupils had the lowest average annual expenditure of all sub-sectors (\$34,753) and were statistically lower than the total sample (\$45,776), as well as specifically Primary (\$78,737) and University (\$49,309) students.

Students at an NZIST, Foundation, PTE, and ELS institution had annual expenditure in line with the average of all international students.

Estimates of average annual international student expenditure by sub-sector



Note: Bars represent mean average spend for each category of expenditure. Error bars show 95% confidence intervals around the estimate.

Overall expenditure by nationality

Average annual expenditure by international students varied by their home country.

Considering annualised average expenditure by students' nationality, South Korean (\$71,650) and Chinese (\$58,576) students reported higher spending than the sample average (\$45,776). By contrast, Indian (\$37,372), Thai (\$34,874), Nepalese (\$32,675), Japanese (\$28,859), and German (\$27,479) students reported lower spending than the sample average (\$45,776).

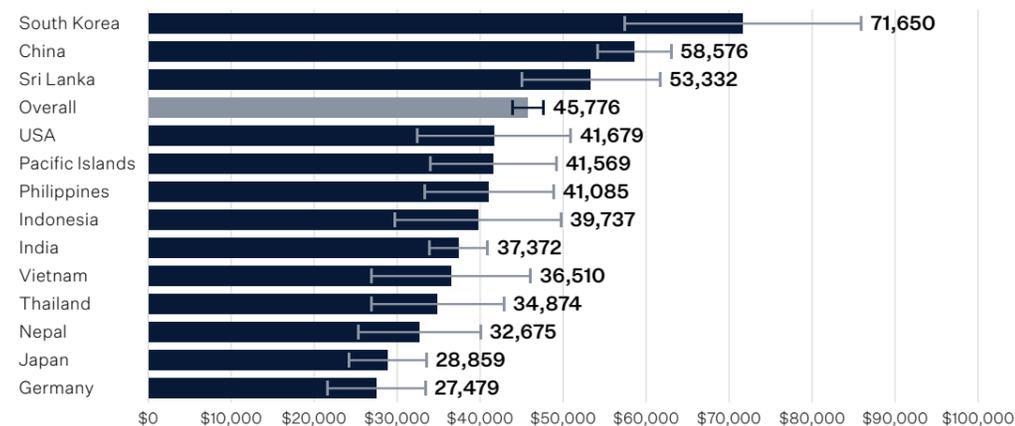
These differences could be explained by a range of factors which are likely interrelated.

First, length of study is likely to affect spending patterns. Students from Germany, Japan, and the USA, were more likely on average to be studying in New Zealand for less than six months. By contrast, Chinese and Korean students were more likely to be studying in New Zealand for more than three years. Students studying for a shorter period of time may be less likely to purchase large ticket items, such as cars, technology items, and flights overseas, reducing their average annual spend compared to those who study with us for a longer time there. This is supported by data from the survey which shows that car purchases by international students were higher for Sri Lankan (57%), South Korean (44%), and Chinese (40%) students compared to German (7%), Japanese (13%), Nepalese (22%), and American (30%) students.

Second, we have already shown how spending differs by sub-sector. There are also differing patterns of sub-sector of study by students' origin country. Compared to the total sample, Chinese students were more likely to be studying with a university provider, Korean students at a primary or intermediate school, Japanese and Thai students at an English Language School, and Nepalese and Philippine students at a PTE. There are clear trends where those from countries with lower spending tend to be enrolled at institution types with lower spending.

Third, these trends may also reflect differences in actual spending patterns among people from different countries, such as preferences in what people spend their money on, or their financial situations when they come to study in New Zealand.

Estimates of average annual international student expenditure by country



Note: Bars represent mean average spend for each category of expenditure. Error bars show 95% confidence intervals around the estimate.

Overall expenditure by New Zealand region

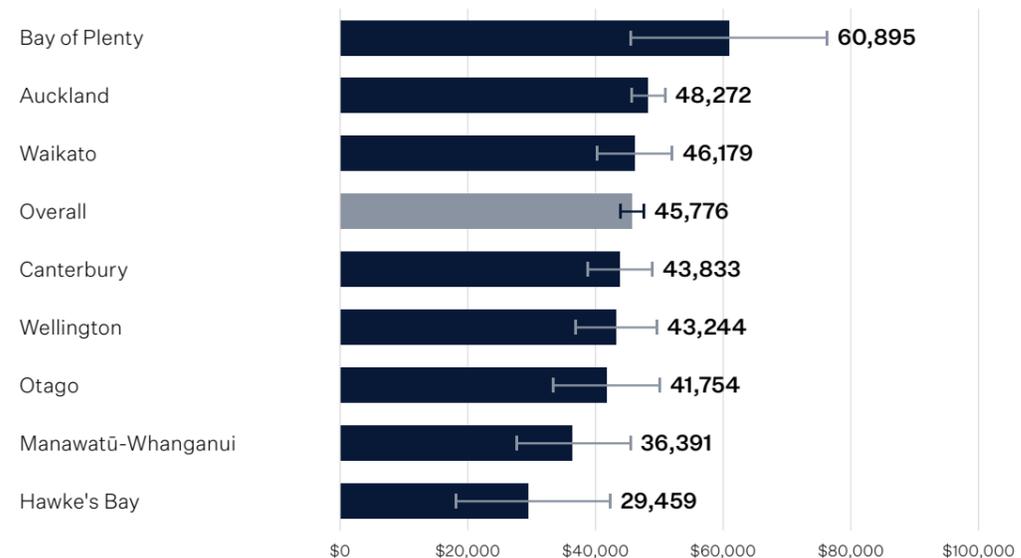
Average annual expenditure by international students varied by the region of New Zealand in which they studied.

Considering annualised average expenditure by students' region of study in New Zealand, only Hawke's Bay is significantly different from the total sample, with students reporting lower annual spending (\$29,459) compared to the total sample (\$45,776). While there was regional variation in spending shown in the bar plot below, overlapping error bars indicate that no other New Zealand region differs significantly from the total sample.

One likely reason for a lack of substantial regional variation in spending is the presence of different types of students within a region reducing any regional differences. In particular, we have seen that spending varies by sub-sector, so where regions cater to a range of different institution types, average spending is likely to converge across regions. This is shown most clearly in Hawke's Bay, where respondents were highly concentrated in the secondary school (69%) and NZIST (28%) sectors, those that were associated with lower average spending. By contrast, other regions tend to have a broader spread of enrolments across sub-sectors.

One way to remedy this limitation in regional analysis would be to report spending at the sub-sector level between New Zealand regions, thereby exploring whether spending among the same kinds of students varies by region. However, sample size constraints prevent this option with this dataset.

Estimates of average annual international student expenditure by New Zealand region



Note: Bars represent mean average spend for each category of expenditure. Error bars show 95% confidence intervals around the estimate.



Categories of expenditure

Housing and household utilities

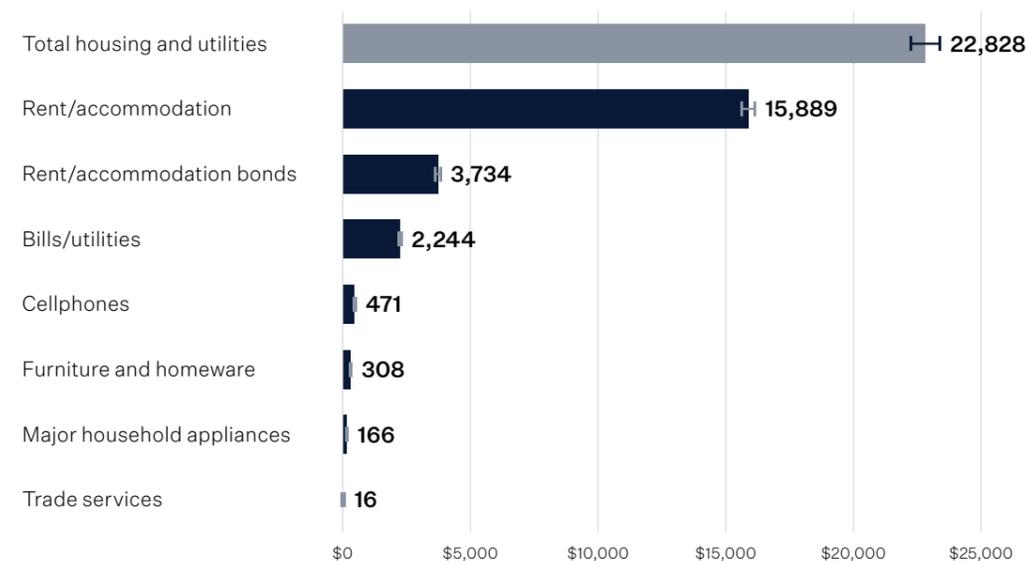
1st largest category of spend

Housing and household utilities was the largest category of spend, accounting for 50% of all annual spend, on average.

Rent/accommodation expenditure account for the bulk of spending on housing and utilities, with average annual spend of \$15,889, which makes up 70% of spend in this category and 35% of total average annual expenditure among international students.

Rent/accommodation bonds (\$3,734) and bills/utilities (\$2,244) together make up 26% of total housing and utilities expenditure, while cell phones (\$471), furniture and homeware (\$308), household appliances (\$166), and trade services (\$16) make up the remaining 4% of the expenditure of housing and utilities.

Estimates of average annual expenditure on housing and household utilities



Note: Bars represent mean average spend for each category of expenditure. Error bars show 95% confidence intervals around the estimate.

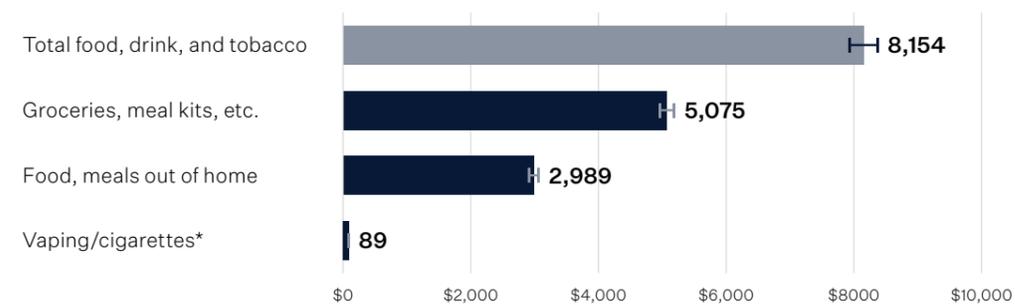
Food, drink, and tobacco

2nd largest category of spend

International students averaged an annual expenditure of \$8,154 on food, drink, and tobacco.

62% of this spend was on groceries and meal kits for the home (\$5,075), while 37% was on food and meals out of home (\$2,989). Less than 1% of annual spend in this category was on vaping or cigarettes (\$89).

Estimates of average annual expenditure on food, drink, and tobacco



* Students under the age of 15 were not asked these questions.
Note: Bars represent mean average spend for each category of expenditure. Error bars show 95% confidence intervals around the estimate.

Transport

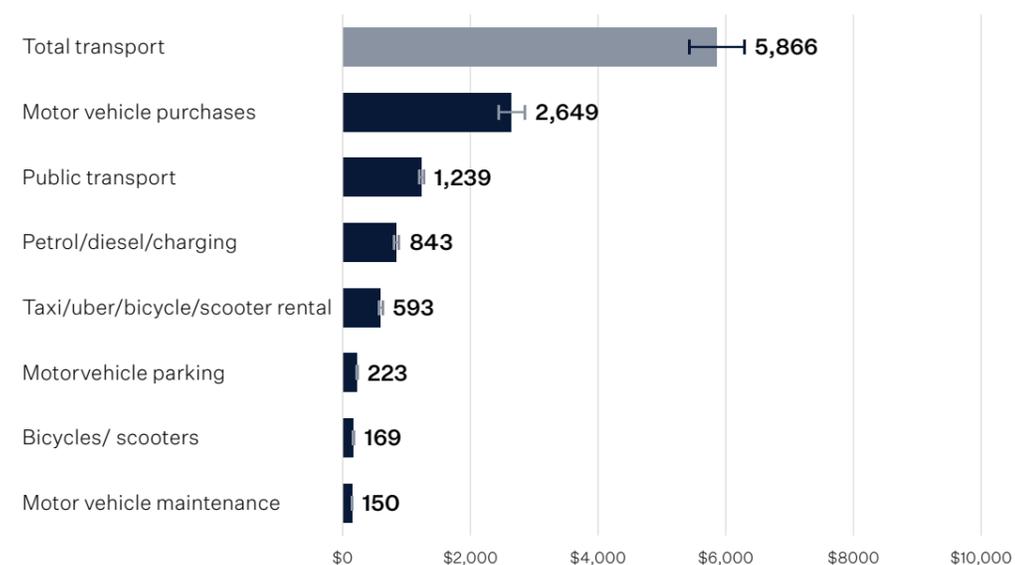
3rd largest category of spend

Average annual expenditure on transport within New Zealand was the third largest category of spend after accommodation and food, drink, and tobacco at \$5,866.

Motor vehicle purchases account for the largest proportion of total domestic travel-related expenditure (45%; \$2,649), followed by spending on public transport (21%; \$1,239), petrol/diesel/charging (14%; \$843), and taxi, Uber, bicycle, and scooter rental (10%; \$593). The remaining 9% of expenditure on domestic travel consisted of motor vehicle parking (\$223), purchase of bicycles and scooters (\$169), and motor vehicle maintenance (\$150).

The relatively large error bars around the estimate for motor vehicle purchases shows is likely due to a majority of the sample (69%) not having reported purchasing a vehicle and the high price of such a purchase. Among those who did purchase a vehicle, average annual spend on this item was \$8,702.

Estimates of average annual expenditure on transport within New Zealand



Note: Bars represent mean average spend for each category of expenditure. Error bars show 95% confidence intervals around the estimate.

Travel and tourism

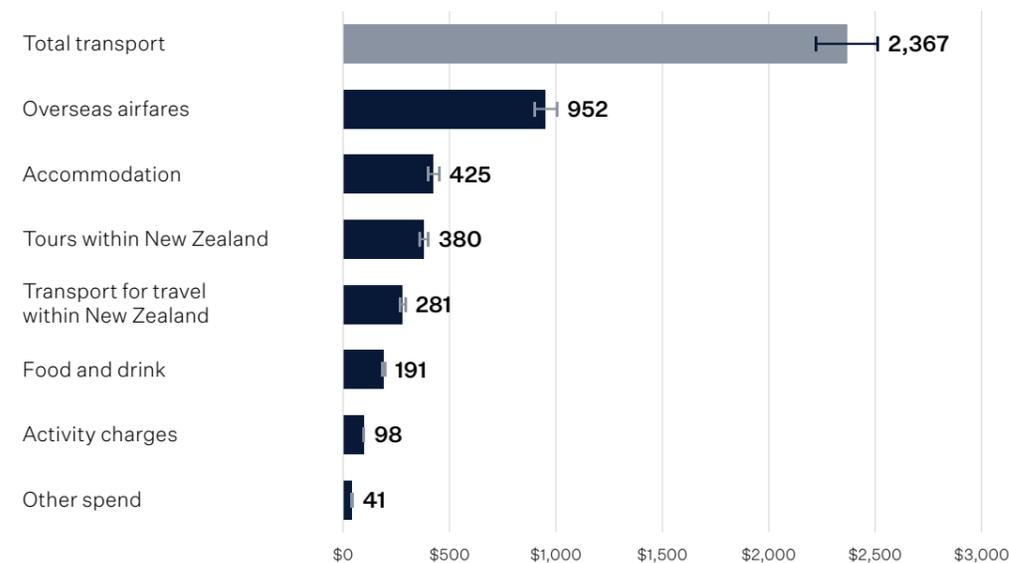
4th largest category of spend

International students reported that they spent an average of \$2,367 on travel and tourism in the previous 12 months.

Overseas airfares bought in New Zealand averaged \$952 in the previous year and accounted for 40% of total spend on travel and tourism. However, only 40% of respondents reported that they had travelled overseas some in the previous 12 months; the average expenditure of overseas airfares for those who did travel overseas was \$2,408. Spend on domestic tourism accounted for the remaining 60% of this category of expenditure.

Considering items related to domestic travel and tourism, international students spent an average of \$425 on accommodation, \$380 on tours within NZ, \$281 on transport for travel within New Zealand, \$191 on food and drink, and \$98 on activity charges. Other spend on travel and tourism was estimated at an average of \$41.

Estimates of average annual expenditure on travel and tourism



Note: Bars represent mean average spend for each category of expenditure. Error bars show 95% confidence intervals around the estimate.

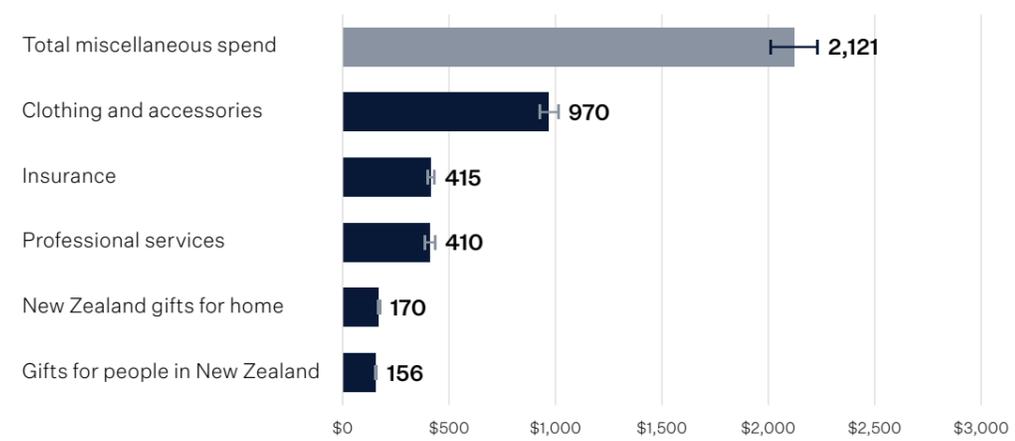
Miscellaneous spend

5th largest category of spend

Considering 'other' miscellaneous spend that is not easily classifiable into existing categories of expenditure, average annual spend was estimated at \$2,121.

46% (\$970) of miscellaneous spend was on clothing and accessories. The remaining spend constitutes insurance (\$415), professional services such as lawyers and immigration/visa services (\$410), and gifts for home (\$170) for those in New Zealand (\$156).

Estimates of average annual expenditure on miscellaneous items



Note: Bars represent mean average spend for each category of expenditure. Error bars show 95% confidence intervals around the estimate.

Childcare and education

6th largest category of spend

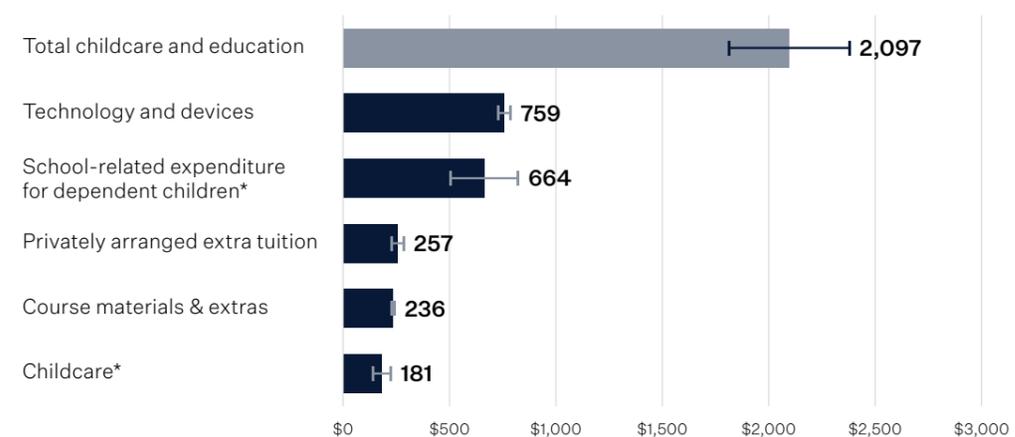
Survey participants were asked to estimate their expenditure on items related to childcare and education. All participants with the exception of primary and secondary students were asked about childcare and school-related expenditure for dependent children.

Overall, average annual expenditure for childcare and education were estimated to be \$2,097 with a low estimate of \$1,811 and a high estimate of \$2,383. The size of the estimate range is likely to be higher than other categories of expenditure because school-age students were not asked two of the five questions for Childcare and Education, which related to school-related expenditure for dependent children, and childcare.

Spending on technology and devices (\$759) and school-related expenditure for dependent children (\$664) were the items with the highest average spend, accounting for 68% of all spend in this category. Privately arranged tuition (\$257), course materials and extras (\$236), and childcare expenditure (\$181) accounted for the remaining 32% of spend in this category.

Considering only those who reported having a child living with them in New Zealand, average annual spend on school-related expenditure for dependent children was estimated at \$4,806, while childcare expenditure was estimated at \$1,147.

Estimates of average annual expenditure on childcare and education



* Primary- and Secondary-school students were not asked these questions.
 Note: Bars represent mean average spend for each category of expenditure. Error bars show 95% confidence intervals around the estimate.

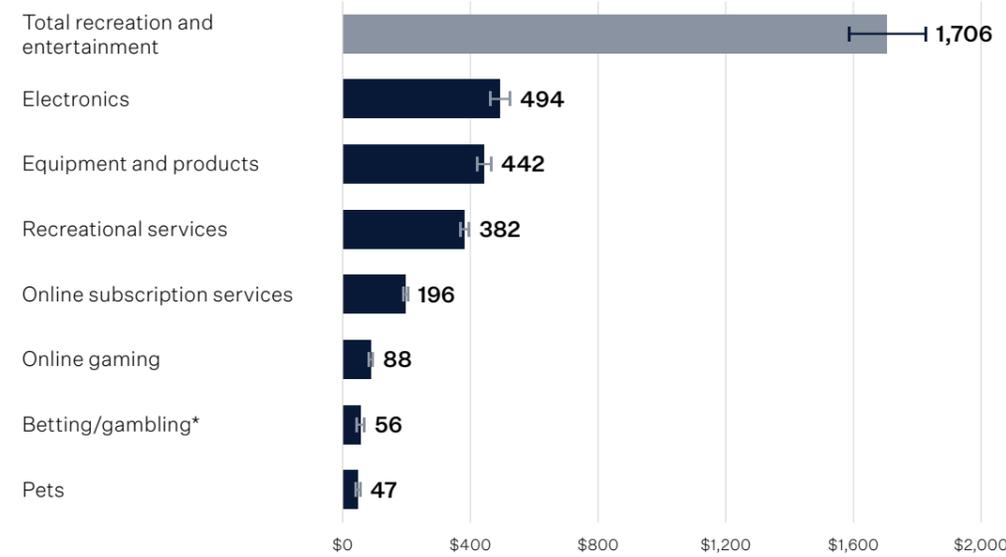
Recreation and entertainment

7th largest category of spend

International students spent an average of \$1,706 on recreation in the previous year, which is the 7th largest of 8 categories of spend.

Spending on electronics (\$494), recreational and entertainment equipment and products (\$442), and recreational services (\$382) accounted for 77% of spend in this category. The remaining expenditure on recreation and entertainment consisted of online subscription services (\$196), online gaming (\$88), betting/gambling (\$56), and pets (\$47).

Estimates of average annual expenditure on recreation and entertainment



* This question was only asked of those aged 15 and over.
 Note: Bars represent mean average spend for each category of expenditure. Error bars show 95% confidence intervals around the estimate.

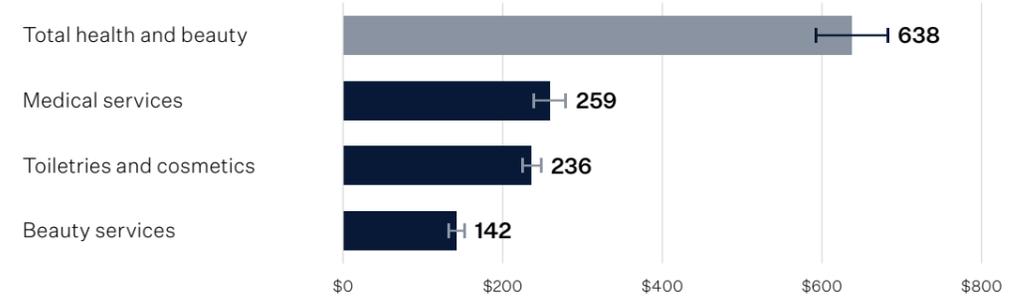
Health and beauty

8th largest category of spend

The smallest category of spending was Health and beauty, with an average annual expenditure of \$638.

International students spent, on average, \$259 on medical services, \$236 on toiletries and cosmetics, and \$142 on beauty services in the previous year.

Estimates of average annual expenditure on health and beauty



Note: Bars represent mean average spend for each category of expenditure. Error bars show 95% confidence intervals around the estimate.



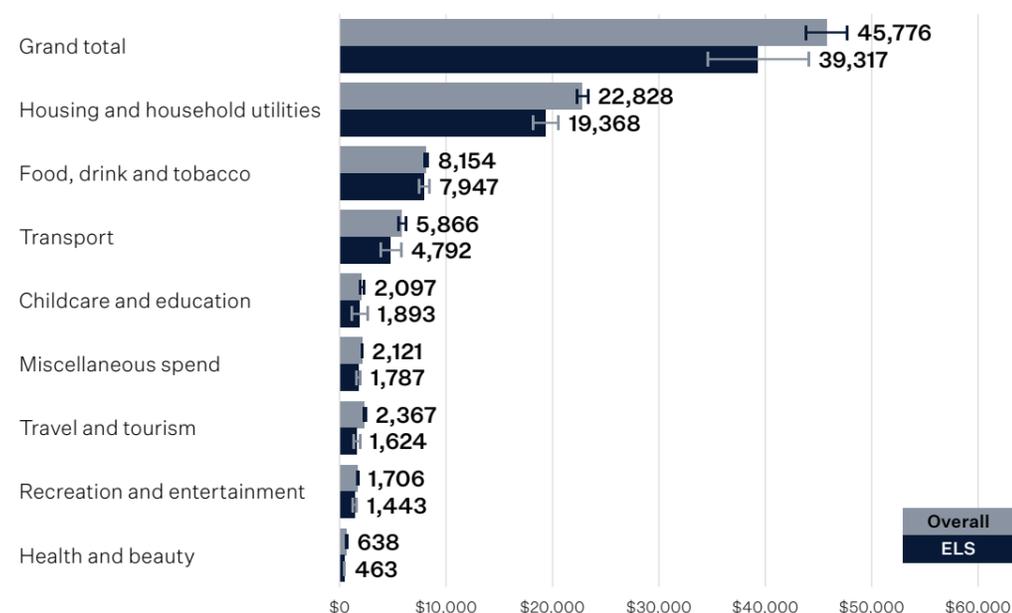
Sub-sector expenditure

English Language Schools (ELS)

ELS students in New Zealand were estimated to have had an average annual expenditure of \$39,317.¹⁴ Despite this appearing lower than the estimate for the total sample (\$45,776), these differences were not statistically different.

ELS students spent less on average on Housing and utilities (\$19,368) and health and beauty (\$463) compared to the total sample (\$22,828 and \$638 respectively). Spending in all other categories were not statistically different between English Language School students and the total sample.

Estimates of average annual expenditure for ELS students



Note: Bars represent mean average spend for each category of expenditure. Error bars show 95% confidence intervals around the estimate.

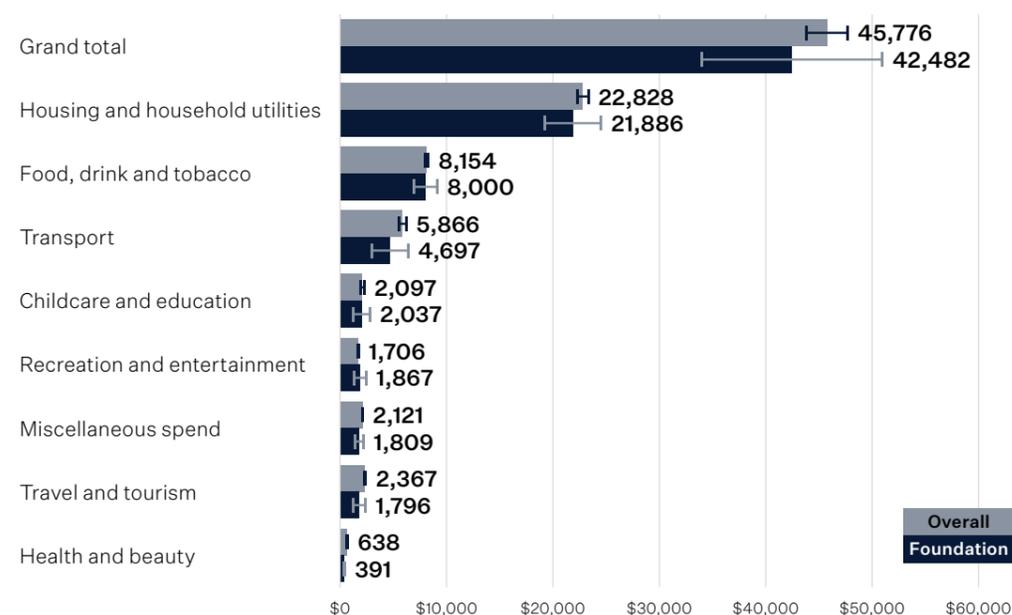
¹⁴ The error bar shows 95% confidence that the estimate in the true population (international ELS students in New Zealand) was between \$34,479 and \$44,154

Foundation

International foundation students in New Zealand were estimated to have had an average annual expenditure of \$42,482;¹⁵ this was not statistically different from the total sample.

Foundation students spent on average less on health and beauty (\$391) compared to the total sample (\$638). Their spending in all other categories did not differ from the total sample.

Estimates of average annual expenditure for foundation students



Note: Bars represent mean average spend for each category of expenditure. Error bars show 95% confidence intervals around the estimate.

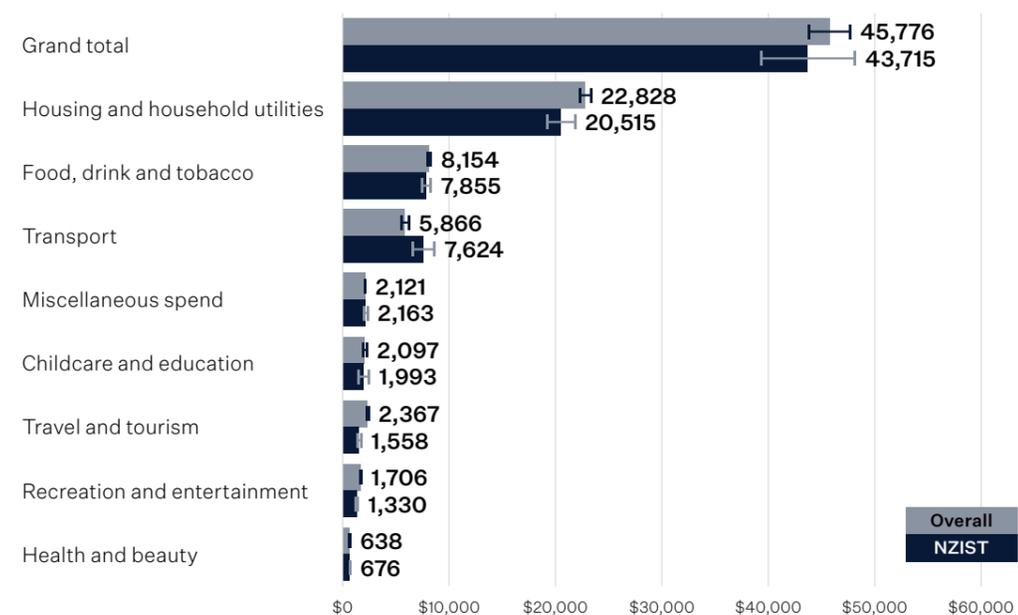
¹⁵ The error bar shows 95% confidence that the estimate in the true population (international foundation students in New Zealand) was between \$33,886 and \$51,078.

New Zealand Institute of Skills and Technology (NZIST)

International NZIST students in New Zealand were estimated to have had an average annual expenditure of \$43,715;¹⁶ this was not statistically different from the total sample.

Students at a NZIST institution spent more on transport (\$7,624) compared to the total sample (\$5,866). However, they spent less on housing and utilities (\$20,515) and recreation and entertainment (\$1,330) compared to the total sample (\$22,828 and \$1,706 respectively). Their spending in all other categories did not differ from the total sample.

Estimates of average annual expenditure for NZIST students



Note: Bars represent mean average spend for each category of expenditure. Error bars show 95% confidence intervals around the estimate.

¹⁶ The error bar shows 95% confidence that the estimate in the true population (international NZIST students in New Zealand) was between \$39,213 and \$48,217.

Primary and intermediate schools

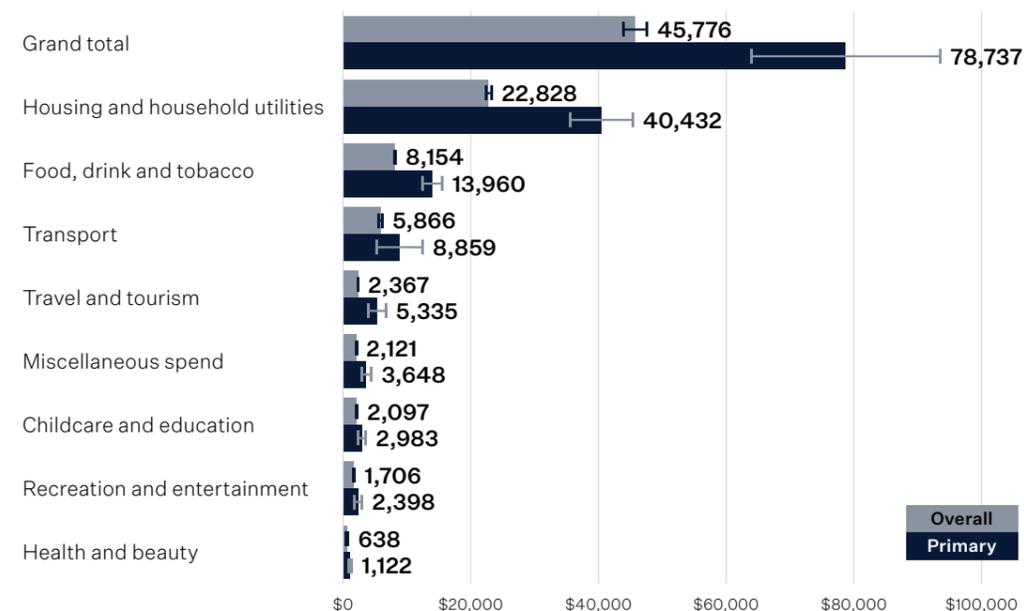
Primary students in New Zealand reported a higher average annual expenditure (\$78,737) compared to the total sample (\$45,776). This is likely to be due, at least in part, to the accompanying parent/guardian expenditure which includes both parties.¹⁷

Considering the various domains of expenditure, average annual spending on housing and utilities (\$40,432) accounted for 51% of all expenditure and was significantly higher compared to the total sample (\$22,828). Primary students also spent more on average on food and drink (\$13,960 vs \$8,154), travel and tourism (\$5,335 vs \$2,367), health and beauty (\$1,122 vs \$638), and miscellaneous spend (\$3,648 vs \$2,121) than the total sample.

Primary students did not differ statistically in their spending in the domains of transport (\$8,859 vs \$5,866), childcare and education (\$2,983 vs \$2,097), and recreation and entertainment (\$2,398 vs \$1,706), compared to the total sample.

The error ranges for primary are larger than for other sub-sectors; this is likely due to the relatively small sample size of those at Primary level (n=98). Nonetheless, even accounting for the large error estimates, primary students were still statistically likely to have a higher average annual expenditure than all other sub-sectors.

Estimates of average annual expenditure for Primary School students



Note: Bars represent mean average spend for each category of expenditure. Error bars show 95% confidence intervals around the estimate.

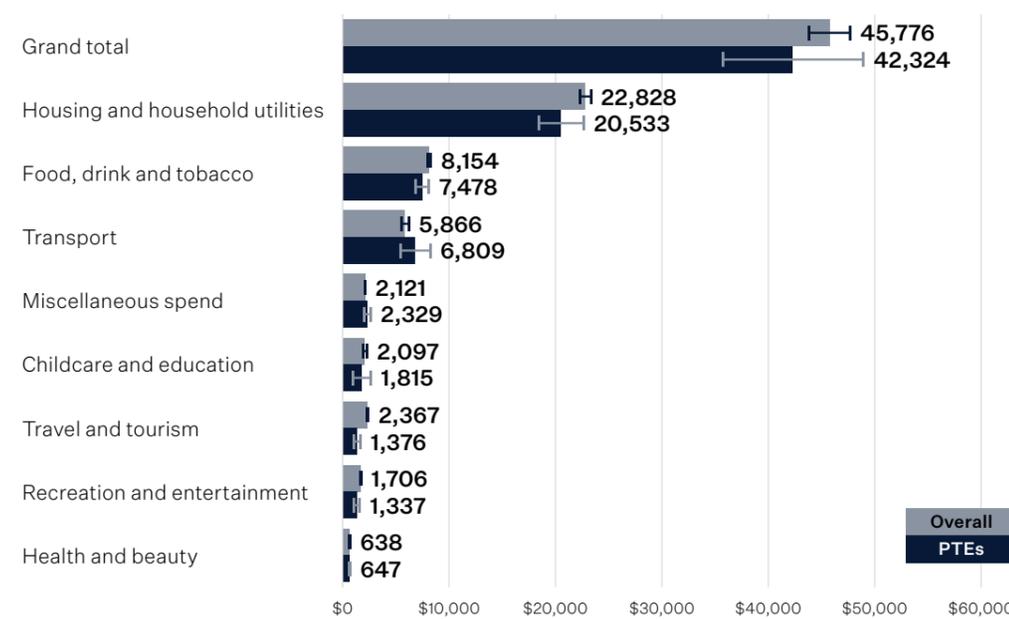
¹⁷ The error bar shows 95% confidence that the estimate in the true population (international primary-school students in New Zealand) was between \$63,753 and \$93,721.

Private Training Establishments (PTEs)

International PTE students in New Zealand were estimated to have an average annual expenditure of \$42,324;¹⁸ this was not statistically different from the total sample.

Students at PTEs spent less on travel and tourism (\$1,376) compared to the total sample (\$2,367). Their spending in all other categories did not differ from the total sample.

Estimates of average annual expenditure for PTE students



Note: Bars represent mean average spend for each category of expenditure. Error bars show 95% confidence intervals around the estimate.

¹⁸ The error bar shows 95% confidence that the estimate in the true population (international PTE students in New Zealand) was between \$35,610 and \$49,038

Secondary schools

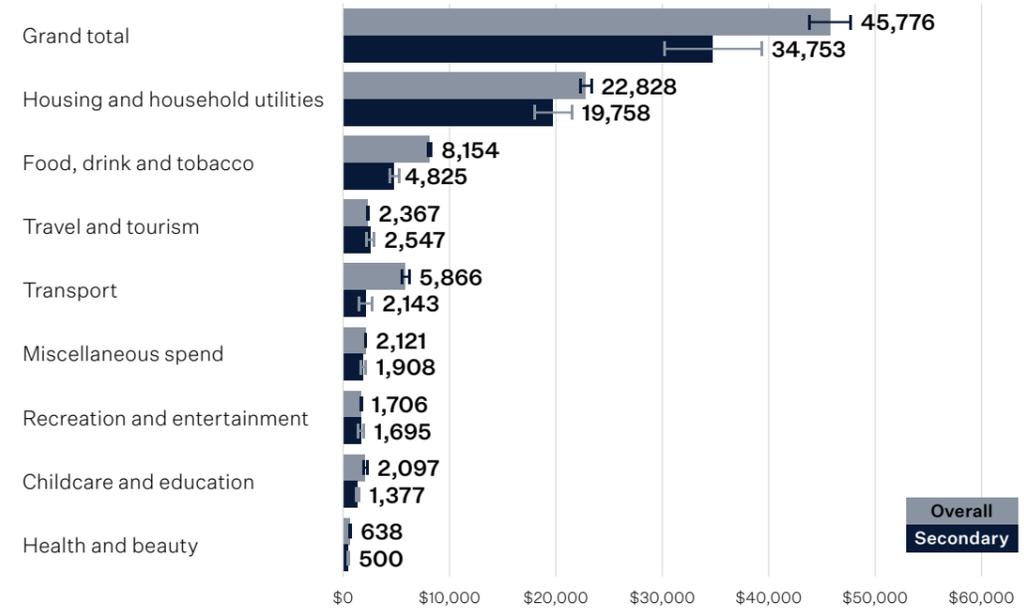
International secondary school pupils in New Zealand were estimated to have an average annual expenditure of \$34,753;¹⁹ this was statistically lower than the estimate for the total sample (\$45,776).

Average annual expenditure for secondary school pupils were also lower than the total sample for housing and utilities (\$19,758 vs \$22,828), food and drink (\$4,825 vs \$8,154), transport (\$2,143 vs \$5,866), and childcare and education for dependents (\$1,377 vs \$2,097).

These differences were likely due to differences in age and the types of accommodation preferred by those in different sub-sectors, with secondary students being most likely to have been living in homestay accommodation (74%), a rate substantially higher than the total sample (25%) and all individual sub-sectors independently.

Secondary pupils did not differ statistically from the total sample in average annual expenditure for recreation and entertainment (\$1,695 vs \$1,706), health and beauty (\$500 vs \$638), travel and tourism (\$2,547 vs \$2,367), and miscellaneous spending (\$1,908 vs \$2,121).

Estimates of average annual expenditure for Secondary School students



Note: Bars represent mean average spend for each category of expenditure. Error bars show 95% confidence intervals around the estimate.

¹⁹ The error bar shows 95% confidence that the estimate in the true population (international secondary-school students in New Zealand) was between \$30,088 and \$39,419

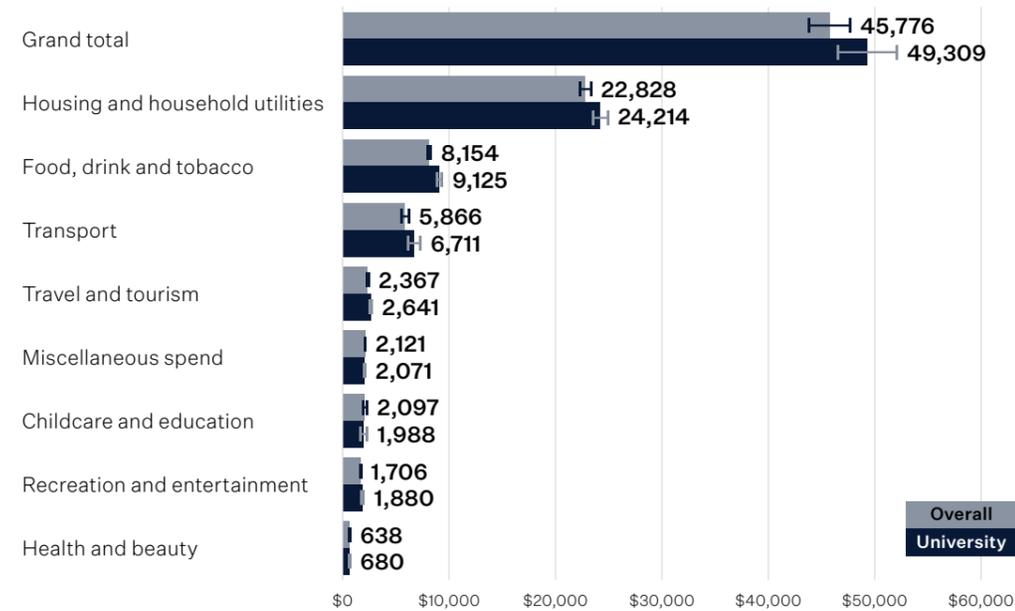
Universities

International university students in New Zealand were estimated to have an average annual expenditure of \$49,309;²⁰ this was not statistically different from the total sample.

This is in part due to university students comprising 48% of the total sample, reducing the sensitivity of comparisons to detect differences between these groups. Nonetheless, as shown in 'Overall expenditure by sub-sector', university students were the sub-sector with the second-highest average annual expenditure and had higher average annual expenditure than the ELS sector and Secondary schools.

While university students had higher rates of spending on food and drink (\$9,125) compared to the total sample (\$8,154), spending in all other categories was similar to the total sample.

Estimates of average annual expenditure for university students



Note: Bars represent mean average spend for each category of expenditure. Error bars show 95% confidence intervals around the estimate.

²⁰ The error bar shows 95% confidence that the estimate in the true population (international university students in New Zealand) was between \$46,520 and \$52,098.





About this survey and report

Methodology

Defining international students

For this survey, an international student was defined as including the following:

- Students pursuing short term English language studies and other English language studies
- PhD students
- Exchange students
- Full fee-paying students
- Pathway students
- Scholarship recipients

Sampling and fieldwork

The survey was conducted online, with email invites sent to eligible students from multiple sample sources outlined below. Students over the age of 15 completed the survey themselves based on their own spending. For children aged between 10 and 14, parents or guardians completed the survey on their child's behalf. For children under the age of 10, and for students with their own children living with them in New Zealand, participants were asked about their household spending. This method was chosen because international primary school children are required to be joined by a parent or guardian in New Zealand, with specific visa conditions for the parent/guardian which makes separating their spending impractical and unwarranted.

The survey was translated into Simplified Chinese, Japanese, and Korean; around three quarters of respondents completed the survey in English. As an encouragement to participate, students who wished to were entered in a prize draw for one \$2,000 Prezzy® Card. The winner was notified within two weeks of fieldwork closing. Survey fieldwork was undertaken from 17th October to 26th November 2024.

A random sample of participants was sourced from Immigration New Zealand's (INZ) student visa holder database. The sample drawn was those who had an approved student visa application with a completed date between 1 April 2023 – 31 March 2024. Additional anonymous survey links were distributed through peak bodies and organisations representing schools, ELS and colleges, PTEs, universities, and Manaaki New Zealand Scholarship holders. A further random sample was sourced from an internal ENZ panel of students who had agreed to be re-contacted for future research during the 2024 International Student Experience Survey. Further information on sampling and fieldwork is available in the Technical Report.

Response by sample source

Response numbers based on sample source	2024
Non-disclosed	1,875
INZ	1,484
ENZ sources	
Manaaki	178
Panel	651
Sector sources	
SIEBA / secondary school	72
NZIST	24
ELS	92
PTE	11
Universities	525
TOTAL	4,912

Note: There was a large proportion of respondents who did not come through the correct open link URL containing a unique identifier for their sector.

Survey questions

The figure overleaf is a snapshot of the questionnaire structure, covering items included in the calculation of international student expenditure. Items can be grouped into themes or categories of spend presented within this report. The questionnaire itself included a range of other items relevant to international student income and spending, though these are not included in the analysis.

We do not include remittances sent home, self-reported tuition fees, scholarships and grants, working patterns, or taxation. This is because this report is intended to be used as an estimate of day-to-day student expenditure in New Zealand, not an estimate of the full economic contribution of international education to New Zealand. While self-report can be an effective source of information on day-to-day spending, the best source of data on tuition fees is from providers themselves. The full questionnaire is available as an appendix in the Technical Report.



Analysis

Sample

Survey completion mode

Depending on the international student's age, they either completed the survey themselves or had a parent / guardian complete the survey on their behalf. Respondents were also asked to include either their personal or household spend depending on the student's age and whether they had any dependents in New Zealand.

For those aged under 10 and those aged 18+ years and have children living with them, estimates of expenditure include the entire household's spend. This was done because separating individual spend in these contexts is unlikely to be feasible, nor would it reflect the full extent of expenditure attributed to one international student within a family unit.



Aged under 10 years

Respondents were parents / guardians asked to answer based on their **entire household's spend**.

Aged 18+ years and have children

Respondents were international students asked to answer based on their **entire household's spend**.



Aged 10–14 years

Respondents were parents / guardians asked to answer based on the **child's** (the international student's) **personal spend** only.

Aged 15+ years and have no children

Respondents were international students asked to answer based on their **personal spend** only.

Survey sample profile

n=4,912

Gender

52% Female (n=2,706)

46% Male (n=2,114)

1% Another gender (n=39)



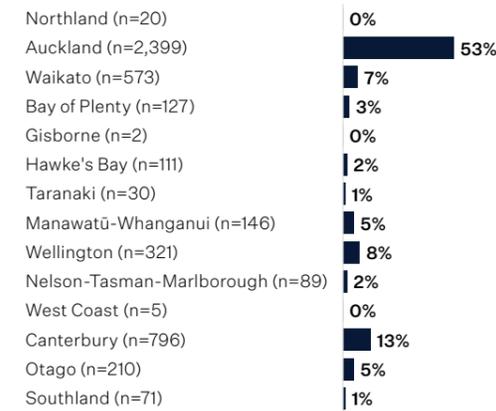
Student vs parent

95% Students (n=4,645)

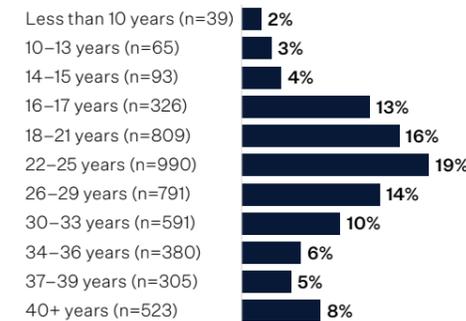
5% Parents (n=267)



Region in New Zealand

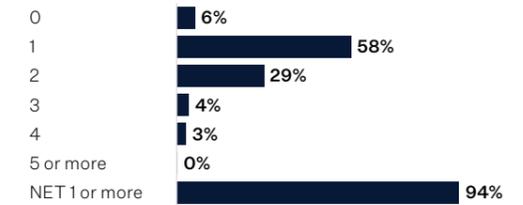


Age

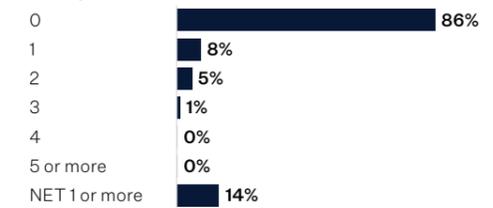


How many children at home

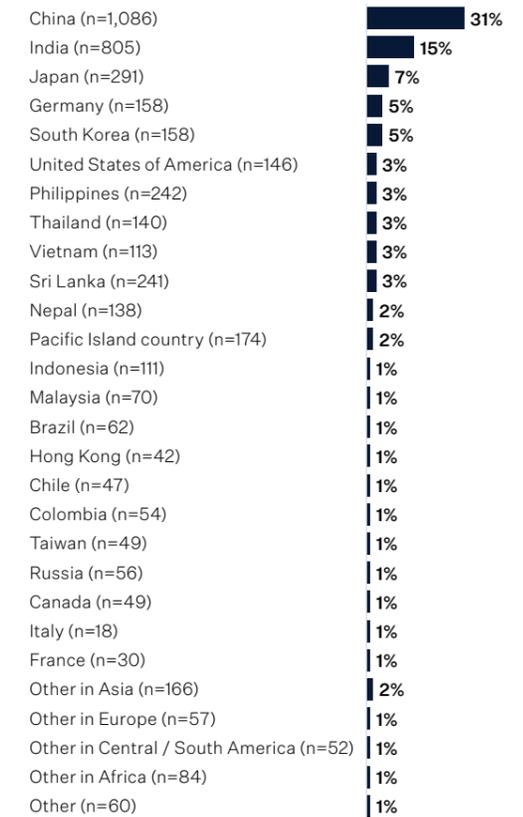
Parents of a child under 10 years (n=39)



International students aged 18+ years (n=4,389)



Home country / region



Note: All base sizes are reported as unweighted; proportions are reported as weighted. Where demographics have been reported, only those with n>30 are included, with warning notes to indicate if the base size is n<50 or n<100.

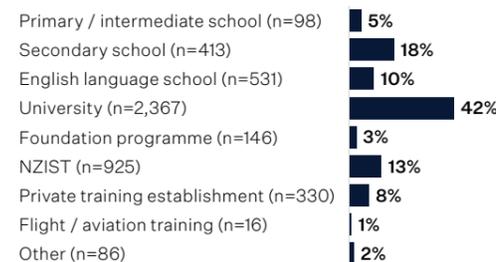
Current vs past student

91% Current students (n=4,417)

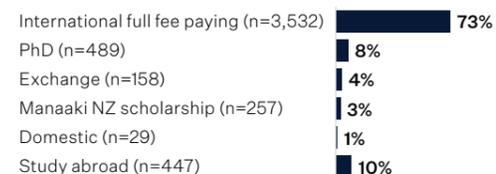
9% Past students (n=495)



Type of education provider



Type of student*

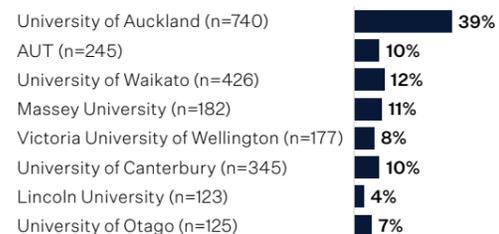


Length of study in New Zealand

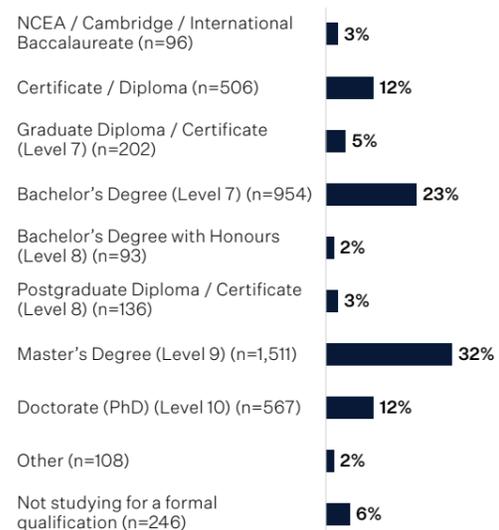


n=4,912

University



Level studying at



Spend calculations

Average spend calculations

Respondents were presented with brackets of spend response options they could select (please see an example below). The mid-point of each response code was taken to calculate the average spend – e.g. for \$250–\$500, the midpoint was \$375. For the 'More than \$X (please specify)' response codes, the median of the open-ended responses was used as part of the average calculation.

Example questions structure (Question 75)

Q.75 In an **average month**, about how much do you spend on all your living costs in total? Include everything you spend money on, excluding tuition fees. (CHOOSE ONE ONLY)

- Up to \$250 1
- \$250–\$500 2
- \$501–\$1,000 3
- \$1,001–\$1,500 4
- \$1,501–\$2,000 5
- \$2,001–\$2,500 6
- \$2,501–\$3,000 7
- \$3,001–\$4,000 8
- \$4,001–\$5,000 9
- More than \$5,000 (PLEASE SPECIFY) 10

The results presented here are the annualised average spending figures for international students in New Zealand. Error bars represent 95% confidence intervals, denoting a range of values within which the true population estimate is likely to fall, meaning if we repeated this survey many times, the confidence intervals would be expected to contain the value we would obtain if we sampled every single international student in New Zealand.

Weighting was applied using four variables: Education Sector, Gender, Home Country and New Zealand Region. However, due to low response rates from Primary/Secondary school students, weighting for this group was limited to Education Sector and Gender. Weighting was done to ensure the results were representative of the wider international student community in New Zealand.

* Students were required to confirm they are an international student at the beginning of the survey. Note: All base sizes are reported as unweighted.

References/Sources: Ministry of Education (2024) International Student Enrolments https://public.tableau.com/app/profile/education.new_zealand/viz/InternationalStudentEnrolments2013to2024Public/BarCharts-InternationalEnrolments2013-2024

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Te Kāwanatanga o Aotearoa
New Zealand Government

Agreement on the Establishment of a Friendly School Relationship / 友好学校关系建立协议书

English

中文

between Queen Elizabeth College,
Palmerston North, New Zealand and
Fuzhou No.4 High School Juyuanzhou
Campus, Fuzhou, China

新西兰北帕默斯顿市伊丽莎白女王学院与
中国福州市福州第四中学桔园洲中学

In accordance with the Joint Communiqué on the Establishment of Diplomatic Relations between the People's Republic of China and New Zealand and within the framework of the Letter of Intent Between Fuzhou Municipal People's Government of the People's Republic of China and Palmerston North City Council of New Zealand, and in order to promote international educational cooperation between New Zealand and China and to cultivate outstanding talents with a global vision, Queen Elizabeth College and Fuzhou No.4 High School Juyuanzhou Campus agree to establish a friendly school relationship and hereby sign this agreement.

为促进中新国际教育交流合作，培养具有国际视野的优秀人才，根据《中华人民共和国和新西兰建立外交关系的联合公报》原则，在《中华人民共和国福州市与新西兰北帕默斯顿市建立友好城市关系意向书》的框架下，新西兰北帕默斯顿市伊丽莎白女王学院与中国福州市福州第四中学桔园洲中学经友好协商，同意建立友好学校关系并签署本协议。

1. To create favourable conditions to promote mutual overseas education programmes between school administrators, in order to broaden educational philosophies, improve management capabilities, and advance the joint development of both schools.

一、创造条件，促进学校管理人员互访交流，拓展办学理念，提高管理能力，推进两校共同发展。

2. To establish an online platform for overseas education programmes, making full use of the internet to carry out collaborative educational activities and share educational resources. Both parties may, through remote video communication, experience different educational models and enhance students' oral English proficiency through online interaction.

二、搭建海外教育项目网络交流平台，充分利用互联网开展两校间的教育交流活动，互享教育资源。双方可通过远程视频交流，体验不同教育制度下的教学模式，并通过在线互动，提高学生英语口语水平。

3. To promote mutual understanding

三、通过两校之间教育信息交流，促进师



扫描全能王 创建

between teachers and students of both schools regarding the societies and cultures of New Zealand and China through the sharing of educational information.

4. To organise short-term international study programmes for students at both schools to broaden their horizons, cultivate international awareness, and improve their overall competence.

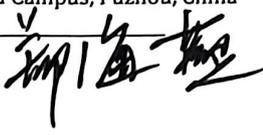
5. To carry out other forms of international activities in accordance with the respective conditions and characteristics of each school.

6. The terms of this agreement shall not be binding on any third parties.

This agreement is signed in November 2025 (BJT) in Fuzhou. It is made in duplicate, each in Chinese and English, with both texts being equally authentic. This agreement shall come into effect on the date of signature and remain valid for three years. Upon expiration, it may be extended if neither party proposes termination. Any matters not covered herein, and specific implementation clauses, shall be addressed in a Memorandum of Understanding on Friendly Overseas Education Programmes to be signed upon further consultation between the two schools.

Signed by:

Principal, Queen Elizabeth College,
Palmerston North, New Zealand
Signature: 

Principal, Fuzhou No.4 High School
Juyuanzhou Campus, Fuzhou, China
Signature: 

生对中新两国社会和文化的相互了解。

四、组织学生到双方学校参加短期学习项目，开拓视野，培养国际意识，提高综合素质。

五、根据各校的具体条件和特点，开展其他形式的国际交流活动。

六、本协议条款对第三方不具有约束力。

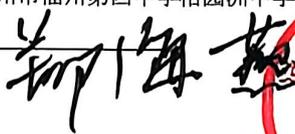
本协议于 2025 年 11 月（北京时间）在福州签署，一式两份，中英文各一份，两个文本具有同等效力。本协议自签署之日起生效，有效期三年。有效期满后，如双方均未提出终止，可延长。本协议未尽事宜及具体执行条款，将在双方进一步协商的基础上签署《友好海外教育项目备忘录》。

签署人：

新西兰北帕默斯顿市伊丽莎白女王学院院长
长

签章： 

中国福州市福州第四中学桔园洲中学校长

签章： 



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**NEW ZEALAND
EDUCATION**
Manapou ki te Ao

New Zealand International Student Experience Survey 2025



Acknowledgements

Education New Zealand Manapou ki te Ao would like to thank sector peak bodies and institutions for facilitating participation by international students from their respective sectors, Immigration New Zealand for managing sample selection and the survey invitation process for students on current or past student visas, and international students who have chosen to study with New Zealand and who gave their time to participate in the survey.



Access the dashboard of these findings

Here you will be able to filter the results by age, gender, country, sub-sector and level of study.

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Introduction

Foreword from Education New Zealand Manapou ki te Ao (ENZ)

International students bring immense value to Aotearoa New Zealand. Their presence strengthens our global relationships and contributes to a more vibrant, inclusive, and outward-looking New Zealand.

International education is transformative. It creates lifelong friendships between students from different corners of the world, fostering globally aware citizens. Over time, these connections grow into powerful people-to-people links that strengthen New Zealand's diplomatic relationships and global reputation.

The experience international students have while living and studying with New Zealand providers is central to realising these benefits and is a key measure of the quality of our international education offering.

The findings from our fifth annual 2025 International Student Experience Survey are encouraging.

We are delighted to share that 87% of international students rated their overall experience positively, an increase from 86% in 2024. We continue to see a lift in those rating this experience as 'Excellent', 43% of those surveyed, compared to 41% last year. These results reflect a steady upward trend in student satisfaction.

These results are heartening. They show that New Zealand is delivering on what international students value most, and that we are building a community of global advocates who will carry their positive experiences with them for life.

These results also align strongly with the ambitions of the *International Education Going for Growth Plan*. As we work to rebuild and reshape the sector for a more sustainable and resilient future, the student voice is central. The insights from this survey help ensure that our growth is not just about numbers but about delivering a high-quality experience that supports wellbeing and fosters belonging.

This data gives us the confidence that we are well-positioned to grow our international education sector with purpose and integrity.

I encourage you to explore the findings of this report and reflect on how we can continue to work together to support international students and strengthen New Zealand's reputation as a world-class education destination.

Whāia te mātauranga hei oranga mō koutou
Seek after learning for the sake of your wellbeing



Amanda Malu
Chief Executive
Education New Zealand Manapou ki te Ao

Key takeaways

Overall experience

87% of international students rated their 'Overall experience' positively. This was a small but statistically significant increase on the 86% who rated it positively in 2024.

This continues the upward trend in overall satisfaction since 2023, bringing satisfaction levels in line with those in 2019 (88%).

43% of international students rated their 'Overall experience' a 9 or 10 out of 10, the highest percentage since the survey began.

Aspects of the international student experience

Consistent with previous years, all seven aspects of the international student experience measured received a score of good or better by most respondents in 2025. However, there remains substantial variation in scores between aspects:

- International students were most likely to feel positively about 'People and connections' (92% positive) and 'Education experience' (90%), with three other aspects receiving positive responses from over 85% of respondents: 'Arrival and orientation' (89%), 'Making study arrangements' (87%), and 'Living experience' (87%). Students were at least as positive, if not more so, about all of these aspects in 2025 than in 2024.
- International students were less likely to be positive about 'Value for money' (76%), although positivity about this measure has increased significantly since 2024 (up from 65%).
- International students also remained notably less positive about 'Work experience opportunities' related to study (55%), the only aspect that saw a fall in ratings since 2024.
- International students' experiences with applying for a student visa have also improved with 80% having rated positively their experience with the visa application process (up from 78% in 2024), while 74% positively rated the time taken to get their visa (up from 64%).

Drivers of 'Overall experience'

An IPSOS Bayesian Net (IBN)¹ analysis was conducted to assess how important each aspect is as a driver of 'Overall experience'. 'Living experience' continues to be the strongest driver of 'Overall experience' in 2025, followed by 'Education experience'. These were also the two strongest drivers of 'Overall experience' in 2024.

Analysis showed that New Zealand continues to perform well on aspects that are the strongest drivers of 'Overall experience'.

Aspects that New Zealand's international students are less positive about – 'Work experience opportunities' and 'Value for money' – were less important drivers of 'Overall experience'.

¹ IBN is built on a Bayes Net methodology (conditional probability based structural modelling). For more information see: [Ipsos Mori. BAYES' APPROACH: MAKING DATA WORK HARDER \(2016\)](#).

SNAPSHOT

International student experience 2025

87%

Rated their 'Overall experience' positively (86% in 2024)



43%

Rated their 'Overall experience' as 'Excellent' (41% in 2024)

Positive developments

Visa process improvements

- 80% of students rated the visa application process positively (up from 78% in 2024).
- 74% rated the time taken to receive a visa positively—a significant increase on from 64% last year.

Value for money

- 76% of students rated New Zealand positively for value for money (up from 65%).
- This is the largest year-on-year increase across all aspects.

Areas for attention

Work experience opportunities

- Only 55% of students rated this aspect positively.
- This is the lowest-rated aspect and the only one to decline since 2024.
- Master's students had particularly low rates of satisfaction (49%).

Community integration

- While 92% of students felt positively about people and connections, only 67% felt connected to their local neighbourhood.
- This highlights an opportunity to strengthen community engagement and foster a sense of belonging among international students in New Zealand.



92%

 Rated 'People and connections' positively (90% in 2024)

90%

 Rated 'Education experience' positively (87% in 2024)

89%

 Rated 'Arrival and orientation' positively (85% in 2024)

87%

 Rated 'Making study arrangements' positively (87% in 2024)

87%

 Rated 'Living experience' positively (83% in 2024)

About this survey and report

The aim of this survey is to better understand and monitor:

- the overall student experience for international students enrolled with a New Zealand education provider, as well as those students who had recently completed their studies.
- where improvements can be made to enhance the international student experience.

28 April to 19 May 2025 fieldwork dates	5,420 respondents	100+ nationalities
---	-----------------------------	------------------------------

International students across all sectors and all stages of the student journey were invited to participate in this online survey. This included those who were studying offshore and those who had completed their studies in recent months.

More information on the methodology can be found in the [Appendix](#).

This report begins with a summary and discussion of findings covering the overall international student experience. The report also considers seven key aspects of the international student experience and specific elements within these aspects of experience (See the theoretical model of international student experience on next page). The aspects of international student experience included in this report are:

- Making study arrangements
- Arrival and orientation
- Education experience
- Living experience
- People and connections
- Value for money
- Work experience opportunities

Results for each of these aspects of the international student experience are presented and discussed in turn. The report concludes with results from the international student experience survey presented by sub-sector.

Additional subgroup findings, including those related to nationality, age, and level of study, are available on [Tableau Public](#). You can also contact ENZ team Insights for additional findings via insights@enz.govt.nz.



The above conceptual model proposes a hierarchy of international student experience, suggesting that overall international student experience consists of seven distinct but related aspects of experience, which themselves comprise specific elements of experience international students may have during their time in New Zealand. The results of driver analyses are presented throughout the report, which test this conceptual diagram and seek to understand how different elements and aspects of the international student experience contribute towards overall experience. The report's structure reflects this theoretical structure, which in actuality is likely to be more circular and interconnected.

ENZ plans to explore other areas of the survey in more detail in future reporting. This may include analysis of decision-making factors, wellbeing and belonging, and work and employment.

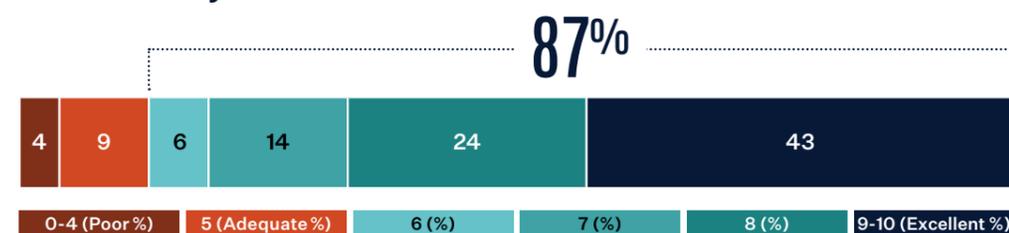


Key measures

Overall experience

International students were asked to rate their whole New Zealand experience on an eleven-point scale from 'Poor' (0) to 'Excellent' (10). 87% of international students rated their 'Overall experience' positively, giving a score of 6–10, with 43% giving a score of 9 or 10.

Thinking about your whole experience in New Zealand, how would you rate it?²



Base: All international students (excluding 'Don't know/Not applicable') (n= 5,408)

A small minority (4%) gave a score of 0 to 4 (less than adequate), while 9% rated their 'Overall experience' as 'Adequate' (a score of 5).

This finding is similar to the latest Etio International Student Barometer, which reported an overall satisfaction rating of 90% among international students in higher education globally.³

² International students studying with a New Zealand education provider outside of New Zealand were asked to rate their whole experience with a New Zealand education provider.
³ Etio (2025). [The Global Student Experience – 2025 insights and analysis from the world's largest survey of enrolled students](#). Note that the International Student Barometer is a commercial survey that institutions choose to participate in. While useful for context, it is not possible to draw direct comparisons between results.

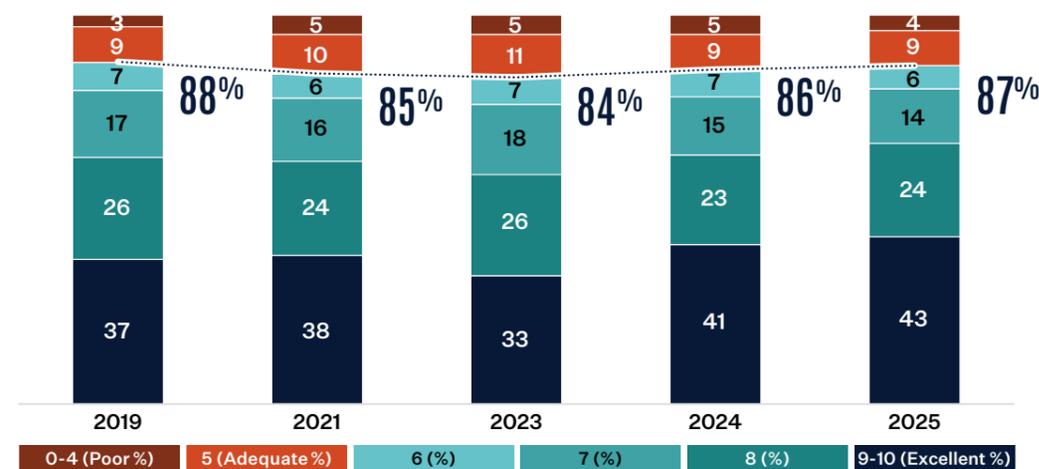
Comparing 'Overall experience' from 2019 to 2025

The 87% of international students who rated their overall New Zealand experience positively (scores 6–10) in 2025 was a small but statistically significant increase on the 86% who rated it positively in 2024. This continues the upward trend in overall satisfaction since 2023, bringing satisfaction levels in line with those in 2019 (88%).

Positively, 43% of students rated their experience as 9 or 10 (Excellent), similar to 41% in 2024 and the highest score since the survey began in 2019.

There remains, however, a comparatively small but consistent proportion of students who reported a less positive experience, rating it 0 to 4 (4%) or 5 (9%) out of 10.

Thinking about your whole experience in New Zealand, how would you rate it?



Base: All students (excluding 'Don't know/Not applicable') – 2019 (n=7,814), 2021 (n=4,536), 2023 (n=4,755), 2024 (n=6,431), 2025 (n=5,408)

Seven aspects of experience

In addition to their overall experience, students were asked to rate seven aspects of their experience as an international student in New Zealand. These aspects were: 'Making study arrangements', 'Arrival and orientation', 'Education experience', 'Living experience', 'People and connections', 'Value for money', and 'Work experience opportunities'.

The majority of international students were positive (giving a score of 'Good', 'Very good' or 'Excellent') about all seven aspects of experience in 2025. Students were most likely to respond positively about 'People and connections' (92% positive) and 'Education experience' (90%), with three other aspects receiving positive responses from over 85% of respondents: 'Arrival and orientation' (89%), 'Making study arrangements' (87%), and 'Living experience' (87%). Students were at least as positive, if not more so, about all of these aspects in 2025 than in 2024.

Like previous years, students were less likely to respond positively about 'Value for money' (76%), although positivity about this measure has increased significantly since 2024 (65%); this is explored further in the [value for money chapter](#). Students also remained less positive about 'Work experience opportunities' relating to their area of study in 2025 (55%). This is the only aspect that has fallen ratings since 2024, when 58% of students gave a positive response to this question.

How would you rate your overall experience in New Zealand, for...?



Base: All students (excluding 'Don't know/Not applicable') (min n=3,179 max n = 5,420) / Note: Labels for scores of 1% and 2% are not shown
 * 'Making study arrangements' (n=3,333) and 'Arrival and orientation' (n=3,179) asked only of those in their first year of New Zealand study or at secondary school
 ** 'Work experience opportunities' questions were not asked of secondary school students (n=4,035)

What drives overall international student experience in New Zealand?

The strongest driver of 'Overall experience' for international students in New Zealand was 'Living experience' followed by 'Education experience'. New Zealand continues to perform well on the high-level aspects that are important drivers of 'Overall experience'.

Approach

An IPSOS Bayesian Net (IBN)⁴ analysis was conducted to assess how important each aspect is as a driver of 'Overall experience'. An analysis of this kind can establish which aspects of experience are most important to international students. Further, by presenting these scores in the context of respondents' actual reported experiences, this analysis can show where New Zealand is performing well and not so well. This can indicate where improvements have the potential to make the biggest impact on overall experience.

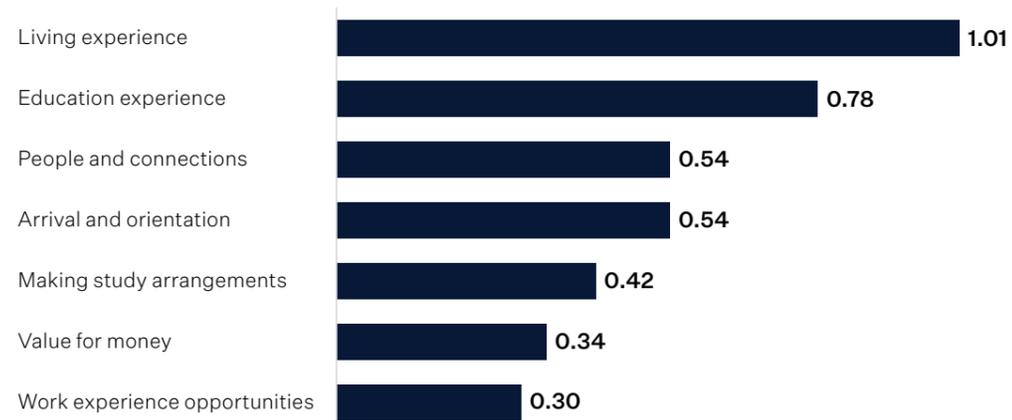
Assessment of the IBN scores suggests that 'Living experience' was the most important driver of 'Overall experience' scores, consistent with 2024. The model estimates that the effect of moving up one point on the 'Poor to 'Excellent' five-point scale for 'Living experience' predicts an increase in 'Overall experience' of 1.01 points.

Like 2024, 'Living experience' was followed in importance as a driver of 'Overall experience' by 'Education experience' with one point increase in the scale contributing 0.78 points to 'Overall experience'. This was followed by 'People and connections' and 'Arrival and orientation' (both 0.54) and 'Making study arrangements' (0.42). 'Value for money' (0.34) and 'Work experience opportunities' (0.30) remain relatively less important as drivers of 'Overall experience'.

Together, these results suggest that living and education experiences continue to play the strongest role in shaping 'Overall experience' among international students.

⁴ IBN is built on a Bayes Net methodology (conditional probability based structural modelling). For more information see: [Ipsos Mori. BAYES' APPROACH: MAKING DATA WORK HARDER \(2016\)](#).

IPSOS Bayesian Net (IBN) analysis of drivers of Overall experience scores



How to interpret: The numbers presented in the plot represent the impact each aspect has on 'Overall experience'. The model estimates that, for each aspect, a change in an individual's score from 'Poor' to 'Excellent' by one point predicts an increase that individual's 'Overall experience' by the points noted.

Model Fit = 52%: The model fit value indicates the amount of variance in 'Overall experience' explained by the aspects. A model fit value of ~50% may be considered a moderately strong model fit.

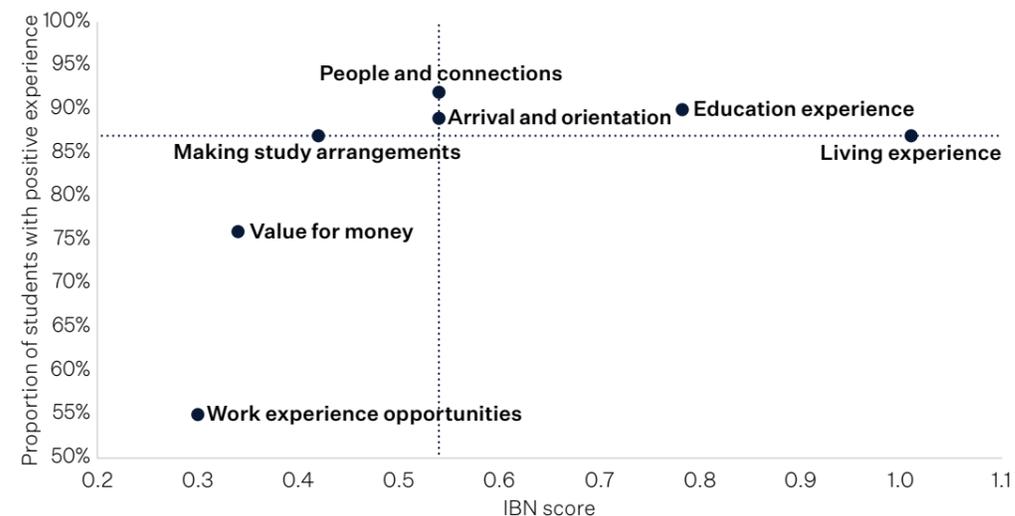
The chart below plots each aspect of the international student experience on its importance as a driver of 'Overall experience' (IBN score) and the proportion of international students who reported positive experiences related to that aspect. The dotted lines show the median score for each of the two measures across all aspects. This can help us to identify where improvements could lead to higher 'Overall experience' scores.

The overall trend shown in the plot below is that, once again, New Zealand tended to perform well in aspects that are important drivers of 'Overall experience': 'Living experience', 'Education experience', 'People and connections' and 'Arrival and orientation'. Conversely, the aspects that New Zealand performs less well on are less important drivers of 'Overall experience': 'Value for money' and 'Work experience opportunities'.

Consistent with similar key driver analyses in 2023 and 2024, this model suggests benefits to maintaining focus on enhancing living and education experiences as important drivers of 'Overall experience'.

Please see each sub-sector's own section for sector-specific driver analysis.

A plot of the seven aspects of the international student experience by IBN score and the proportion of students reporting positive experiences of them



Note: Vertical line set at the median contribution score across the aspects of experience: 0.54; Horizontal line set at the median proportion of students with positive experiences across the aspects of experience: 87%.





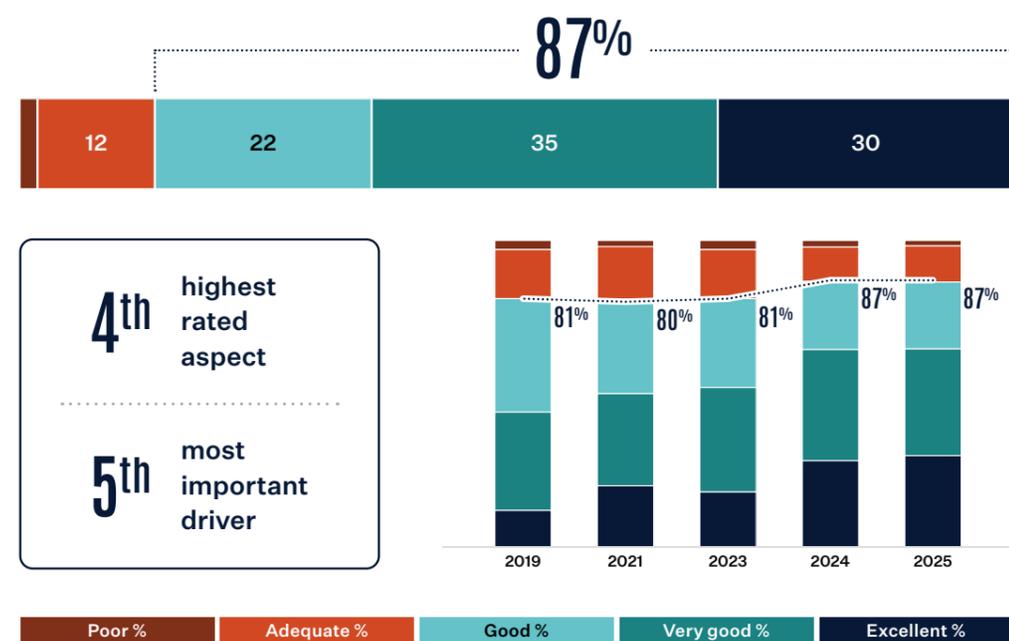
Examining the seven aspects of international student experience

ASPECT ONE

Making study arrangements

International students were generally positive about their experience making study arrangements, including support from an education agent or advisor. This was in line with 2024 but higher than previous years.

How would you rate your overall experience making study arrangements for New Zealand?



Base: 'Making study arrangements' asked only of those in their first year or at secondary school. Excludes 'Don't recall' responses – 2019 (n=3,630), 2021 (n=666), 2023 (n=2,961), 2024 (3,786), 2025 (3,333) / Note: Labels for scores of 1% and 2% are not shown

87% of international students in their first year of study rated their experience 'Making study arrangements' positively, while a small number reported their experience as 'Adequate' (12%) or 'Poor' (2%). 2025 scores were largely in line with 2024 – which had seen a large increase in positive responses compared with previous years of the survey.

Getting a visa

Among the elements of students' experience making study arrangements, 80% rated their experience with the visa application process positively ('Good' to 'Excellent') – up slightly from 78% in 2024, while 74% positively rated the time taken to get their visa – up ten percentage points from 64% in 2024.

Education and immigration agents/advisers

67% of international students reported having used an education agent, licensed immigration agent or student counsellor/careers adviser.⁵ Respondents generally rated their experience with agents/advisers positively. Most students reported positively about their agent's knowledge about their education provider's application process (84%) and about New Zealand education options (82%), that they acted in the students' best interest (82%), reduced the time taken to complete their application (79%), and about their knowledge about living in New Zealand (76%). Almost three-quarters (73%) of students responded positively that their agent/advisor contributed to their decision to choose New Zealand as a study destination. Scores were similar to those in 2024.

Use of agents/advisers was more likely to be reported by those from Asia (69%) and South America (71%) than Europe (59%), North America (47%) and Oceania (31%). Agent/adviser use was also more likely among those studying at English Language Schools (ELS) (75%), Private Training Providers (PTEs) (83%), and Te Pūkenga/New Zealand Institute of Skills and Technology (NZIST) (79%), and less likely at universities (52%). Use among secondary school students was more similar to the sample average (63%).

Please rate your experience making study arrangements before you arrived in New Zealand for the following:



Base: International students in their first year of study and those who used an adviser/agent (n=2,270–3,333)
Note: Labels for scores of 1% and 2% are not shown

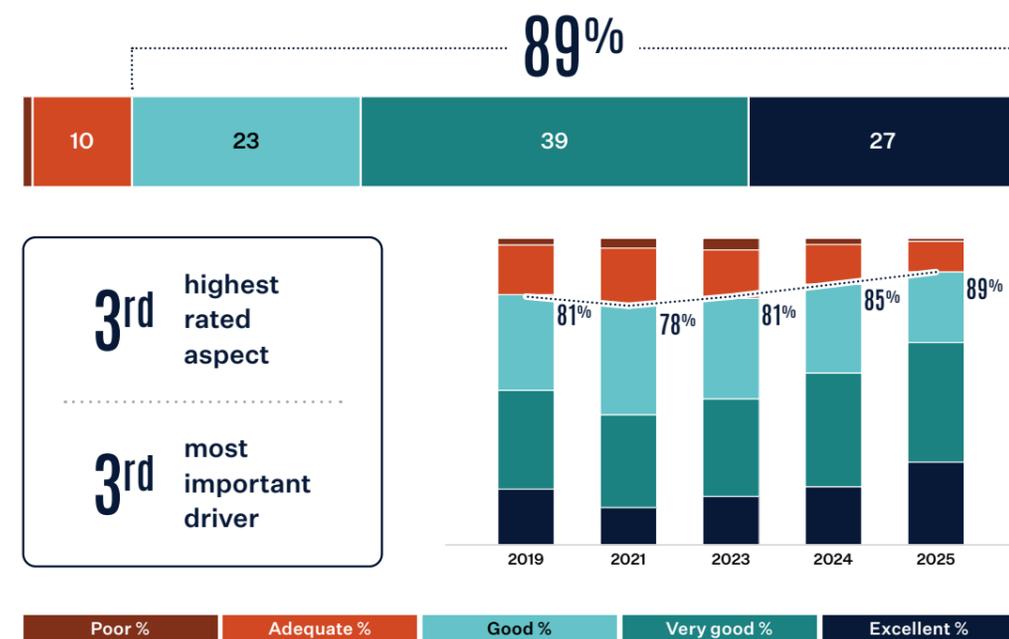
⁵ This aligns closely to the number of students who declare use of an agent in their first time visa applications to Immigration New Zealand.

ASPECT TWO

Arrival and orientation

International students were generally satisfied with their 'Arrival and orientation', with the overall score up on previous waves of the survey, largely driven by an increase in students who rated their experience as 'Excellent'.

How would you rate your overall arrival and orientation experience in New Zealand?



Base: 'Arrival and Orientation' asked only of those in their first year in New Zealand or at secondary school – 2019 (n=3,630), 2021 (n=666), 2023 (n=2,922), 2024 (n=3,620), 2025 (n=3,179) / Note: Labels for scores of 1% and 2% are not shown

89% of first-year international students reported having had a positive 'Arrival and orientation' experience. 11% rated their 'Arrival and orientation' as 'Adequate' or 'Poor'.

Students were more likely to be positive about their 'Arrival and orientation' experience in 2025 (89%) than in 2024 (85%), continuing the upward trend seen since 2021, with the highest proportion of positive scores for the aspect since the survey began. This year's increase coincides with an increase in the proportion of students who rated their experience as 'Excellent' – up to 27% in 2025 from 19% in 2024. The proportion rating their experience as 'Adequate' or 'Poor' fell from 15% to 11% and those rating it 'Good' fell from 29% to 23%.

Among the elements of students' experience of 'Arrival and orientation', students tended to be more satisfied with elements related to the education provider arrival and orientation processes: the course enrolment processes (84% good to excellent), feeling welcomed by other students (82%), and the welcome and orientation by the education provider (82%).

Students were slightly less satisfied, on average, with their welcome and pick up on arrival (76% good to excellent) and their experience of getting organised: arranging accommodation (75%) and organising their finances (73%). It should be noted that a sizeable minority of respondents to these questions reported that they didn't know or that this was not applicable to them, in particular for the welcome and pick-up on arrival (11%) and finding somewhere to live (8%).

Satisfaction with elements was generally in line with 2024, the exceptions being an increase in satisfaction with arranging accommodation (from 71% to 75%).

Overall, 71% of students said that they had received an introduction to Māori culture as part of their education provider's orientation, up from 64% in 2024; 14% reported that they couldn't remember or didn't know. Rates of receiving an introduction to Māori culture were higher among those studying with an NZIST provider (85%), than among those at university (76%), secondary school (70%), PTEs (64%), and ELS (55%).

Please rate your experience on first arriving in New Zealand, for...

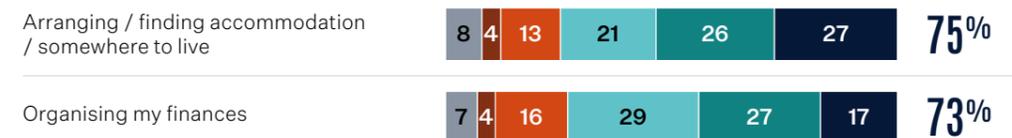
Initial arrival



Education provider arrival and orientation processes



Getting organised



Base: International students in their first year of study in New Zealand or at secondary school (n=3,199)
Note: Labels for scores of 1% and 2% are not shown

ASPECT THREE

Education experience

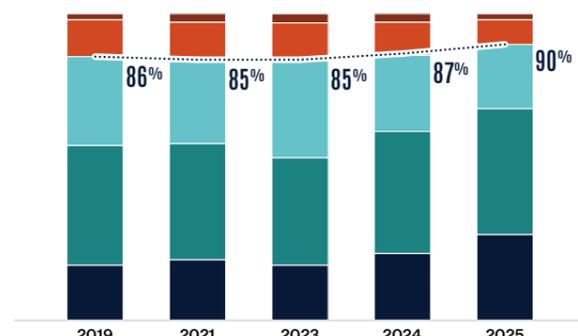
Satisfaction with overall 'Education experience' was higher in 2025 than in 2024. All education experience elements continue to be rated positively by a large majority of international students.

Thinking specifically about your New Zealand education, how would you rate the quality of your New Zealand education experience overall?



2nd highest rated aspect

2nd most important driver



Base: All international students – 2019 (n=7,814), 2021 (n=4,536), 2023 (n=4,755), 2024 (n=6,431), 2025 (n=5,420)

90% of international students rated their 'Overall education experience' as 'Good', 'Very good' or 'Excellent' in 2025. This is higher than the 87% achieved in the 2024 survey which itself was up from 85% in 2021 and 2023, making it the highest rating for 'Overall education experience' since the survey began.

A standout result is that 28% of students rated their 'Overall education experience' as 'Excellent' – the highest percentage recorded since the survey began. This marks a steady upward trend, improving from 22% in 2024 and indicating a growing shift toward the top end of the satisfaction scale. Those reporting a 'Poor' or 'Adequate' experience fell from 13% in 2024 to 10% in 2025.

All elements of the education experience in 2024 were rated 'Good' or better by a large majority of respondents. The elements with the highest proportion of positive ('Good', 'Very good' or 'Excellent') responses were for teachers, supervisors, tutors having been supportive and respecting them (92%), feeling included in classes or opportunities to participate (89%), the quality of teaching by teachers or supervisors (88%), having course options that fit their needs (88%), development of critical thinking skills (88%), and learning how to work well with others (88%).

All 2025 education experience element ratings were in line with or higher than those in 2024.

How do you rate your education experience in New Zealand in terms of...?

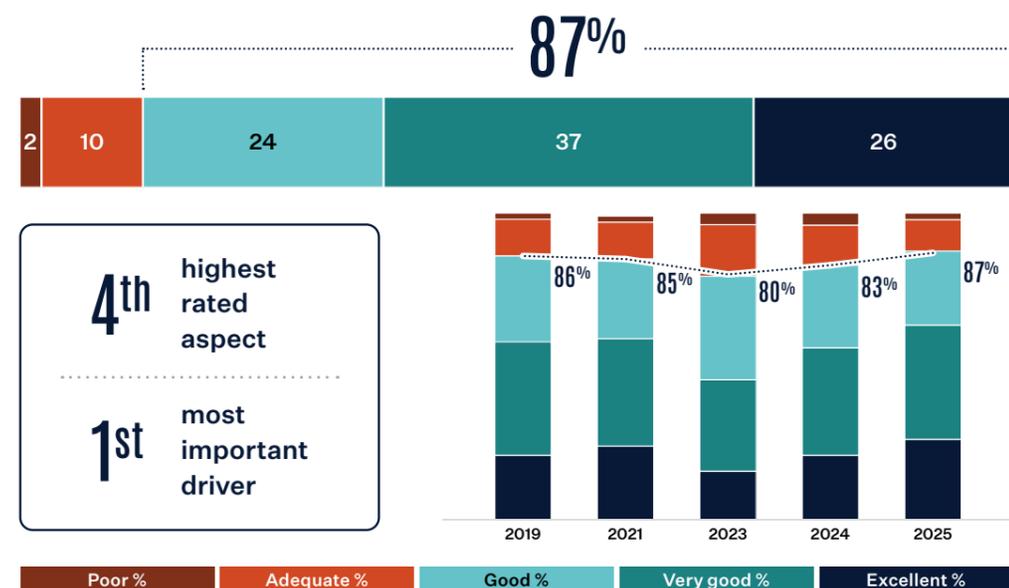
Element	Don't know %	Poor %	Adequate %	Good %	Very good %	Excellent %	Total Good, very good, excellent %
Teaching							
Teachers / supervisors / tutors who are supportive and respect me		6	14	29	48		92%
Feeling included in my classes / opportunities to participate		7	17	31	41		89%
Quality of teaching by my teachers / supervisors		9	17	32	38		88%
Receiving useful feedback on course work and areas to focus on		3	10	21	32	32	85%
Learning							
Having course options that fit my needs		8	18	32	38		88%
Developing my critical thinking skills		8	21	32	36		88%
Learning how to work well with others (as part of a team)		8	20	31	37		88%
Providing diverse learning experiences inside and outside the classroom		3	10	20	29	36	85%
Good balance between theoretical and practical learning		4	10	20	30	34	84%
Resources							
Appropriate / up-to-date technology and facilities		3	11	20	31	34	85%
Managing my study workload		3	10	22	33	30	85%
Online / virtual learning materials	6	3	9	20	30	33	82%

Base: All international students (n=5,420) / Note: Labels for scores of 1% and 2% are not shown

ASPECT FOUR Living experience

Overall living experience saw a notable increase in satisfaction in 2025 compared to 2024. This is particularly positive as 'Living experience' was the most important driver of overall international student satisfaction. All elements related to the living experience saw statistically significant increases in positive ratings between 2024 and 2025. Despite this, challenges remain around the cost of living and finding suitable accommodation.

Thinking now about living in New Zealand. How would you rate your living experience in New Zealand so far?



Base: All international students that are studying/studied in New Zealand – 2019 (n=7,814), 2021 (n=4,536), 2023 (n=4,755), 2024 (n=6,251), 2025 (n=5,250)

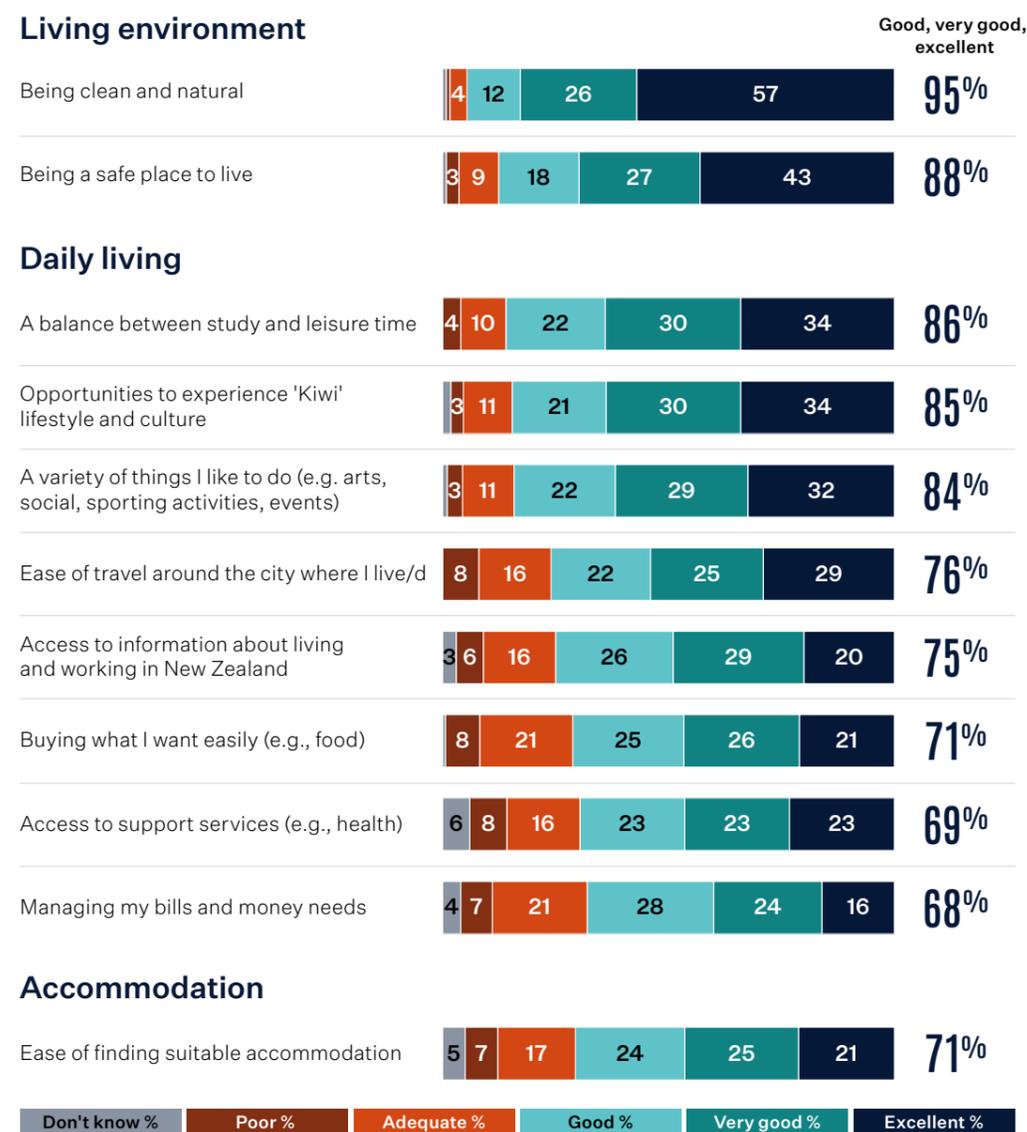
87% of respondents rated their living experience as 'Good', 'Very good' or 'Excellent' in 2025, a significantly higher proportion than 2024 (83%) and a similar score to the pre-Covid 2019 survey (86%). As with other aspects, there has been a marked increase in the proportion of students who rated their experience as 'Excellent' (26% – up from 21% in 2024) along with those who rated their experience as 'Very good' (37% – up from 35%), continuing the trend seen in 2024 of a consolidation of positive scores towards the upper end of the scale.

Looking at the more detailed elements of the 'Living experience', international students continued to be most satisfied with those related to the living environment, with the vast majority positively rating New Zealand as being clean and natural (95%) and a safe place to live (88%). Among the elements related to daily living, students were most satisfied with the balance between study and leisure time (86% positive), opportunities to experience 'Kiwi' lifestyle and culture (85% positive), and variety of activities they enjoy (84% positive).

Elements which were less likely to be viewed positively were Managing bills and money needs (68% positive), Access to support services (69% positive), Buying what I want easily (71% positive) and Ease of finding accommodation (71% positive). However, satisfaction with all of these had increased since the 2024 survey.

In fact, all living elements saw statistically significant increases in positive ratings since 2024 – most up by 2% to 3% – with the increase particularly notable for ease of finding suitable accommodation (71% – up from 64% in 2024). Satisfaction with accommodation options is likely to be a result of the increase in the availability of rental accommodation in 2025 over 2024. Changes in exchange rates may have contributed to increased satisfaction with cost-related elements of the living experience.

How do you find living in New Zealand in terms of the following...?

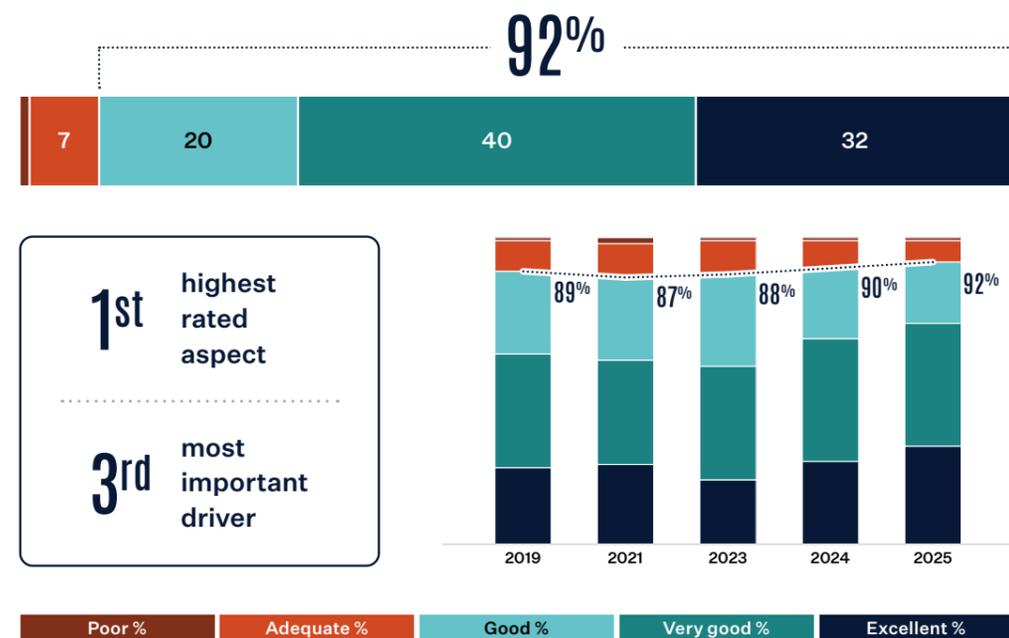


Base: All international students that are studying/studied in New Zealand (n=5,250) / Note: Labels for scores of 1% and 2% are not shown

ASPECT FIVE People and connections

Experiences with people in New Zealand continued to be the most highly rated aspect of the international student experience in 2025, as it was in 2024. Students remain less likely to be satisfied with their connection to local communities.

Thinking about the people you have met and the connections you have made since coming to New Zealand, how would you rate your overall experiences with people in New Zealand?⁶



Base: All international students (excluding 'Don't know/Not applicable') – 2019 (n=7,814), 2021 (n=4,536), 2023 (n=4,755), 2024 (n=6,431), 2025 (n=5,420) / Note: Labels for scores of 1% and 2% are not shown

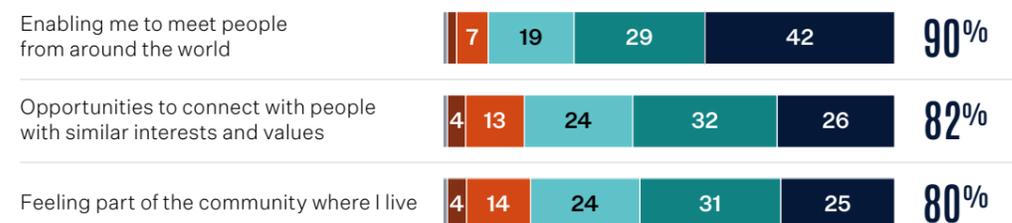
92% of international students reported that their overall experience with people in New Zealand was 'Good', 'Very good', or 'Excellent' in 2025, with this remaining the highest ranked aspect of the survey. This was a higher proportion of positive responses than in 2024 (90%), with almost a third (32%) of students providing an 'Excellent' score in 2025, up from 27% in 2024.

⁶ International students studying with a New Zealand education provider outside of New Zealand were prompted with 'These next questions ask about the people you have met and relationships you have made, during your New Zealand study. These may be online rather than in-person connections if you are not currently living in New Zealand'. They were asked 'Thinking about the people you have met and the connections you have made since starting your New Zealand study, how would you rate your overall experiences with people in New Zealand?'

Amongst the detailed elements of 'People and connections', international students were most likely to report a positive response about their experience of New Zealand enabling them to meet people from around the world (90%), being inclusive of other cultures (89%), being offered help and support when they want it (88%) and people in New Zealand getting to know and become friends with them (87%). Positivity was also high with relationships formed with workmates/colleagues/bosses (87%) and people their age (86%).

Consistent with previous waves of the survey, international students were less likely to be positive about feeling part of the community where they live (80% - although this was up from 77% in 2024) and about relationships with people in their neighbourhood (67%), highlighting a need to strengthen relationships between international students and their local communities.

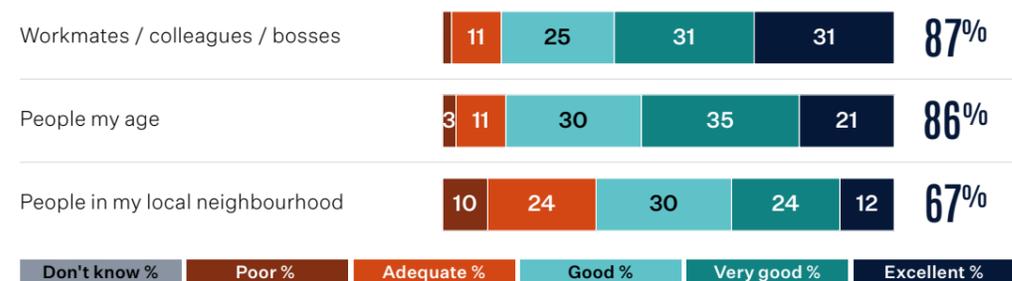
How do you rate your everyday life for the following⁷ ...? Good, very good, excellent



How do you rate the people you have met through your New Zealand study experience (either in-person or online) in terms of...?



How do you rate the relationships you have formed with people (in-person or online) through your New Zealand study experience...?



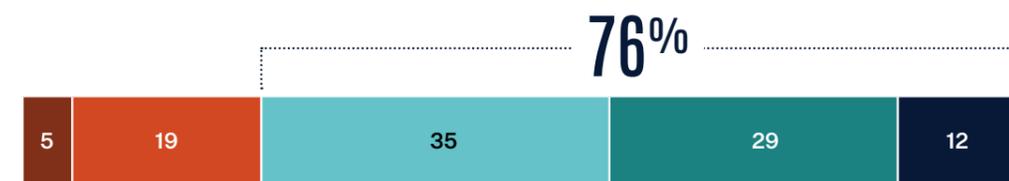
Base: All international students (excluding 'Not applicable') 'People in my local neighbourhood' only asked of students that are studying/studied in New Zealand (n=4,617-5,420) / Note: Labels for scores of 1% and 2% are not shown

⁷ Wording of questions for students studying outside New Zealand was slightly different.

ASPECT SIX Value for money

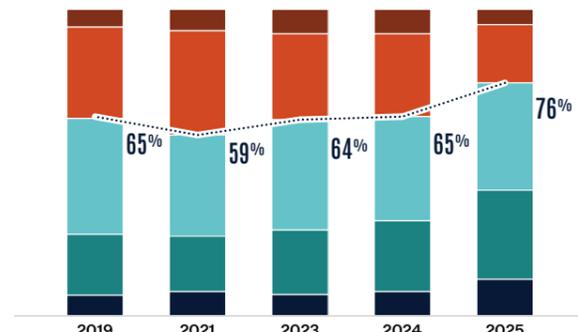
'Value for money' remains the second-lowest rated aspect of students' experiences in New Zealand, although this measure saw a substantial increase compared to previous waves of the survey. Students were most concerned about the cost of living and travel to and from New Zealand.

How would you rate New Zealand in terms of its overall value for money?



6th highest rated aspect

6th most important driver



Base: 'Value for Money' questions asked of all international students in 2023 to 2025, including students based offshore. In 2019 and 2021, they were asked only of those based in New Zealand. Excludes 'Don't know' responses – 2019 (n=7,814), 2021 (n=4,536), 2023 (n=4,755), 2024 (n=6,424), 2025 (n=5,415).

76% of international students rated New Zealand positively in terms of its overall value for money in 2025, with 'Value for money' remaining the second-lowest rated aspect of student experience, after 'Work experience opportunities'. Regardless, 'Value for money' has seen a significant increase in satisfaction in 2025 compared to all previous waves of the survey. This coincides with an increase in both 'Excellent' (12%, up from 8% in 2024) and 'Very good' (28%, up from 23%) responses.

Satisfaction with the more detailed 'Value for money' elements, however, was comparatively low. International students were most likely to be positive about the cost of transport where they live (59%) and about the cost of their education or courses (54%). Just under half (49%) were positive about the cost of travelling to and from New Zealand and 45% about the cost of living in New Zealand.

Like the overall 'Value for money' aspect, students were more likely to be positive about all of these elements in 2025 than in 2024, particularly about the cost of living in New Zealand (49%, up from 41%).

How do you rate New Zealand's value for money for...?



Base: 'The cost of education/courses' – All international students (n=5,420); Other elements – International students who are studying/studied in New Zealand (n=5,250) / Note: Labels for scores of 1% and 2% are not shown

The fact that satisfaction is notably lower for all of the detailed elements than for 'Value for money' overall is worthy of further investigation. Further focused research around perceptions of value for money amongst international students in New Zealand may be useful in better understanding how international students view the concept of value for money.

Read more

The [ENZ 2024 International Student Expenditure Survey](#) provides detailed insight into the expenditure of international students in New Zealand.

Students who are considering studying abroad consistently report that one of their top concerns is cost and finance, with many increasingly looking for more affordable study destinations to suit their budget. The [ENZ Global Brand Health and Awareness Tracker in April 2024](#) found that although cost was not the principle deciding factor for country choice overall, concerns about affordability and availability of scholarships and financial assistance were an important concern among those from some countries, particularly Indonesia, Vietnam, and Brazil.

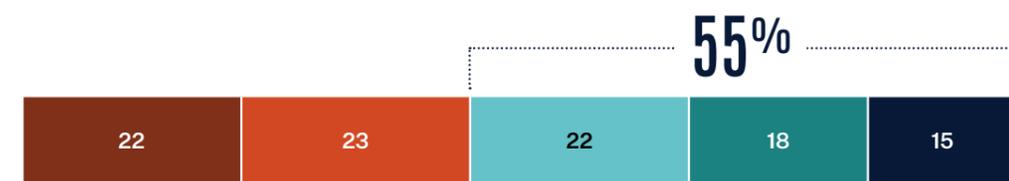
Since 2017, New Zealand has experienced significant increases in both the cost of living and inflation, with particularly sharp rises from 2021 to 2023. The main drivers have been housing, food, energy, and transport costs. New Zealand's annual inflation rate experienced a peak of 6% in 2022/23 and while inflation has now moderated, it remains above levels seen in 2017.

ASPECT SEVEN

Work experience opportunities

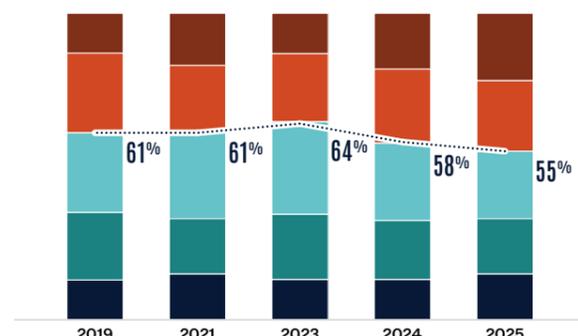
‘Work experience opportunities’ relating to area of study in New Zealand continues to be lowest-rated of the aspects measured and is the only aspect that saw a fall in ratings between 2024 and 2025. Substantial variation in scores suggests an inconsistent experience with ‘Work experience opportunities’ among international students.

How would you rate work experience opportunities relating to your area of study in New Zealand overall?



7th highest rated aspect

7th most important driver



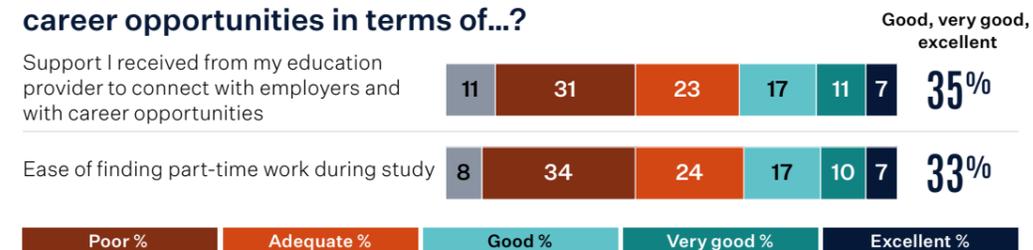
Note: ‘Work experience opportunities’ questions were not asked of secondary school students or those studying offshore. Excludes ‘Don’t know’ and ‘Not interested/Not looking for work’ responses – 2019 (n=5,544), 2021 (n=3,442), 2023 (n=3,594), 2024 (n=4,982), 2025 (n=4,035).

55% of international students reported positively about ‘Work experience opportunities’ relating to their area of study in New Zealand in 2025. Consistent with 2024, ‘Work experience opportunities’ was the lowest-rated aspect. Students doing a Certificate Levels 1–4 were notably more likely to be positive (74%), while students doing a Master’s degree were less likely to be so about their ‘Work experience opportunities’ (49%).

The timeseries data show that satisfaction with ‘Work experience opportunities’ was the lowest since the survey began, continuing a downward trend since 2023. This may be a result of labour market conditions in New Zealand. The higher proportion of Master’s degree students who responded to the survey in 2025 than in 2024, with their lower satisfaction with ‘Work experience opportunities’ may also have contributed.

Considering elements of ‘Work experience opportunities’, only around a third of students reported positively about support received by their education provider to connect with employers and career opportunities (35% - down from 42% in 2024) and about the ease of finding part-time work during study (33% - down from 43%).

How do you rate your work experience and career opportunities in terms of...?



Base: ‘Work experience opportunities’ questions were not asked of secondary school students or those studying offshore. Excludes ‘Not interested/Not looking for work’ (n=4,101–4,217)



Sub-sector results

Secondary schools

89% of secondary school students gave positive ratings of 6 or greater out of 10 for their 'Overall experience' in 2025, similar to the average of all international students (87%).

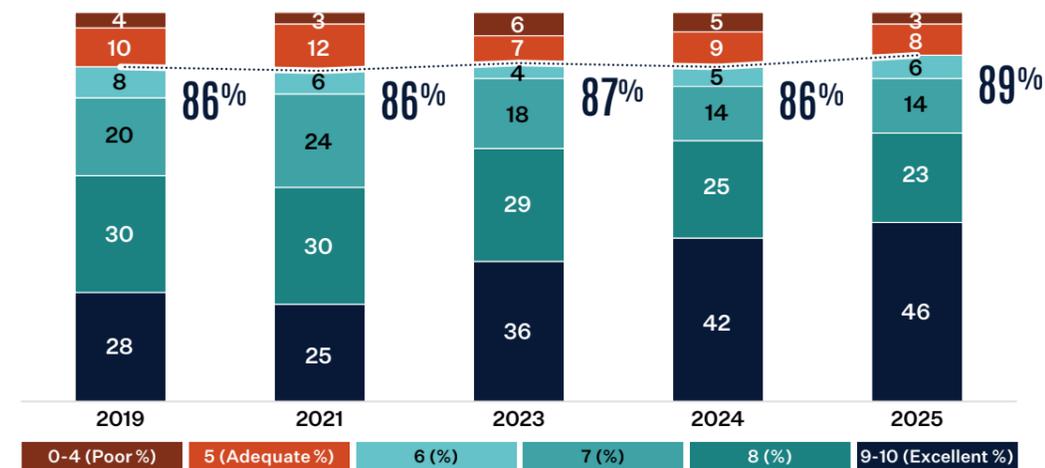
In 2025, the proportion of secondary students reporting a positive experience rose from 86%, where it had held steady since 2019, though the increase was not statistically significant. The shift within positive scores towards the higher end of the scale seen since 2021 continued this year, with 46% of secondary school students rating their 'Overall experience' as 9–10 (Excellent) in 2025.

Secondary school students were most likely to be satisfied with the 'Living experience' (93% 'Good' to 'Excellent') and 'People and connections' (91%), followed by the 'Education experience' and 'Arrival and orientation' (both 87%). They were less likely to give positive responses about 'Making study arrangements' (83%) and about the 'Value for money' aspect of their experience in New Zealand (80%).

There were notable increases since 2024 in positive scores for the 'Living experience' (up from 85% to 93%), 'People and connections' (up from 85% to 91%) and 'Value for money' (up from 63% to 80%).

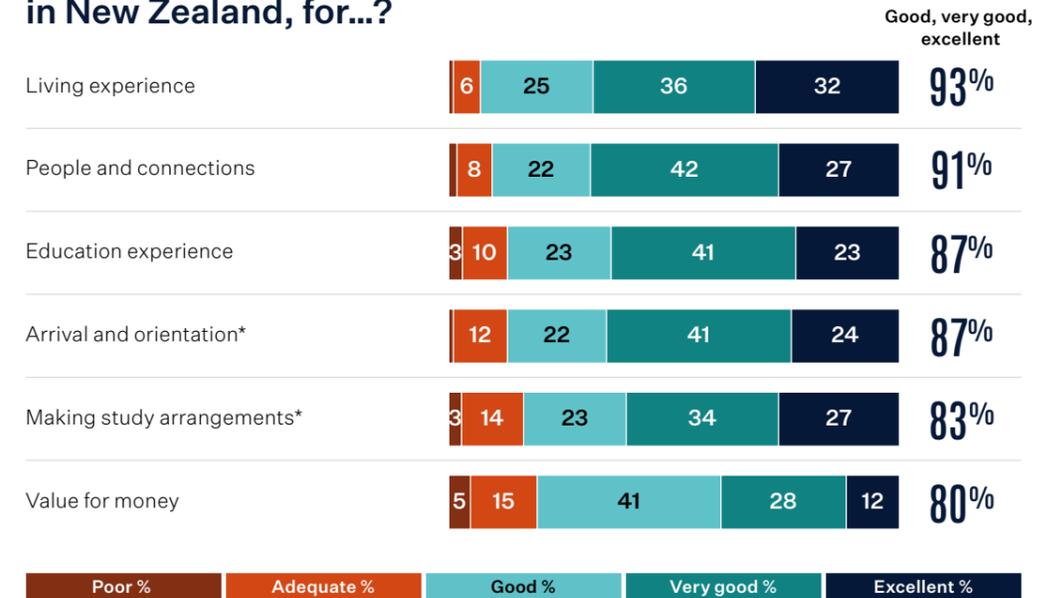
Compared to the total sample, secondary school students recorded similar proportions of positive scores for all aspects of experience. However, they were statistically more likely to report 'Good' to 'Excellent' responses about their 'Living experience' (93%) than those at NZIST (83%) and PTEs (84%). Secondary school students were also more likely to provide 'Good' to 'Excellent' ratings for 'Value for money' than those at ELS (69%).

Thinking about your whole experience in New Zealand so far, how would you rate it?



Base: All secondary school students – 2019 (n=902), 2021 (n=607), 2023 (n=264), 2024 (n=298), 2025 (n=296)

How would you rate your overall experience in New Zealand, for...?



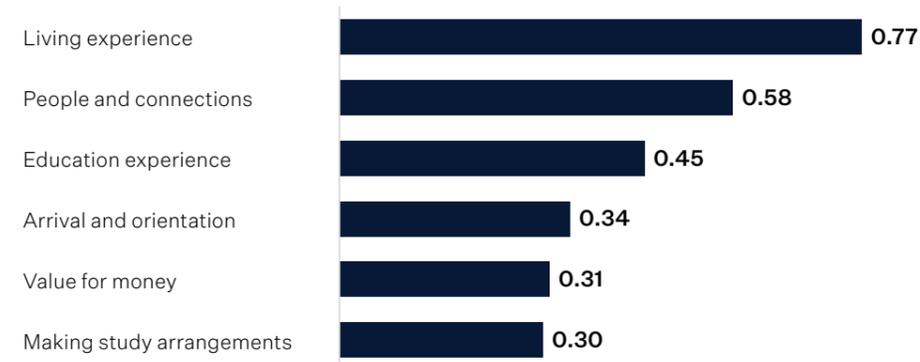
Base: All secondary school students (excluding 'Don't know/Not applicable') - Living experience n=269; People and connections n=297; Education experience n=297; Arrival and orientation n=264; Making study arrangements n=292; Value for money n=294. Secondary school students were not asked about 'Work experience opportunities'. / Note: Labels for scores of 1% and 2% are not shown

* 'Making study arrangements' and 'Arrival and orientation' asked only of those in their first year of New Zealand study or at secondary school

IPSOS Bayesian Net (IBN) driver analysis shows that 'Living experience' is the strongest driver of 'Overall experience' among secondary school students; an increase of one point from a 'Poor' to an 'Excellent' 'Living experience' score is associated with an increase in the 'Overall experience' score of 0.77 points (on a scale of 0–10). This was followed by 'People and connections' (0.58) and 'Education experience' (0.45).

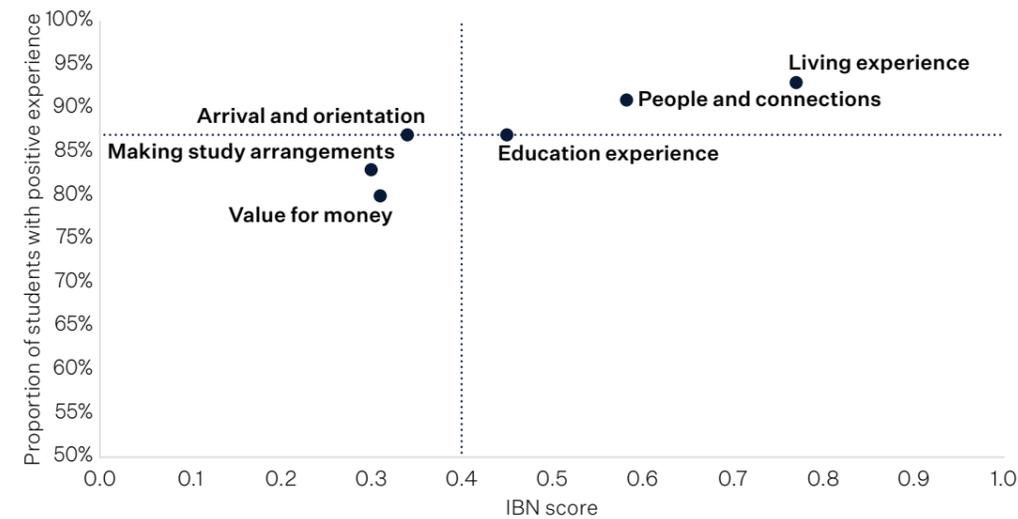
Plotting the aspects of experience by IBN score and the proportion of students reporting positive experiences of them suggests that, positively, secondary school students tend to have generally high levels of satisfaction with the most 'important' aspects of the student experience, i.e. those that have the highest impact on students' overall experience. To maintain and improve satisfaction with the 'Overall experience' among secondary school students, focus should be on maintaining high levels of satisfaction with the most 'important' aspects, particularly the 'Living experience' and 'People and connections' while, where possible, increasing satisfaction with the other aspects.

Drivers of 'Overall experience' scores



How to interpret: The numbers presented in the plot represent the impact each aspect has on 'Overall experience'. The model estimates that, for each aspect, a change in an individual's score from 'Poor' to 'Excellent' by one point predicts an increase in that individual's 'Overall experience' by the points noted. **For example, an increase from a 'Poor' to an 'Excellent' 'Living experience' score by one point increases their 'Overall experience' score by 0.77 points (on a scale from 0–10).**

A plot of the aspects of experience by driver score and the proportion of international secondary school students reporting positive experiences of them



Note: Vertical line set at the median contribution score across the aspects of experience for international secondary school students: 0.40; Horizontal line set at the median proportion of students with positive experiences across the aspects of experience: 87%.



English Language Schools

85% of English Language School (ELS) students gave positive (6–10) ‘Overall experience’ ratings in 2025, similar to the average of all current students (87%).

The proportion of ELS students who gave positive overall scores was similar to results from the last two waves of the survey: 2024 (86%) and 2023 (85%).

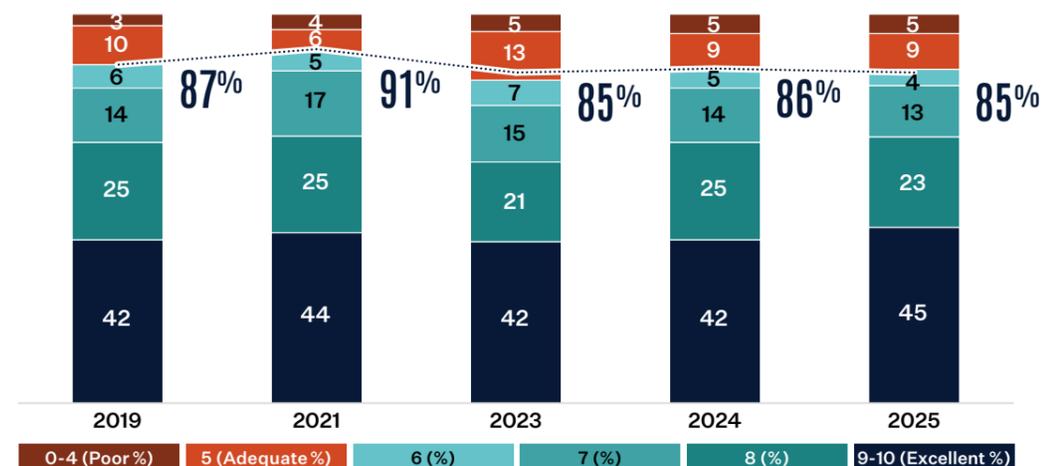
Among aspects of their experience, ELS students were most likely to be satisfied with ‘People and connections’ in New Zealand (91% ‘Good’ to ‘Excellent’), their ‘Education experience’ (90%), the ‘Living experience’ (89%) and ‘Arrival and orientation’ (89%). They were less likely to be satisfied with ‘Value for money’ (59%) and ‘Work experience opportunities’ (57%).

These results are similar to those seen in 2024 although there have been notable increases in satisfaction with the ‘Living experience’ (up from 85%) and ‘Value for money’ (up from 62%).

ELS students’ scores were similar to the overall international student sample for all aspects of their experience with the exception of ‘Value for money’ where, despite an increase since 2024, they were notably less likely to provide a positive response (69% for ELS compared to 76% overall).

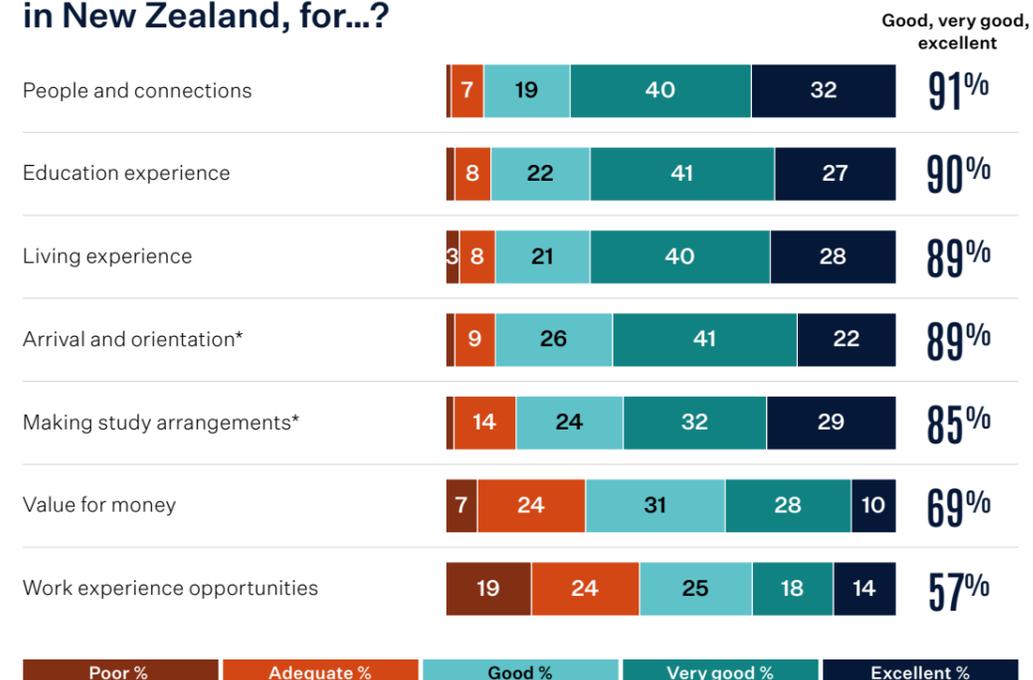
Compared to specific other sectors, ELS students were less likely than secondary school and university students to provide a positive response for ‘Value for money’ (69% for ELS compared to 80% for secondary school and 77% for university student). However they were more likely to report their ‘Living experience’ as ‘Good’, ‘Very good’, or ‘Excellent’ (89%) than those at NZIST (83%).

Thinking about your whole experience in New Zealand so far, how would you rate it?



Base: All ELS students – 2019 (n=1,196), 2021 (n=186), 2023 (n=480), 2024 (n=993), 2025 (n=742)

How would you rate your overall experience in New Zealand, for...?



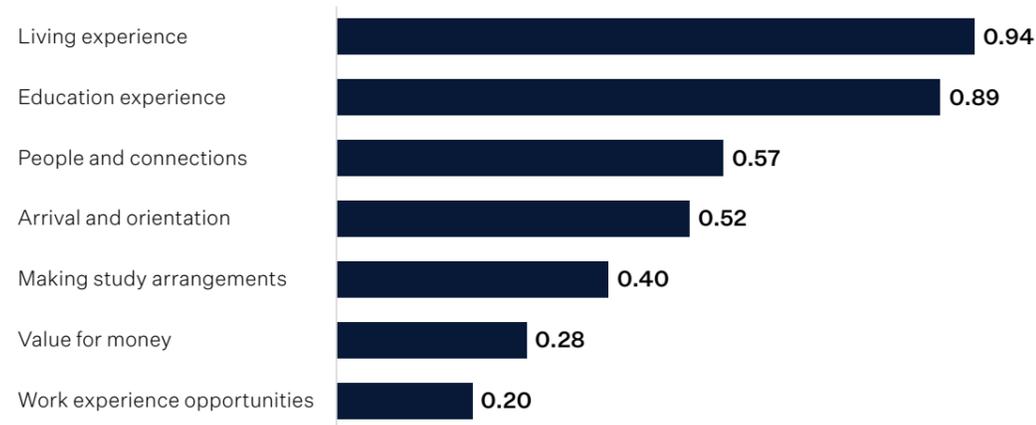
Base: All ELS students (excluding 'Don't know/Not applicable') – People and connections n=750; Education experience n=750; Living experience n=666; Arrival and orientation n=435; Making study arrangements n=516; Value for money n=749; Work experience opportunities n=511 / Note: Labels for scores of 1% and 2% are not shown

* 'Making study arrangements' and 'Arrival and orientation' asked only of those in their first year of New Zealand study or at secondary school

IPSOS Bayesian Net (IBN) driver analysis shows that ‘Living experience’ was the strongest driver of ‘Overall experience’ among ELS students in 2025; an increase of one point on a ‘Poor’ to an ‘Excellent’ ‘Living experience’ scale is associated with an increase in the ‘Overall experience’ score of 0.94 points (on a scale of 0–10). ‘Education experience’ was also a strong driver of ‘Overall experience’ with an IBN of 0.89, while, like 2024, the other five aspects were somewhat less important drivers.

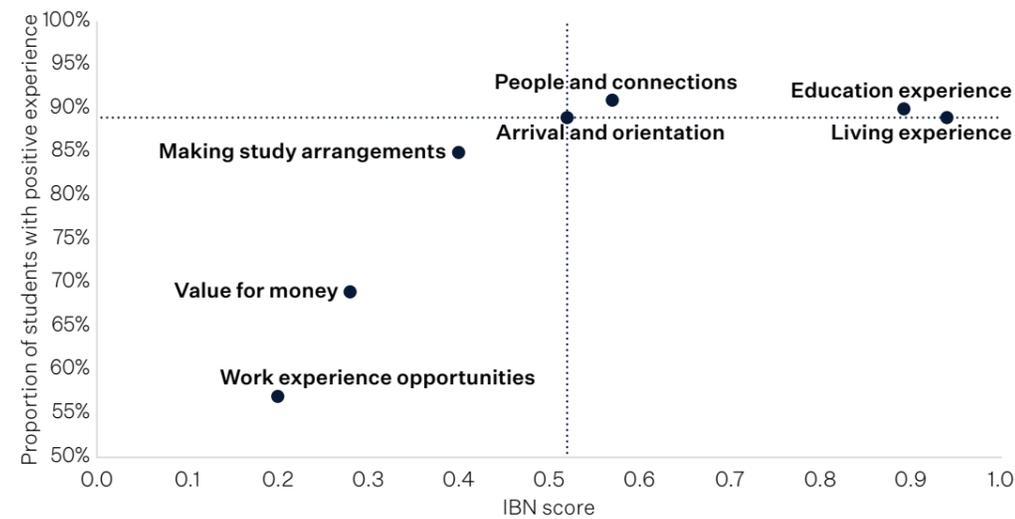
A plot of the aspects of experience by IBN score and percentage of ‘Good’, ‘Very good’, ‘Excellent’ scores highlights that ‘Living experience’ and ‘Education experience’, the two strongest drivers of ‘Overall experience’, were rated relatively highly, along with the next strongest drivers ‘People and connections’ and ‘Arrival and orientation’. By contrast, ‘Work experience’ opportunities and ‘Value for money’, while rated relatively lower, contribute less to ‘Overall experience’. A focus on maintaining and even increasing good satisfaction with these more ‘important’ aspects is likely to yield the most benefits in terms of improved ‘Overall experience’ among ELS students.

Drivers of 'Overall experience' scores



How to interpret: The numbers presented in the plot represent the impact each aspect has on 'Overall experience'. The model estimates that, for each aspect, a change in an individual's score from 'Poor' to 'Excellent' by one point predicts an increase in that individual's 'Overall experience' by the points noted. **For example, an increase from a 'Poor' to an 'Excellent' 'Living experience' score by one point increases their 'Overall experience' score by 0.94 points (on a scale from 0–10).**

A plot of the aspects of experience by driver score and the proportion of international students reporting positive experiences of them



Note: Vertical line set at the median contribution score across the aspects of experience for ELS students: 0.52; Horizontal line set at the median proportion of students with positive experiences across the aspects of experience: 89%.



Private Training Establishments

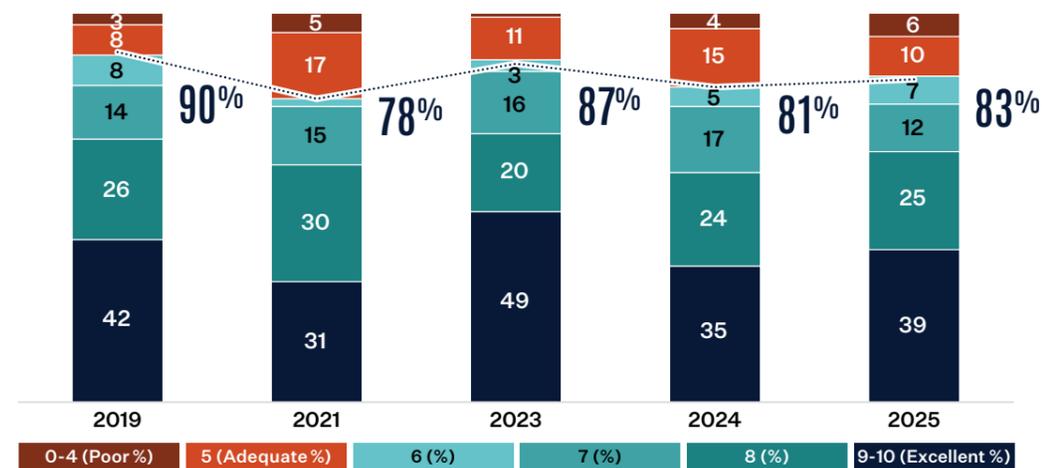
83% of Private Training Establishment (PTE) students gave positive (6–10) ratings of their ‘Overall experience’, slightly lower than the average of all students (87%) although this difference was not statistically significant.

As noted in last year’s report, ‘Overall experience’ scores for the PTE sub-sector have fluctuated substantially since the beginning of the survey: 90% scoring 6–10 in 2019, 78% in 2021, 87% in 2023 and 81% in 2024. It was suggested that the small sample relative to the other sectors may have contributed to instability in these scores from year-to-year. With this year’s 83% score similar to last year’s 81%, it will be interesting to see how this tracks in the future.

Among aspects of their experience, PTE students were most likely to be satisfied with ‘People and connections’ in New Zealand (94% ‘Good’ to ‘Excellent’), ‘Arrival and orientation’ (91%), ‘Education experience’ (90%) and ‘Making study arrangements’ (89%). They were less likely to be satisfied with ‘Value for money’ (75%) and ‘Work experience opportunities’ (58%) during their experience in New Zealand. Scores for most aspects of experience were similar to last year, although there were two aspects where satisfaction had increased notably: ‘Arrival and orientation’ – up from 80% to 91%; and ‘Value for money’ – up to 75% from 66%.

PTE students had similar levels of positive responses to the total sample for all aspects of their experience, although there were a few differences compared to specific other sub-sectors. PTE students were less likely to rate the ‘Overall experience’ as positive (6–10) (83%) than university students (89%) and were less likely to rate their ‘Living experience’ as ‘Good’, ‘Very good’ or ‘Excellent’ (84%) than secondary school students (93%).

Thinking about your whole experience in New Zealand so far, how would you rate it?



Base: All PTE students – 2019 (n=217), 2021 (n=91), 2023 (n=136), 2024 (n=366), 2025 (n=396)

How would you rate your overall experience in New Zealand, for...?



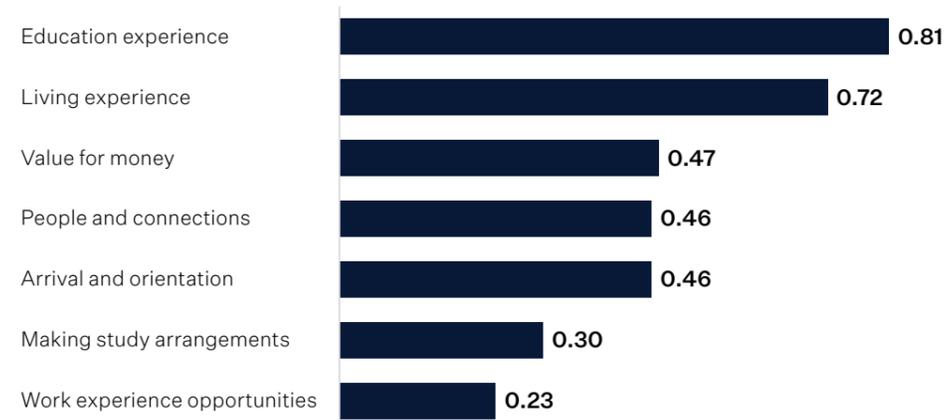
Base: All PTE students (excluding 'Don't know/Not applicable') – People and connections n=396; Arrival and orientation n=276; Education experience n=396; Making study arrangements n=281; Living experience n=390; Value for money n=396; Work experience opportunities n=359 / Note: Labels for scores of 1% and 2% are not shown

* 'Making study arrangements' and 'Arrival and orientation' asked only of those in their first year of New Zealand study or at secondary school

IPSOS Bayesian Net (IBN) driver analysis shows that ‘Education experience’ (0.81) was the strongest driver of ‘Overall experience’ among PTE students, followed by ‘Living experience’ (0.72). Other aspects played less of a role in driving ‘Overall experience’, particularly ‘Work experience opportunities’ and ‘Making study arrangements’.

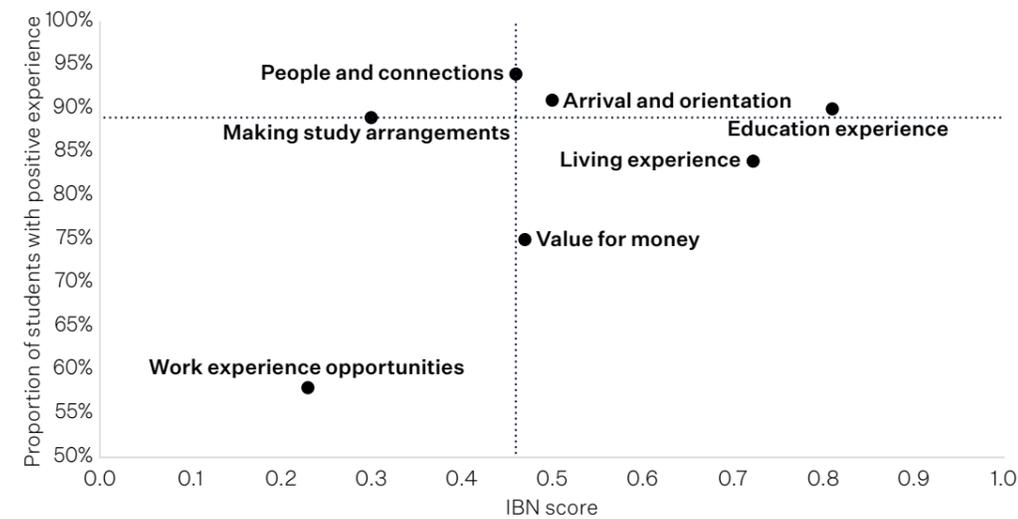
A plot of the aspects of experience by IBN score and percentage of ‘Good’, ‘Very good, and ‘Excellent’ scores highlights ‘Living experience’ as a key driver of ‘Overall experience’ with comparatively low satisfaction. ‘Value for money’ also stands out as having relatively low satisfaction for the impact it has on driving ‘Overall experience’. A strategy that focuses on both of these aspects, while maintaining positive scores for other aspects, may yield the most benefits in terms of improved ‘Overall experience’ among PTE students.

Drivers of 'Overall experience' scores

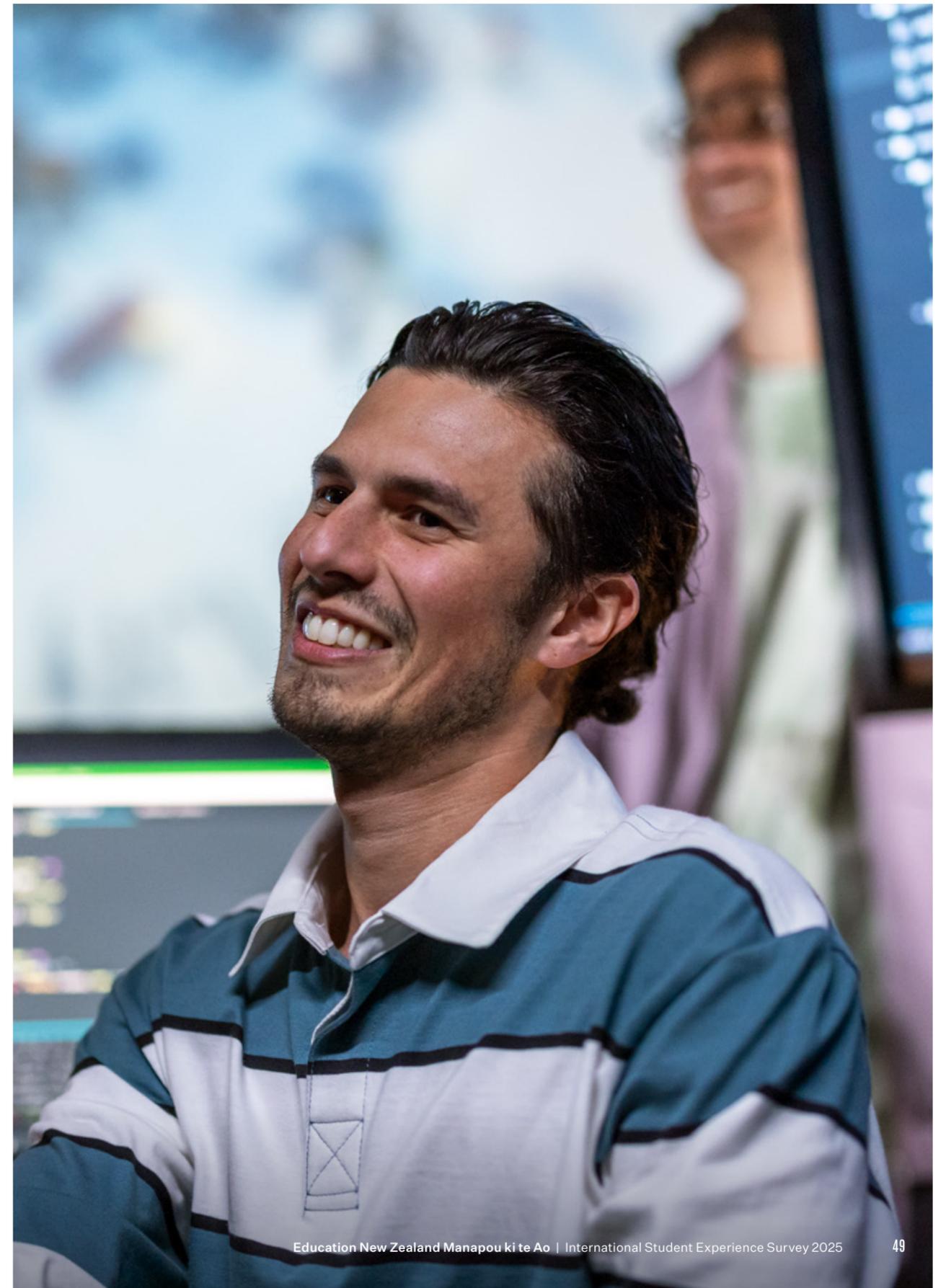


How to interpret: The numbers presented in the plot represent the impact each aspect has on 'Overall experience'. The model estimates that, for each aspect, a change in an individual's score from 'Poor' to 'Excellent' by one point predicts an increase in that individual's 'Overall experience' by the points noted. **For example, an increase from a 'Poor' to an 'Excellent' 'Education experience' score by one point increases their 'Overall experience' score by 0.81 points (on a scale from 0–10).**

A plot of the aspects of experience by driver score and the proportion of international students reporting positive experiences of them



Note: Vertical line set at the median contribution score across the aspects of experience for PTE students: 0.46; Horizontal line set at the median proportion of students with positive experiences across the aspects of experience: 89%.



New Zealand Institute of Skills and Technology/Te Pūkenga

83% of NZIST students gave positive (6–10) ‘Overall experience’ ratings in 2025, a statistically smaller proportion than amongst all international students (87%).

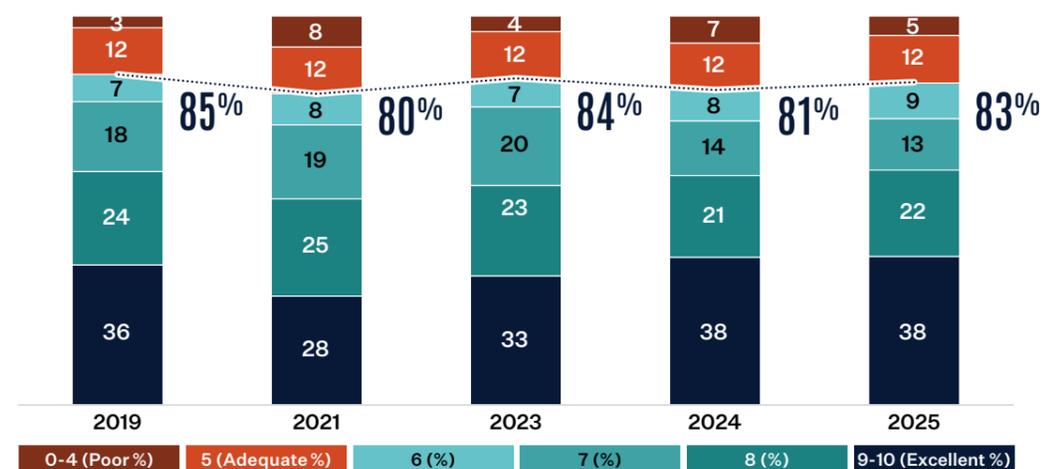
2025 NZIST results for ‘Overall experience’ are similar to those in 2024.

Among aspects of their experience, NZIST students were most likely to be satisfied with ‘People and connections’ in New Zealand (91% ‘Good’ to ‘Excellent’), ‘Arrival and orientation’ (91%), ‘Education experience’ (89%) and ‘Making study arrangements’ (88%). They were less satisfied with the ‘Value for money’ (74%) and ‘Work experience opportunities’ (54%) during their experience in New Zealand.

Despite the ‘Overall experience’ score staying steady, a number of aspects of the experience saw notable increases in satisfaction since 2024: ‘Arrival and orientation’ (91%, up from 86%), ‘Education experience’ (89%, up from 84%), ‘Living experience’ (83%, up from 79%), and ‘Value for money’ (74%, up from 65%). However, satisfaction with ‘Work experience opportunities’ decreased since 2024, continuing the fall seen from 2023 (54% in 2025, down from 60% in 2024 and 67% in 2023).

Compared to the total sample, NZIST students were statistically less likely to report a ‘Good’, ‘Very good’ or ‘Excellent’ rating of the ‘Living experience’ (83% compared to 87% overall). They were also less likely than international students as a whole to give a ‘Very good’ or ‘Excellent’ response for their ‘Education experience’ (62% compared to 69%) and ‘People and connections’ (67% compared to 72%).

Thinking about your whole experience in New Zealand so far, how would you rate it?



Base: All NZIST students – 2019 (n=828), 2021 (n=843), 2023 (n=847), 2024 (n=1,342), 2025 (n=1,050)

How would you rate your overall experience in New Zealand, for...?



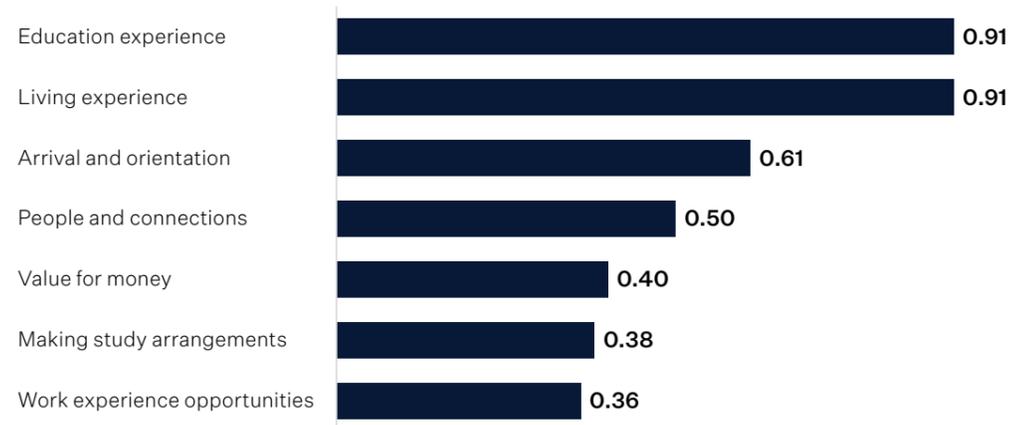
Base: All NZIST students (excluding 'Don't know/Not applicable') – People and connections n=1,051; Arrival and orientation n=630; Education experience n=1,051; Making study arrangements n=639; Living experience n=1,038; Value for money n=1,051; Work experience opportunities n=938 / Note: Labels for scores of 1% and 2% are not shown

* 'Making study arrangements' and 'Arrival and orientation' asked only of those in their first year of New Zealand study or at secondary school

IPSOS Bayesian Net (IBN) driver analysis shows that ‘Education experience’ and ‘Living experience’ (both 0.91) were the strongest drivers of ‘Overall experience’ among NZIST students. ‘Arrival and orientation’ (0.61) and ‘People and connections’ (0.50) were moderate drivers, while ‘Value for money’ (0.40), ‘Making study arrangements’ (0.38) and ‘Work experience opportunities’ (0.36) were less important in driving ‘Overall experience’.

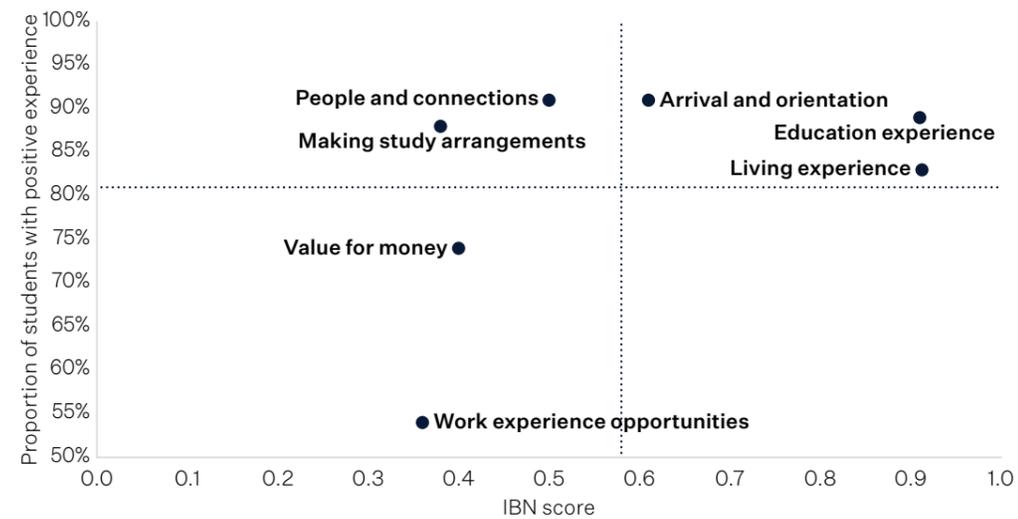
A plot of the aspects of experience by IBN score and percentage of ‘Good’, ‘Very good’, ‘Excellent’ scores for NZIST students highlights that the stronger drivers do generally have relatively high satisfaction, although with its importance in terms of impact on the ‘Overall experience’, satisfaction with ‘Living experience’ could be an area for attention. Also clear is the comparatively low satisfaction with ‘Work experience opportunities’. While ‘Work experience opportunities’ contribute less to ‘Overall experience’, a focus on improving satisfaction in this area would still yield benefits in terms of improved ‘Overall experience’ among NZIST students.

Drivers of 'Overall experience' scores



How to interpret: The numbers presented in the plot represent the impact each aspect has on 'Overall experience'. The model estimates that, for each aspect, a change in an individual's score from 'Poor' to 'Excellent' by one point predicts an increase in that individual's 'Overall experience' by the points noted. **For example, an increase from a 'Poor' to an 'Excellent' 'Education experience' or 'Living experience' score by one point increases their 'Overall experience' score by 0.91 points (on a scale from 0–10).**

A plot of the aspects of experience by driver score and the proportion of international students reporting positive experiences of them



Note: Vertical line set at the median contribution score across the aspects of experience for NZIST students: 0.58; Horizontal line set at the median proportion of students with positive experiences across the aspects of experience: 81%.



Universities

89% of university students gave positive (6–10) ‘Overall experience’ ratings in 2025, similar to the score amongst international students as a whole (87%).

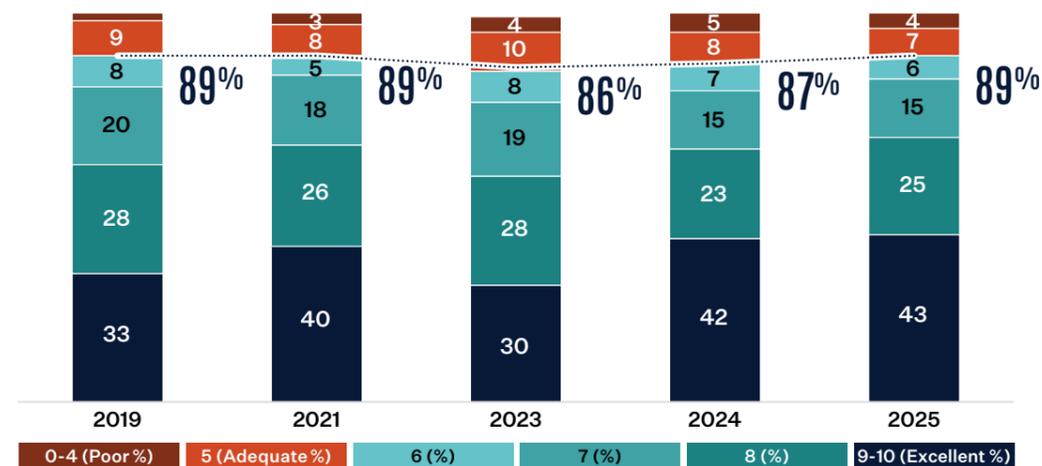
The 2025 score for university students was up from 87% in 2024, a statistically significant increase. The proportion of students reporting a 9–10 (Excellent) experience (43%) held steady from 2024.

Satisfaction was relatively high amongst university students for five out of seven aspects of the experience: ‘People and connections’ in New Zealand (92% ‘Good’ to ‘Excellent’), ‘Education experience’ (90%), ‘Making student arrangements’ (89%), ‘Arrival and orientation’ (89%) and ‘Living experience’ (87%). It was lower for ‘Value for money’ (77%) and ‘Work experience opportunities’ (51%).

Five out of seven aspects had seen statistically significant increases in satisfaction amongst university students since 2024: ‘People and connections’ (92%, up from 90%), ‘Education experience’ (90%, up from 86%), ‘Arrival and orientation’ (89%, up from 85%), ‘Living experience’ (87%, up from 82%), and ‘Value for money’ (77%, up from 65%). However, satisfaction with ‘Work experience opportunities’ had fallen (51% down from 57%).

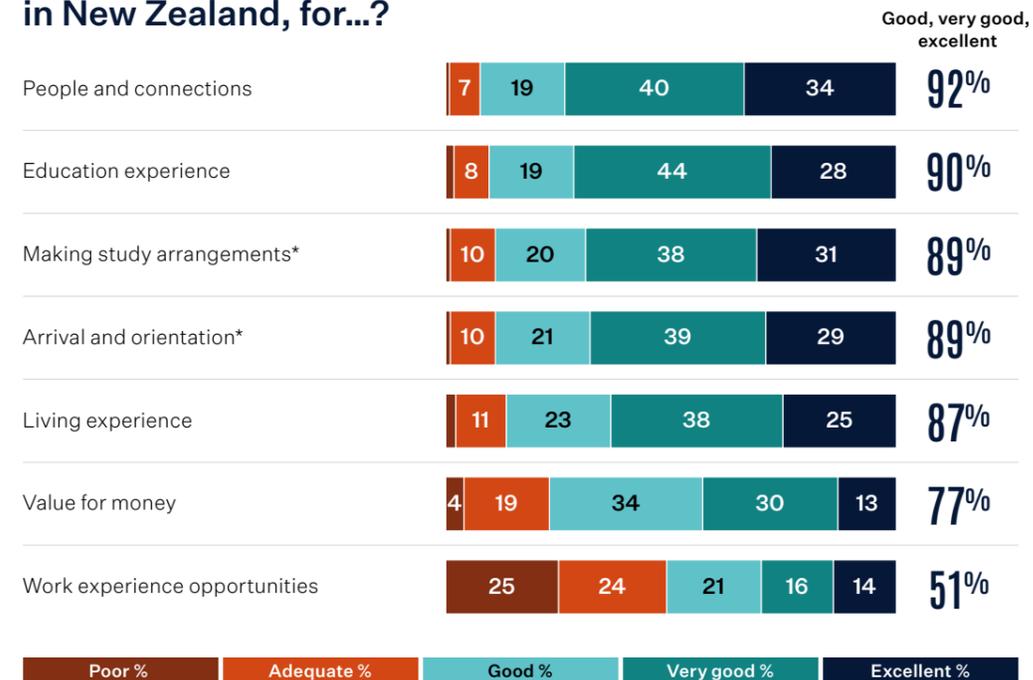
Compared to the total sample, university students were notably more likely than NZIST and PTE students to be satisfied with the ‘Overall experience’ (89% rating it 6–10 compared to 83% for both of the other sub-sectors). They were also more likely than NZIST students to give a ‘Very good’ or ‘Excellent’ response about the ‘Education experience’ (71% compared to 62%), ‘Living experience’ (63% compared to 53%) and ‘People and connections’ (74% compared to 67%), and more likely than ELS students to give a ‘Very good’ or ‘Excellent’ response about ‘Value for money’ (77% compared to 69%).

Thinking about your whole experience in New Zealand so far, how would you rate it?



Base: All university students – 2019 (n=2,334), 2021 (n=1,329), 2023 (n=2,127), 2024 (n=2,798), 2025 (n=2,335)

How would you rate your overall experience in New Zealand, for...?



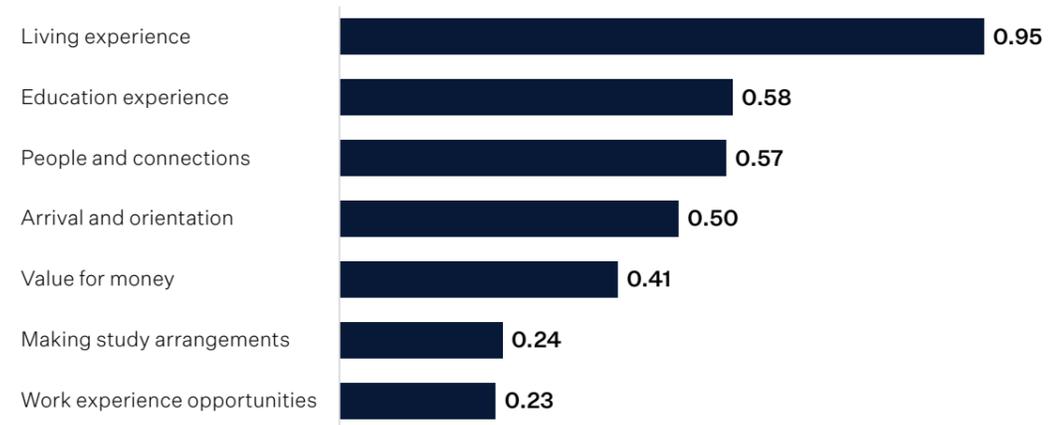
Base: All university students (excluding 'Don't know/Not applicable') – People and connections n=2,337; Education experience n=2,337; Making study arrangements n=1,181; Arrival and orientation n=1,157; Living experience n=2,306; Value for money n=2,337; Work experience opportunities n=1,747 / Note: Labels for scores of 1% and 2% are not shown

* 'Making study arrangements' and 'Arrival and orientation' asked only of those in their first year of New Zealand study or at secondary school

IPSOS Bayesian Net (IBN) driver analysis shows that ‘Living experience’ (0.95) was the strongest driver of ‘Overall experience’ among university students by a relatively large margin. ‘Education experience’, ‘People and connections’, ‘Arrival and orientation’, and ‘Value for money’ were all moderate drivers of ‘Overall experience’ scores (all between 0.41 and 0.58 impact scores). ‘Making study arrangements’ and ‘Work experience opportunities’ had little effect on ‘Overall experience’ scores, although the impact of ‘Work experience opportunities’ had increased slightly from 2024.

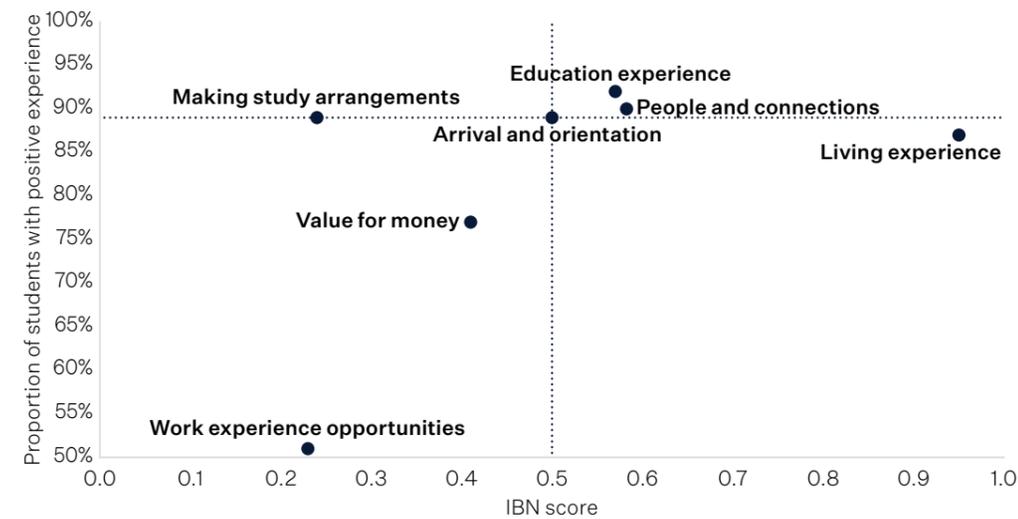
A plot of the aspects of experience by IBN score and percentage of ‘Good’, ‘Very good’, ‘Excellent’ scores shows that satisfaction is relatively high for almost all of the moderate to strong drivers of ‘Overall experience’. The exception is ‘Value for money’ which has a moderate impact on ‘Overall experience’ but notably lower satisfaction. This could be an area for focus to try to improve ‘Overall experience’ among university students.

Drivers of 'Overall experience' scores



How to interpret: The numbers presented in the plot represent the impact each aspect has on 'Overall experience'. The model estimates that, for each aspect, a change in an individual's score from 'Poor' to 'Excellent' by one point predicts an increase in that individual's 'Overall experience' by the points noted. **For example, an increase from a 'Poor' to an 'Excellent' 'Living experience' score by one point increases their 'Overall experience' score by 0.95 points (on a scale from 0–10).**

A plot of the aspects of experience by driver score and the proportion of international students reporting positive experiences of them



Note: Vertical line set at the median contribution score across the aspects of experience for university students: 0.50; Horizontal line set at the median proportion of students with positive experiences across the aspects of experience: 89%.





Summary

The New Zealand international student experience continues to be a positive one for most students, with satisfaction with the majority of measures higher in 2025 than in 2024.

At an overall level, 87% of respondents rated their 'Overall experience' as a New Zealand international student positively, a continuation of the upward trend in overall satisfaction since 2023, bringing satisfaction levels in line with those shown in 2019.

There remains, however, a comparatively small but consistent proportion of students who report a less positive experience, 4% rating it 'Poor' and 9% 'Adequate'.

All seven aspects of experience continued to receive a score of 'Good' or better from the majority of respondents. International students were most likely to be positive about 'People and connections' and 'Education experience', with three other aspects receiving positive ratings from over 85% of respondents: 'Arrival and orientation', 'Making study arrangements', and 'Living experience'. Students were at least as positive, if not more so, about all of these aspects in 2025 than in 2024.

'Value for money' and 'Work experience opportunities' related to study in New Zealand remain the biggest challenges for international students. Satisfaction with 'Value for money', however, has increased considerably since 2024. Satisfaction with 'Work experience opportunities' fell in 2025, continuing a downward trend since 2023.

As a whole, New Zealand is performing well on aspects that are the strongest drivers of overall international student experience.

Driver analysis shows that New Zealand generally performs well on aspects that are the strongest drivers of 'Overall experience': 'Living experience' and 'Education experience' followed by 'People and connections' and 'Arrival and orientation'. With these aspects playing the largest role in international students' 'Overall experience', maintaining and enhancing experience of these aspects should be a focus.

While aspects that New Zealand's international students are less positive about – 'Work experience opportunities' and 'Value for money' – are less important drivers of 'Overall experience', they do still play a role and increasing satisfaction with them will help increase satisfaction overall.

We would encourage anyone with an interest to go a step further and explore the data through the data dashboard and/or contact ENZ with any specific questions via insights@enz.govt.nz.

ENZ will release a series of deep dive reports looking in detail at specific areas of the international student experience.



Appendix: About the survey

Questionnaire

The 2025 survey was a repeat of the 2024 survey, with a few additional questions around study decision making and information sources, with open-ended questions for feedback on experience ratings, study decisions and expectations.

The questionnaire was translated into six languages to minimise barriers to participation. These were Simplified Chinese, Japanese, Korean, Thai, Portuguese (Brazilian), and Spanish (Latin American).

For a copy of the questionnaire please email: insights@enz.govt.nz

Survey method

The survey was conducted online, with the survey invitation distributed to the different international student groups through a range of sources, outlined below.

Sample design

An international student refers to the following types of student:

- Full fee paying
- Non-domestic PhD
- Exchange student
- Scholarship holder
- Pathway
- Short-term and other English language studies.

As the key purpose is to understand the 'whole' student experience, the population of interest included both current students and those who have completed their student journey within the last twelve months (i.e. those whose student visa ended between 1 April 2024 and 31 March 2025). These are students who have completed their studies, students who voluntarily chose to not finish their studies and students who failed to meet criteria (e.g. pass marks) for continuing study.

Sample sources

There is no single sample source available for the entire international student population. Sources used were:

Ministry of Business, Innovation and Employment (Immigration New Zealand) visa database: Tertiary international students aged 18 years plus, currently studying or recently completed study.

Education New Zealand's Qualtrics panel: Current and recently completed international students who have agreed to be contacted for future research.

Sector groups, peak bodies and institutions:

- Schools International Education Business Association of New Zealand (SIEBA): International secondary school students aged 14 years+ and on a student visa
- English New Zealand: International students at an English New Zealand college, aged 16 years+ and not part of a group
- NZIST, PTEs, universities: Current international students

Fieldwork

Fieldwork dates were 28 April to 19 May 2025.
Email invitations to the different sample groups were staggered.

Incentive

To incentivise participation, international students who opted in were eligible for a prize draw offering two \$2,500 Prezzy® Cards.

Sample size

A total of 5,420 valid responses were received that make up the main sample for analysis.
Sub-group profiles detail the profile of students within each education sector.

Weighting

Sector-based weighting was undertaken during analysis to ensure the results are as representative as possible of the total international student population, based on available population statistics.

Survey limitations

All sample surveys are subject to different types of response and non-response bias.
For example, only those who were motivated in some way to complete this survey may have done so.
All results are considered 'estimates'.

Student sector

Students were asked where they were studying, using a pre-coded list of institution types.
The report is based on students' self-selected sector.

Key groups

Reporting generally shows results for the total sample, including current students and those who have completed their New Zealand study.

Reporting of 'Overall experience' and overall aspect experience excludes 'Don't know/Not applicable' responses. This is specified in the base descriptions.

Note that:

- Questions about decision making, study arrangements, and arrival and orientation were asked only of those in their first year of New Zealand study or at secondary school. This is because the quality of recall among those who have been in New Zealand longer could be variable.
- Questions about work experience and career opportunities were not asked of secondary school students.

Glossary

The word '**students**' refers to international students who responded to the survey.

'**New Zealand Institute of Skills and Technology (NZIST)/Te Pūkenga**' refers to students at an institute of technology (ITP) or polytechnic.

'**ELS**' refers to English Language Schools.

'**PTE**' refers to Private Training Establishments.

Experience score reporting

Unless otherwise specified, results for aspects and elements of experience are shown for proportions giving an excellent/very good/good response.

The word '**positive**' is used to summarise these three rating points.

The word '**negative**' is used to summarise adequate and poor scores.

For questions using a 0–10 point rating scale, the numbers 6 to 10 denote a positive result.

Sub-group differences

Sub-group differences mentioned in this report are statistically significant at the 95% confidence level. This means there is at least a 95% probability that the difference is at least the size presented in the population.

The likelihood of differences being statistically significant increases with sub-group sample size.
With very large sub-group samples even small differences between groups are statistically significant, while the converse is true for small sub sample sizes.

Rounding

Individual responses have been rounded to the nearest whole number (e.g. 9.4% becomes 9%).

In some cases, combined percentage scores may not equal the sum of the individual response categories due to rounding. There may be a 1% point difference.

International student sector

Students were asked where they were studying, using a pre-coded list of institution types.

The report is based on students' self-selected sector.

In 2019 and 2021 reports, student sector analysis encompassed only current international students. Since 2023, all students were asked sector. Sector analysis is based on all international students unless otherwise stated.

In 2023, PTE results included international students at aviation schools (unless otherwise stated). In other years' analysis, PTE results do not include results for aviation schools.

In 2025, the total sample was 5,420, comprising 4,214 current students and 1,206 students who have completed their study. The structure of the sample is detailed below, along with that of 2024.

Unweighted sample	2025	2024
University	2,337	2,799
NZIST	1,051	1,342
English Language School	750	999
Secondary school	297	299
PTE	396	366
Aviation school	90	49
Foundation	148	53
Other	351	524
Total	5,420	6,431
Current	4,214	4,993
Completed	1,206	1,438

Questionnaire summary

‘Overall experience’ measures

- Rating of New Zealand experience so far
- Recommendation of New Zealand as study destination
- Whether New Zealand experience has met expectations
- What could be improved
- Personal outcomes

Overall aspect measures

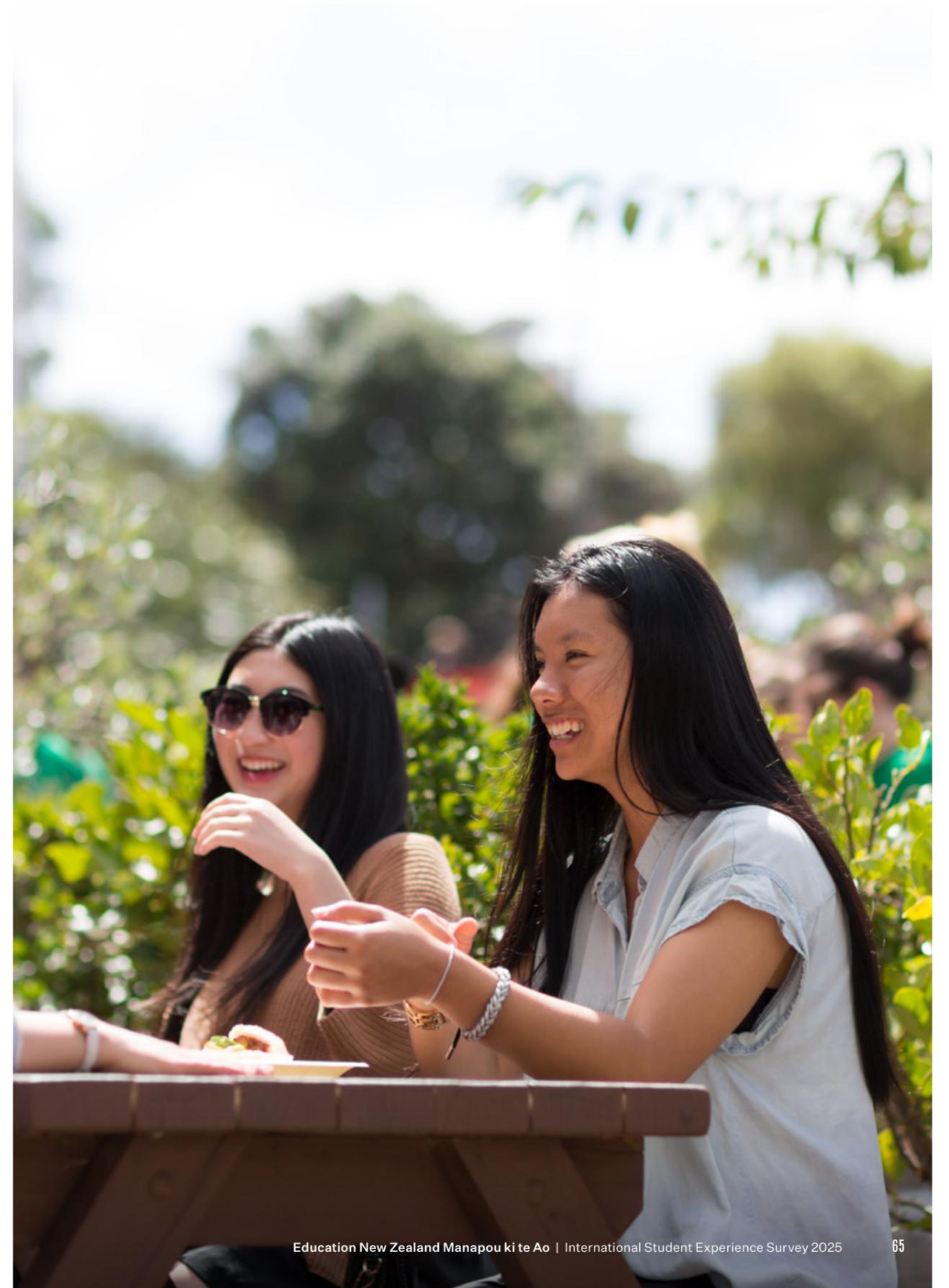
- Experience making study arrangements
- Arrival and orientation experience
- Education experience
- Living experience
- Experience with people
- Quality of information
- Value for money
- Work experience opportunities

Other questions

- Whether New Zealand was first choice, etc.
- Importance of decision making factors
- Usefulness of information tools
- Use of an immigration advisor
- Quality of information
- Mental wellbeing, support people in New Zealand
- Future plans and study plans in New Zealand
- Working in New Zealand

Demographics and profile

- Age, gender and home country, type of visa
- Current or past international student, onshore or offshore, and where living in New Zealand
- Where studying, stage of study
- Programme enrolled in
- How studies are funded / Manaaki New Zealand Scholarship
- Activities while in New Zealand



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Te Kāwanatanga o Aotearoa
New Zealand Government

COMMITTEE WORK SCHEDULE

TO: Finance, Performance & Audit Committee

MEETING DATE: 4 March 2026

TITLE: Committee Work Schedule

RECOMMENDATION(S) TO FINANCE, PERFORMANCE & AUDIT COMMITTEE

1. That the Finance, Performance & Audit Committee receive its Work Schedule dated March 2026.

SUMMARY

COMMITTEE WORK SCHEDULE – MARCH 2026					
	Estimated Report Date	Subject	Officer Responsible	Current Position	Date of Instruction
1.	TBC	Breakdown of Fees and Charges – Planning Services	General Manager Corporate Services	Briefing papers 3/12/25	4 June 2025 Clause 86-25
2.	4 March 2026 5 August 2026	Business Assurance six monthly accountability report	General Manager Corporate Services	Alignment with Committee schedule	16 December 2020 Clause 68.2
3.	4 March 2026	Annual review of Council's Risk Management Appetite and Tolerance Levels	General Manager Corporate Services		6 March 2024 Clause 4-24
4.	4 March 2026	New Zealand Food Awards – Annual Report	General Manager Customer & Community		31 May 2023 Clause 88.12-23

5.	<p>4-March 2026</p> <p>4-March 2026</p> <p>3 June 2026</p> <p>2 September 2026</p> <p>2 December 2026</p>	<p>Health and Safety Quarterly Update</p> <p>Q1-July to September 2025</p> <p>Q2-October to December 2025</p> <p>Q3 January to March 2026</p> <p>Q4 April to June 2026</p> <p>Q1 July to September 2026</p>	<p>General Manager People & Capability</p>	<p>Alignment with Committee schedule</p>	
6.	<p>4-March 2026</p> <p>4-March 2026</p> <p>3 June 2026</p> <p>2 September 2026</p> <p>2 December 2026</p>	<p>Wellbeing Quarterly Update</p> <p>Q1-July to September 2025</p> <p>Q2-October to December 2025</p> <p>Q3 January to March 2026</p> <p>Q4 April to June 2026</p> <p>Q1 July to September 2026</p>	<p>General Manager People & Capability</p>	<p>Alignment with Committee schedule</p>	
7.	<p>4-March 2026</p> <p>5 August 2026</p>	<p>International Relations and Education Activities – six monthly update</p>	<p>General Manager Strategic Planning</p>	<p>Alignment with Committee schedule</p>	<p>Terms of Reference Council Clause 203-23</p>
8.	<p>4-March 2026</p>	<p>Speed Management Plan – Hearings</p>	<p>General Manager Strategic Planning</p>		<p>28-May 2025 Clause 21</p>
9.	<p>4-March 2026</p>	<p>Speed Management Plan – Summary of Submissions</p>	<p>General Manager Strategic Planning</p>		

	<p>1 April 2026</p> <p>3 June 2026</p> <p>2 September 2026</p> <p>2 December 2026</p>	<p>Strategic Risk Management Reporting</p> <p>Q2 October to December 2025</p> <p>Q3 January to March 2026</p> <p>Q4 April to June 2026</p> <p>Q1 July to September 2026</p>	<p>General Manager Corporate Services</p>		<p>Terms of Reference</p>
10.	<p>4 March 2026</p> <p>1 April 2026</p>	<p>Tamakuku Terrace six monthly update FINAL</p>	<p>General Manager Infrastructure</p>	<p>Awaiting final costs and reconciliation in order to be a full and final report of the project</p>	<p>Terms of Reference</p>
11.	<p>1 April 2026</p>	<p>Palmerston North Airport Limited – Six Month Report and draft SOI</p>	<p>General Manager Corporate Services</p>		<p>Terms of Reference</p>
12.	<p>1 April 2026</p>	<p>Traffic situation and calming options for Ascot and Pahiatua Streets</p>	<p>General Manager Infrastructure</p>	<p>Following specialist staff recruitment</p>	<p>Economic Growth</p> <p>11 June 2025</p> <p>Clause 16-25</p>
13.	<p>1 April 2026</p>	<p>Speed Management Plan – Deliberations</p>	<p>General Manager Strategic Planning</p>		<p>20 August 2025</p> <p>Clause 33</p>
14.	<p>1 April 2026</p>	<p>Featherston Street – Investigate options for bus and vehicle pick-ups in green road reserve outside PNBHS</p>	<p>General Manager Infrastructure</p>		<p>Council</p> <p>14 May 2025</p> <p>Clause 78.10</p>

15.	1 April 2026	CEDA – Six Month Report and draft SOI 2026-29	General Manager Strategic Planning		Terms of Reference
16.	1 April 2026 3 June 2026 2 September 2026 2 December 2026	Economic Report Q2 October-December 2025 Q3 January-March 2026 Q4 April-June 2026 Q1 July to September 2026	General Manager Strategic Planning		Terms of Reference
17.	13 May 2026 5 August 2026 4 November 2026	Quarterly Performance Report Q3 January to March 2026 Q4 April to June 2026 Q1 July to September 2026	General Manager Corporate Services		Terms of Reference Council 5 June 2024 Clause 104-24
18.	13 May 2026 5 August 2026 4 November 2026	Quarterly Treasury Report Q3 January to March 2026 Q4 April to June 2026 Q1 July to September 2026	General Manager Corporate Services		Terms of Reference
19.	13 May 2026	City Central Indicative Business Case (CCIBC) Update	General Manager Strategic Planning		19 June 2024 Clause 42-24

20.	13 May 2026	Food HQ Innovation Limited – Director’s company progress report	General Manager Infrastructure	Alignment with Committee schedule	6 September 2023 Clause 143-23
21.	3 June 2026	Economic Profile: Agri-food (3 yearly)	General Manager Strategic Planning		30 August 2023 Clause 35-23
22.	3 June 2026	Palmerston North Airport Ltd - Final Statement of Intent for 2026-2029	General Manager Corporate Services		Terms of Reference
23.	3 June 2026	Additional lease or MaaS options to the PN City Council fleet	General Manager Corporate Services		20 August 2025 Clause 38
24.	3 June 2026 2 December 2026	Road Maintenance Contract (six monthly report on work programme and performance)	General Manager Infrastructure		16 March 2022 Clause 4-22
25.	3 June 2026	City Economic Structure Report (annually)	General Manager Strategic Planning		
26.	3 June 2026	CEDA – Final Statement of Intent for 2026-2029	General Manager Strategic Planning		Terms of Reference

27.	5 August 2026	Review of cyber security	General Manager Corporate Services	Overview of Cyber Security status was provided at June 2025 meeting; an audit to be scoped in 2026	6 March 2024 Clause 11-24
28.	5 August 2026	Review of Legal Compliance Framework	General Manager Corporate Services		26 April 2023 Clause 2-23
29.	5 August 2026	2026-2027 Annual Plan – International Relations Activity	General Manager Strategic Planning		Council 5 June 2024 Clause 102-24
30.	2 September 2026	Review Annual Report	General Manager Corporate Services		Terms of Reference
31.	7 October 2026	Palmerston North Airport Ltd – Annual Report 2025/26	General Manager Corporate Services		Terms of Reference
32.	7 October 2026	Revenue & Finance Policy review	General Manager Corporate Services		
33.	7 October 2026	Delegation Manual – Fees & Charges review	General Manager Corporate Services	Review alongside the Revenue and Financing Policy	8 May 2024 Clause 24
34.	7 October 2026	CEDA – Annual Report 2025/26	General Manager Strategic Planning		Terms of Reference

35.	2 December 2026	Road Maintenance Contract (six monthly report on work programme and performance)	General Manager Infrastructure		
36.	2 December 2026	CEDA - Statement of Expectations 2027-2030	General Manager Strategic Planning		30 August 2023 Clause 37-23
37.	2 December 2026	Economic Profile: For purpose organisations (5 yearly)	General Manager Strategic Planning		30 August 2023 Clause 35-23
38.	Early 2026	Ratepayer Assistance Scheme - Progress of implementation	General Manager Corporate Services	Awaiting Minister decisions on business case	6 August 2025 Clause
39.	Before LTP 2027	Review the effects of the changes to the rating system	General Manager Corporate Services		Council 10 June 2024 Clause 111-24
40.	March 2027	Economic Profile: Tourism (3 yearly)	General Manager Strategic Planning		30 August 2023 Clause 35-23
41.	June 2027	Economic Profile: Logistics and Distribution (3 yearly)	General Manager Strategic Planning		30 August 2023 Clause 35-23 Schedule
42.	June 2027	Manawatū Regional Economic Structure Report (2 yearly)	General Manager Strategic Planning		30 August 2023 Clause 35-23
43.	October 2027	Review of Procurement and Investment Policies - ethical investing	General Manager Corporate Services		3 September 2025 Clause 133-25

44.	As required	Fraud and Whistleblowing Policy quarterly update	General Manager Corporate Services	When new matters arise	26 April 2023 Clause 12-23
45.	TBC	Review of Contract Management Framework	General Manager Corporate Services	To be reviewed with Business Assurance work plan	26 April 2023 Clause 2-23
46.	TBC	Report back on Investment options for Palmerston North Airport Ltd	General Manager Corporate Services		6 December 2023 Clause 197-23
47.	TBC	City Centre (Streets for People) 6 monthly update	General Manager Infrastructure	Paused until Steering Group reconvenes	Terms of Reference 28 February 2024 Clause 18-24
48.	TBC	Annual presentation: The Factory			