

## **Presiding Member's Report**

On behalf of Waitaki Boys' High School Board of Trustees, it is my pleasure to report the continued commitment to excellence our board and school community have exhibited within our school.

The result of this commitment is evidenced in our achievement against milestones in the Strategic Plan. This year represents the second year of the three-year Strategic Plan. Our achievement this year sets a solid foundation for next year's final year of the Strategic Plan cycle.

### **Rector and Staffing**

An opportunity arose in 2024 for the Rector to take a term sabbatical. Our school is fortunate to have a supportive staffing team that ensured continuity in the Rector's absence. We wish to specifically acknowledge support given by the Senior Leadership Team who were in place during this time.

As a result of the sabbatical, the Rector was able to observe similar boys' schools both here in New Zealand and overseas. This knowledge has been shared upon the Rector's return. The Rector has in the latter part of this year begun reflecting and identifying how the obtained knowledge can be applied to our school. We look forward to the continued application in 2025 which strengthens the care and welfare of our boys, which is reflected in their social and academic endeavours.

### **Marketing**

A commitment was made this year to continue to embed an international marketing plan to support the goal of increasing hostel and student numbers, and provide diversity to our student population. Our Boarding Manager attended a marketing trip to Thailand and the Rector attended a marketing trip to Vietnam. The positive feedback we received from these two events confirmed we can offer a desirable option for international students. We are thankful for the excellent support system our Boarding Manager and his team provide. A focus on international students provides an opportunity for our school to grow its student numbers. In addition, it offers a social environment for our boys which reflects a wider global community.

### **Educational Achievement**

In 2024 new literacy and numeracy standards were implemented requiring students to achieve a 20-credit co-requisite in NCEA literacy and numeracy. Implementation of this mandatory requirement has presented a challenge to our students. Our board is committed to the educational achievement of each student. We finish this year with thankfulness to school management and our teaching staff who are providing a cohesive approach to this challenge.

### **Our Thanks**

In summary, it has been a privilege to witness school management, staff, and our school community work together to continue to lift the expectations we have at Waitaki Boys' High School. Last year we reported on behavioural issues exhibited by some of our students. The first half of this year continued this trend. However, as the year progressed, and the unified support of our staffing team increased, we are ending this year reflecting on the pride that more of our boys now show in their school. The board wishes to acknowledge and thank all school staff for contributing to this success.

Kirsti Broad

Presiding Member

Waitaki Boys' Board of Trustees

## **2. List of all school board members.**

- Paul Edmondston – Presiding member (recently resigned).
- Greg Famlton (staff rep) term ends September 2025.
- Lachlan Wright (student rep) September 2025.
- Kelli Williams – September 2025.
- Kirsti Broad (recently elected Presiding member) – September 2025
- Daniel Isbister – September 2025.
- Graham Hay – September 2025.

### **3. Statement of Variance: Progress against targets**

#### Overview

See attached 2024 Annual Plan end of year progress report and 2025 NELP reporting template which reflect the goals of our strategic plan and specially the actions and progress against these goals during 2024. The 2025 NELP reporting template is reflective of what actions we consider to be appropriate this coming year to meet those priorities.

## ANNUAL PLAN 2024 END OF YEAR PROGRESS REPORT

GOAL	OUTCOME	HOW (ACTIONS)	WHEN	PROGRESS REPORTING
<b>Strategic Goal 1:</b>  <u>All Waitakians'/learners are fully engaged in their learning and teaching to achieve success</u>	1.1 Systems to collect and analyse student voice are continued and enhanced.	Student council/student leadership feedback is continued and enhanced. E.g., Council meets fortnightly with Deputy Rector. Prefects meet weekly with Rector. Survey of Period 5 programme. NZCER well-being survey conducted.	Throughout 2024.	C – Student Council started Term 2 (Stephen) C – Prefects met weekly, goals set Term 2. C – Survey completed, changes made to assembly. C – Well-being survey completed in Term 3. C – Ongoing re dept plans.
		End of topic survey to be completed by students and analysed to help teachers improve teaching and learning.	Throughout 2024.	
		Classroom observation template – student feedback of the lesson observed.	Throughout 2024.	C – On going as above.
		Student voices feed systems for teaching and learning	Throughout 2024.	As above
	1.2 A plan for all students to be able to access Digital NCEA assessment is continued and enhanced.	All students who do not have their own device will have one supplied by the school. RO to facilitate. An analysis of departmental needs continues. Continue to monitor external exam requirements.  Continue to grow numbers for digital assessments and exams. The Numeracy and Literacy co-requisites online assessments have been a success. Every year there are more courses running digital exams (external exams).	Term 1  Throughout 2024	C – All students have access to a device (Ro).  C – All Lit and Num co-requisites were completed online Week 4 Term 2.

	1.3 Consistency in the implementation of behaviour management systems is continued and enhanced.	<p>Staff PLD on restorative practice. Continue to develop the use of de-escalation strategies. Referral forms to be edited to reflect change to voluntary afterschool meetings.</p>	<p>Throughout 2024</p> <p>Term 1</p>	<p>C -Tri-weekly HAT meetings. Rich Matla PD 31 May and KA PD focus also. IP- Ongoing departmental/Deans support</p>
	1.4 Effective teaching practice is continued and enhanced.	<p>Continue PGC.</p> <p>Implementation of the Period 5 programme. Reduction from 6 subjects to 5 for seniors. No study for non-vocational pathway students.</p> <p>Continue/Enhance KA 'inquiry' groups.</p> <p>Support from SCT and AR continues.</p> <p>Analysis/implementation of student feedback.</p> <p>Relevant PLD made available.</p>	<p>Throughout 2024</p>	<p>C – All review meetings have been completed.</p> <p>C – Period 5 programme was implemented.</p> <p>C – This year KA 'inquiry' groups had a singular focus on literacy. C – Classroom observations and feedback throughout the year focus on entry routines. C – Ongoing as per 1.1.</p> <p>C – Throughout the year 25 different staff have accessed PLD.</p>
	1.5 Systems to improve student attendance are continued and enhanced.	<p>Engage with ERO attendance worksheet.</p> <p>Develop 'case management' approach by Deans</p> <p>Engagement in the North Otago wide Attendance project. Whanau teachers to take 'lead' on tracking trends in non-attendance and contact home before referring to Deans. Thereafter Deans track students with low attendance.</p>		<p>C – Stephen began in Term 2.</p> <p>C– Deans worked with NO Attendance project. C – 8 students were referred. 'Mattering' project in progress. IP – Still inconsistency needed here and needs to be a focus for 2025.</p>

	<p>1.6 Strategies to ensure the Fraser Farm becomes a point of difference for the school are continued and enhanced.</p> <p>1.7 Systems that support student transition from school continued and enhanced.</p>	<p>Community consultation and engagement continues.</p> <p>Continue and enhance cross curricular partnerships. Dept reporting to the Board.</p> <p>Ag department continues to diversify.</p> <p>Pathways co-ordinator to meet all Year 13 students/leavers.</p> <p>Whanau teachers to take an active role in careers advice.</p> <p>Departmental careers day/week. Old boys/external speakers share their vocational pathway.</p> <p>School-wide career education plan continues.</p> <p>Use of Fri 5 time to hold year group careers assemblies.</p>	<p>Term 3.</p> <p>Term 3.</p>	<p>C – Several community groups have engaged with the Farm.</p> <p>IP – Some depts esp Maths, Science have engaged.</p> <p>C – now Farm has bees, pigs and dairy cows.</p> <p>IP– Janice and Rector have met all Year 13's (refer Kamar).</p> <p>IP – Academic conversations recorded on Kamar. Consistency needed.</p> <p>N – Did not happen. IP – Malcolm Grant, Hamish Elliot, could do better.</p> <p>I – Ongoing (Andy to report to the Board later in year).</p> <p>N – Did not happen.</p>
<p><b>Strategic Goal 2:</b></p> <p><b><u>All Waitakians'/learners experience an enduring sense of belonging in a safe and supportive environment.</u></b></p>	<p>2.1 A values-based framework is continued and enhanced.</p>	<p>Implementation of a school wide Period 5 well-being programme.</p> <p>Engagement with PB4L (He Ara Tika) / Restorative practices.</p> <p>Engagement with values-based programmes and school-wide events. I.e., Running 76.</p>	<p>From Week 3 Term 1.</p> <p>Throughout 2024.</p>	<p>C – has been implemented.</p> <p>C – HAT PLD every third Wednesday. Regular HAT assemblies.</p> <p>C – Pd 5 programme, SADD, Pink shirt day, Running 76 etc.</p>

	2.2 Cultural awareness is continued and enhanced across the school community.	Engagement with the Hikairo schema.  Use of te reo and tikanga is continued and enhanced in the classroom. Dept accountability.  Development of a Pasifika/wharenuui space.		IP – Some Departments – more consistency needed.  IP– Ongoing, KA focus and PLD on departments.  N – not happened.
	2.3 Recognition of our unique local cultures and traditions are continued and enhanced.	Hall of Memories renovation project to begin mid-year.  Engagement with old boy speakers.	Term 3  Throughout 2024	N – Although organ has been removed.  IP – as per 1.7
	2.4 Ways that Old Boys’ can reconnect with the school are continued and enhanced.	Continue to broaden Old Boys’ Facebook database.  Function held at the Wanaka Show.  Rector to meet with Old Boy groups in London and North Island during sabbatical.	Term 1  Term 3	C – School newsletter. Database growing. C – Very successful.  N – Didn’t happen.
		Improve communication with Old Boys’.	Throughout 2024	IP – As above re data base.
<b>Strategic Goal 3:</b>  <b><u>Waitaki Boys’ High School develops enriching and sustainable community connections.</u></b>	3.1 The school’s relationship with its ‘sister’ school (WGHS) is continued and enhanced.	Staff/SLT social function is continued.  Increased use of our facilities by WGHS (Fraser Farm).  Opportunities explored for closer collaboration into the future. E.g., WGHS Swimming Sports.	Term 1  Throughout 2024  Term 1	C – Week 2 Term 1.  C – Swimming Sports. Fraser Farm not used at this stage. IP – As above and combined Kapa Haka group.

	3.2 The school's relationship with its feeder schools is continued and enhanced.	<p>Effective transition continues.</p> <p>WBHS students continue to help with co-curricular activities.</p> <p>Use of our facilities by OIS and other 'feeder' schools i.e., Turf is continued and enhanced.</p> <p>Share Matariki celebrations.</p>	<p>Primarily Term 4 Throughout 2024</p> <p>Term 2</p>	<p>C – Great work from Year 9 Dean and GC.</p> <p>C – Have helped out at OIS, Papakaio and Weston re sports.</p> <p>C – OIS summer interschools and sports practices.</p> <p>N – Did not happen.</p>
	3.3 The school's relationship with runaka and iwi is continued and enhanced.	<p>Trustees take part in a cultural experience at Moeraki Marae.</p> <p>School consults regularly with runaka and iwi.</p> <p>Board enhances its connection with whanau.</p> <p>All students take part in a cultural experience at Moeraki Marae.</p>	<p>Term 2</p> <p>Throughout 2024</p>	<p>N – Did not happen</p> <p>IP – Primarily through Board subcommittee (Nicola Neal)</p> <p>IP – Following up on 2023 survey. Needs to be a focus. Limited engagement in whanau huis.</p> <p>IP – Some groups went, but not all students.</p>
	3.4 The school's contribution to the Kahui Ako is continued and enhanced.	<p>Staff continue working towards the goals of the Kahui Ako achievement plan. The progress made with regard to the Learning Progression Framework is continued and enhanced.</p>	Term 1	<p>C – PLD every third Wed am. Literacy focus. Dept work on LPFs continues. Term 2 focus on across school visits.</p>
	3.5 Marketing the school locally, nationally, and internationally is continued and enhanced.	<p>Marketing subcommittee establishes a marketing plan.</p> <p>Continued engagement with Vujiravudh College.</p>		<p>IP – Subcommittee has met – focus on the why. Linda C has put marketing plan to the Foundation for support.</p>



	3.6 Community engagement opportunities are continued and enhanced.	<p>Hosting NZ co-Ordinator in March. Kylie Mayhew employed as international student administrator.</p> <p>Attendance at least one international fair.</p> <p>Development of an academic programme suitable for international students including a robust ESOL programme.</p> <p>The school continues to use a variety of strategies to communicate effectively and consult with the whanau/community.</p> <p>Website is updated.</p>	<p>Term 3 and 4</p> <p>Throughout 2024</p>	<p>C – VC liaison coming August. C – This did happen.</p> <p>C – Kylie/Scott Thailand late August. Darryl – Vietnam late Oct funding permitting. IP – Misha Vercoe 2 pds/week Full line for 2025. Area for focus in 2025.</p> <p>C – Ongoing, facebook increasingly popular.</p> <p>C – Core have ‘reshaped’ website. Went ‘live’ pre Open Night in July.</p>
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## ANNUAL PLAN 2025.

GOAL	OUTCOME	HOW (ACTIONS)	WHEN	PROGRESS REPORTING
<b>Strategic Goal 1:</b>  <u>All Waitakians'/learners are fully engaged in their learning and teaching to achieve success</u>	1.1 Systems to collect and analyse student voice are embedded.	Student council/student leadership feedback is continued and enhanced. E.g., Council meets fortnightly with Deputy Rector. Prefects meet weekly with Rector. Survey of Period 5 programme. NZCER well-being survey conducted.	Throughout 2025.	
		End of topic survey to be completed by students and analysed to help teachers improve teaching and learning. Student voices feed systems for teaching and learning:	Throughout 2025.	
		Classroom observation template – student feedback of the lesson observed.	Throughout 2025.	
	1.2 A plan for all students to be able to access Digital NCEA assessment is embedded.	All students who do not have their own device will have one supplied by the school. RO to facilitate. An analysis of departmental needs continues. Continue to monitor external exam requirements. Microsoft TEAMS – main platform for digital exams (Benchmark Exams) Continue to grow numbers for digital assessments and exams. The Numeracy and Literacy co-requisites online assessments have been a success. Every year there are more courses running digital exams (external exams).	Term 1  Throughout 2025	

	1.3 Consistency in the implementation of behaviour management systems is embedded.	<p>Staff PLD on restorative practice.</p> <p>Continue to develop the use of de-escalation strategies.</p> <p>Referral forms to be edited to reflect change to voluntary afterschool meetings.</p>	<p>Throughout 2025</p> <p>Term 1</p>	
	1.4 Effective teaching practice is embedded.	<p>Continue PGC. (at least 2 classroom observations throughout the year. Pld sessions MUST be completed)</p> <p>School wide – Entry and Exit Routines/LO and SC.</p> <p>Departmental ‘best practice’ Wednesday PD.</p> <p>Modification of the Period 5 programme. Reduction from 6 subjects to 5 for seniors. No study for non-vocational pathway students.</p> <p>Weekly classroom effort grades.</p> <p>Continue/Enhance KA ‘inquiry’ groups.</p> <p>Support from SCT and AR continues.</p> <p>Analysis/implementation of student feedback.</p> <p>Relevant PLD made available.</p>	<p>Throughout 2025</p>	

	1.5 Systems to improve student attendance are embedded.	<p>Engage with ERO attendance worksheet and Ministry 'attendance matters' data.</p> <p>Develop 'case management' approach by Deans.</p> <p>Engagement in the North Otago wide Attendance project.</p> <p>Whānau teachers to take 'lead' on tracking trends in non-attendance and contact home before referring to Deans. Thereafter Deans in conjunction with Senior Dean track students with low attendance. Community consultation and engagement continues.</p>	Throughout 2025	
	1.6 Strategies to ensure the Fraser Farm becomes a point of difference for the school are embedded.	<p>Continue and enhance cross curricular partnerships. Dept reporting to the Board.</p> <p>Ag department continues to diversify.</p> <p>Ag department new classroom and smartboard for enhanced learning opportunities.</p>	Term 1 and 3.	
	1.7 Systems that support student transition from school are embedded.	<p>Pathways co-ordinator to 'connect' with all Year 13 students/leavers.</p> <p>Whānau teachers to take an active role in careers advice.</p> <p>Departmental careers day/week.</p> <p>Old boys/external speakers share their vocational pathway.</p>	Throughout the year.	

	<p>Note – Annual Report will report on specific aspects of student progress academically and around engagement.</p>	<p>School-wide career education plan continues (Tertiary visits/open days/Workbridge/Gateway/Careers expo etc)</p> <p>Use of Wed 5 time to hold year group careers assemblies.</p> <p>Academic progress will be monitored and analysed against the following parameters – Junior curriculum progress; NCEA achievement; Literacy and Numeracy progress, including specifically Māori and Pasifika data.</p> <p>Student engagement will be monitored against the following parameters – Academic achievement, Retention rates, Attendance, ‘Top’ weekly notes and Student well-being survey.</p>		<p>Refer 2024 Annual report. (due May 1 2025)</p>
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<b>Strategic Goal 2:</b>  <u><b>All Waitakians'/learners experience an enduring sense of belonging in a safe and supportive environment.</b></u>	2.1 A values-based framework is embedded.	Well-being will be incorporated into Whānau time.  Engagement with PB4L (He Ara Tika) / Restorative practices.  Engagement with values-based programmes and school-wide events. i.e., school assemblies; Peer Support; Running 76 etc.	Throughout 2025.	
	2.2 Cultural awareness across the school community is fully embedded.	Use of te reo and tikanga is continued and enhanced in the classroom and around the school. Dept accountability. Staff PD.  Development of a Pasifika/wharehenui space.  Employment of a te reo teacher.  Language weeks are celebrated and organised by the Māori and Pasifika dean	Throughout 2025	
	2.3 Recognition of our unique local cultures and traditions are fully embedded.	Hall of Memories renovation project to be completed by the end of 2025.  Archives updated.  Development of foyer/museum space.	Throughout 2025	

	<p>2.4 Ways that Old Boys' can reconnect with the school are fully embedded.</p>	<p>Engagement with old boy speakers.</p> <p>Continue to broaden Old Boys' Facebook database.</p> <p>Function held at the Wanaka Show.</p> <p>Rector to meet with Old Boy groups around the country.</p> <p>HOM Centenary committee to build database, create HOM facebook page.</p>	<p>Throughout 2025</p>	
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<b>Strategic Goal 3:</b>  <u><b>Waitaki Boys' High School</b></u> <u><b>develops enriching and</b></u> <u><b>sustainable community</b></u> <u><b>connections.</b></u>	3.1 The school's relationship with its 'sister' school (WGHS) is embedded.	Staff/SLT social function is continued.  Increased use of our facilities by WGHS (Fraser Farm).  Opportunities explored for closer collaboration into the future. E.g., WGHS Swimming Sports, Athletic Sports.	Term 1  Throughout 2025  Term 1	
	3.2 The school's relationship with its feeder schools is embedded.	Effective transition continues.  WBHS students continue to help with co-curricular activities.  Academic tutoring at OIS.  Kahui Ako opportunities. Use of our facilities by OIS and other 'feeder' schools i.e., Turf is continued and enhanced.	Primarily Term 4  Throughout 2025	
	3.3 The school's relationship with runaka and iwi is embedded.	Staff TOD PD to begin year.  Trustees take part in a cultural experience at Moeraki Marae.  School consults regularly with runaka and iwi.  Board enhances its connection with whānau.  More students take part in a cultural experience at Moeraki Marae.	Term 1  Term 2  Throughout 2025	



	3.4 The school's contribution to the Kahui Ako is embedded.	Staff continue working towards the goals of the Kahui Ako achievement plan. The progress made with regard to the Learning Progression Framework is continued and enhanced.	Throughout 2025.	
	3.5 Marketing the school locally, nationally, and internationally is embedded.	Marketing subcommittee establishes a marketing plan. School engages with a professional marketing company to facilitate this plan.	Term 1	
		Local marketing focuses on a "home visit/personal" approach.		
		Continue Chinese marketing campaign.		
		Attendance at least one international fair.	Term 3	
		Rector to travel to Asia in late October/early November to engage with contacts in China, Vietnam, Japan and Thailand.	Term 4	
	3.6 Community engagement opportunities are embedded.	Development of an academic programme suitable for international students including a robust ESOL programme.	Throughout 2025	
		The school continues to use a variety of strategies to communicate effectively and consult with the whānau/community. I.e Facebook/Website/Kamar in particular.		
		Update website		
		Board and Rector engage with community meetings.		





# WAITAKI BOYS' HIGH SCHOOL

## WAITAKI BOYS' BOARD OF TRUSTEE'S RECTOR'S REPORT REPORTING ON THE MONTH OF: March 2025

### Roll Information: (2024 in brackets)

Year 9 – 96 (102), Year 10 – 99 (112), Year 11 – 105 (94), Year 12 – 79 (75), Year 13 – 59 (41)

Total Roll: 438 (424)

Objective One: Learners at the Centre	Priorities, actions, and progress to date for 2025
<p><b>Priority One Belonging / Wellbeing</b></p> <ul style="list-style-type: none"> <li>Ensures places of learning are safe, inclusive, and free from racism, discrimination, and bullying.</li> </ul> <p><b>Success Indicator:</b></p> <ul style="list-style-type: none"> <li>Students of all cultures, and diversity feel a strong sense of belonging.</li> </ul>	<p><b>Priorities:</b></p> <ol style="list-style-type: none"> <li>Successful transition of new students into Year 9 and above.</li> <li>Ensuring the success of whānau time/peer support programme (Period 5 Wednesday) and the 'inspire' programme (Period 5 Friday) – increased pastoral support.</li> <li>Further embedding the school values of Respect, Resilience, motivation.</li> </ol> <p><b>Commentary:</b></p> <p>1. Powhiri; liaison class meetings ongoing; Year 9 meet the teacher evening; 5 small Year 9 classes; 5 new TA's; Year 9 camps finished; Numerous IEP's (including transition plans); Peer Support programme going well; Parent Teacher interviews this week; Rector to call all Year 9 whanau before start of Term 2.</p> <p>2. Whanau time resources online; Don House students spread across other houses; 25 whanau groups (ave 17/18 boys per group); 'inspire' from 2 to 1 a week to allow greater focus; as per 1 re increased pastoral support. Cooking, Photography, Athletics options added to 'Inspire'.</p> <p>3. Assemblies; Student led assembly last month; He Ara Tika cards and whanau time values focus; Classroom signage. Prefect/Year 13 role modelling.</p>
<p><b>Priority Two Engagement</b></p> <ul style="list-style-type: none"> <li>Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs and sustains their identities, languages, and cultures.</li> </ul> <p><b>Success Indicator:</b></p>	<p><b>Priorities:</b></p> <ol style="list-style-type: none"> <li>Development of the new Level 1 Curriculum.</li> <li>Collecting and analysing whānau/stakeholder / feedback.</li> <li>Developing a broader curriculum.</li> <li>Staff provided with PLD to design and deliver education.</li> <li>Improved collaboration that responds to all students needs within our Māori community.</li> </ol> <p><b>Commentary:</b></p>

<ul style="list-style-type: none"> <li>School families are satisfied that a cohesive, coherent, and challenging curriculum is offered, providing opportunities for deep/rich learning, and thus inspiring a passion for life-long learning.</li> </ul>	<ol style="list-style-type: none"> <li>Ongoing development of Level 1 courses (refer departmental plans from last meeting); Opted into Ministry supported literacy/numeracy co-requisite programme (25 PD hours).</li> <li>Feedback from 11/2 whanau hui; Year 9 meet the teacher evening; Student council re-established;</li> <li>Develop and embed new courses from 2024. Year 10 options running year long. Year 13 Tourism. Ongoing access to Te Kura. Investigate options with WGHS.</li> <li>PLD ongoing, including Kahui Ako resources; Kahui Ako PLD 17/2 – Russell Bishop cultural competency, staff Moeraki marae visit 28/1; 11/2 whanau hui; Staff 2025 focus from “Belonging” (Owen Eastwood) on the concept of whakapapa; Kahui Ako TOD 21/3.</li> <li>Whanau hui 11/2 – a number of ideas to take forward. Māori Dean to develop action plan and SLT to meet with Māori akonga.</li> </ol>
<b>Objective Two: Barrier Free Access</b>	<b>Priorities, actions, and progress to date for 2024</b>
<p><b>Priority Three</b></p> <ul style="list-style-type: none"> <li>Reduce barriers to education for all, including Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs.</li> </ul> <p><b>Success Indicators:</b></p> <ul style="list-style-type: none"> <li>Learning support programmes are robust and effective.</li> <li>Classrooms reflect and cater for culturally responsive practices</li> </ul>	<p><b>Priorities:</b></p> <ol style="list-style-type: none"> <li>All students have access to a device.</li> <li>Culturally responsive teaching practices are developed and enhanced.</li> <li>Find a Te Reo teacher.</li> <li>Learning Support programmes are robust and effective. Update from the L.S. Department.</li> </ol> <p><b>Commentary:</b></p> <ol style="list-style-type: none"> <li>Through a robust chromebook recycling programme all students do have access to a device.</li> <li>Refer Priority 2.4 re staff PD. Ongoing implementation of the new curriculum (refer Department reports from previous meeting); Kahui Ako TOD workshops.</li> <li>Ongoing challenge - No applicants to Nov 24 advert; engaging with Te Kura Manaaki; ‘reached out at 11/2 whanau hui. 2 students studying Te Reo through Te Kura.</li> <li>Currently 7 ORs students, 5 In Class Support, and about 40 ‘Special Assessment conditions students. Another 10 – 15 ‘regulars’ in N5 daily. LS Board report in April. Employed a 5<sup>th</sup> TA in March.</li> </ol>
<p><b>Priority Four</b></p> <ul style="list-style-type: none"> <li>Ensuring every learner/ākonga gains sound foundation skills, including language, literacy, and numeracy.</li> </ul> <p><b>Success Indicator:</b></p> <ul style="list-style-type: none"> <li>A variety of strategies are used in the classroom so that both Literacy and Numeracy is explicitly taught across all curriculum areas.</li> </ul>	<p><b>Priorities:</b></p> <ol style="list-style-type: none"> <li>Kahui Ako focus on literacy improvement in the junior school.</li> <li>Focus on NCEA Level 1 co-requisites for Literacy &amp; Numeracy.</li> </ol> <p><b>Commentary:</b></p> <ol style="list-style-type: none"> <li>Staff receiving 3 weekly PLD around appropriate literacy strategies for our juniors; smaller classes at Year 9 with more pastoral support (TA’s); silent reading continues at whanau time; Department focus on handwriting ongoing.</li> <li>Opted into Ministry support programme (see 2.1); English and Maths departments will be preparing</li> </ol>

	students for Common Assessment Task in Week 4 Term 2.
<b>Objective Three: Quality Teaching and Leadership</b>	Priorities, actions, and progress to date for 2024
<b>Priority Five</b> <ul style="list-style-type: none"> <li>Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning.</li> </ul> <b>Success Indicator:</b> <ul style="list-style-type: none"> <li>Te Reo and Tikanga are visible in the school environment on a daily basis.</li> </ul>	<b>Priorities:</b> <ol style="list-style-type: none"> <li>Increase the visibility and use of Te Reo and Tikanga into everyday practice.</li> <li>Engage more with our Māori whānau.</li> </ol> <b>Commentary:</b> <ol style="list-style-type: none"> <li>Day 1 powhiri; staff Moeraki marae visit; focus on whakapapa; karakia at assembly; waiata to be introduced at assembly; refer 18/2 department reports; Year 9 Haka Thurs 5.</li> <li>Whanau hui 11/2. Refer Priority 2 point 5.</li> </ol>
<b>Priority Six</b> <ul style="list-style-type: none"> <li>Develop staff to strengthen teaching, leadership, and learner support capability across the education workforce.</li> </ul> <b>Success Indicator:</b> <ul style="list-style-type: none"> <li>Staff have access to and take up PLD opportunities in order to enhance their teaching practice and enable students to fulfil their academic potential.</li> </ul>	<b>Priorities:</b> <ol style="list-style-type: none"> <li>An emphasis on achieving consistency of practice across all learning areas.</li> <li>Encouraging staff to upskill and to continue to grow professionally.</li> </ol> <b>Commentary:</b> <ol style="list-style-type: none"> <li>Refer HOD reports 18/2. Support of SCT (Specialist Classroom Teacher) and AR Teaching and Learning.</li> <li>To date: Whole staff PLD Monday, Wednesday and Friday mornings ongoing ie 'Learning Village'; 10 staff have applied for PLD in Term 1 to date. Kahui Ako TOD last week.</li> </ol>
<b>Objective Four: Future of Learning and Work</b>	Priorities, actions, and progress to date for 2024
<b>Priority Seven</b> <ul style="list-style-type: none"> <li>Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge, and pathways to succeed in work.</li> </ul> <b>Success Indicator:</b> <ul style="list-style-type: none"> <li>There will be a schoolwide approach to Careers – including the Careers Department, whānau teachers, and class teachers.</li> </ul>	<b>Priorities:</b> <ol style="list-style-type: none"> <li>To build a careers component into whānau time.</li> <li>Organise a Departmental Careers Day/week for Term Three.</li> </ol> <b>Commentary:</b> <ol style="list-style-type: none"> <li>Year 13 Dean/Rector meeting all Year 13 students to discuss goals before the end of term. Whanau time – introductory letters. Year 13 careers Teams page.</li> <li>TBC refer Annual Plan.</li> </ol>
<b>Other Sections</b>	<b>Update</b>
<b>Waitaki Kahui Ako</b> – Internal PD every third Wednesday, PD 17/2, TOD 21/3.	<b>Building on our 2025 Annual Plan</b> – See attached. Termly review (Progress report April meeting)
<b>Personnel</b> – Resignations from Neil Conway (Property Manager), Janice Vermuelen (Guidance Counsellor) and Peter Starmuller (TA). Appointment process in place for start Term 2.	
<b>Buildings, Property, and Infrastructure</b> – Refer to monthly Property report.	

<b>EOTC events – recent and upcoming –</b> Summer Sports week events; Nepal World Challenge Dec 2026.	<b>EOTC Spreadsheet of Events –</b> work in progress. Improvement seen in RAMs of late? School has purchase Schoolbridge software package - Andy Lane to present at April meeting.
<b>Professional Learning and Development</b> (Term 1 2025)	10 staff (including 2 new staff) have approved PLD for Term 1 currently. As per HOD reports a number of departments have plans to send staff to national conferences.
<b>Rector’s Annual Leave Taken: (30 days)</b>	Jan 6 – 10 Total to date – 5 days
<b>Stand Downs or Suspensions:</b>	4 stand downs (7 year to date) (Note - 2024 – 5 suspensions, 8 stand downs)
<b>Events and Achievements – Leadership, Sporting or Cultural (a summary of recent or notable achievements).</b>	
<p><b>Leadership –</b> Prefects assembly. Peer support programme. Student Council (1 senior/1 junior per whanau group – non prefects). Enviro schools’ community work, SADD group.</p> <p><b>Sports –</b> Rowing – Medals (including Gold) at both NZ Club rowing champs and South Island Schools; 9 boys going to Maadi Cup. Multisport success – Numerous South Island Duathlon/Triathlon titles; Athletics – Team of 31 to Aoraki Athletics; 11 place getters; Senior Volleyball – Aoraki Champs; Cricket– interschool success v King’s and St Kevins, Youth blast in local final next week. Other success in Golf, Tennis; Old Boys success – NO Sportsman of the Year; NZ Cricket rep, national Athletics title. 4 award winners at recent NO Sports awards – Team of the Year (Coxed 4 rowing), Emerging Talent, Coach of the Year. Winter sports beginning to prepare – most comps start Term 2.</p> <p><b>Cultural –</b> Cast and crew of the combined production “Adamms Family” are busy practising. Performances next week; Kapa Haka practising every Friday; Polyfest group has met; Scrano scheduled for Week 8 Term 2.</p>	
<p><b>Commentary</b> The strong start to the year has continued. There is still a good ‘vibe’ around the school despite numerous interruptions -but that is Term 1. Reflect on last week’s assembly – “this is a great school”. We have continually celebrated success. A few minor disciplinary issues particularly amongst the junior students (refer stand downs). Timetable issues seem to have settled as has relief.</p> <p>Highlights of the past month have been the beginning of work on the Hall, student led assembly, Wanaka Show, Peer Support programme, aspects of the ‘Inspire’ programme, school lunches, Friday staff briefing – “Belonging” and the ongoing small but positive improvements to the school. We are becoming far more professional. Visit of N School, Japan.</p> <p>Floreat Waitakia. We are Waitaki.</p> <p>Mr Darryl Paterson Rector Waitaki Boys’ High School</p> <p>Next Meeting Date: Tuesday 29<sup>th</sup> April</p>	

#### **4. Evaluation and analysis of the school's students' progress and achievement.**

##### Overview

Refer the attached 2024 Variance Report.

<p><b>Lifting Achievement Levels – All students</b></p> <p>All staff</p>	<p><b>Outcome</b></p> <p>Year 9 Reading – (refer attached graph) Of the 67 students who met the criteria (of start and end of year assessment) 24 improved at least 1 curriculum ‘step’. The average level at the end of the year 4P was the same as at the start of the year.</p> <p>Year 9 Writing - (refer attached graph) Of the 86 students who met the criteria (of start and end of year assessment) 39 improved at least 1 curriculum ‘step’. The average level at the end of the year 4P was an improvement on the 4B average from the start of the year.</p> <p>Year 9 Maths – (refer attached graph) Of the 83 students who met the criteria (see above) 51% improved at least 1 curriculum ‘step’. By the end of the year 45% were working at Level 5 or above compared to 30% at the start of the year.</p>	<p><b>Analysis</b></p> <p>The reading results were somewhat disappointing as the number of students who improved was 36% as compared to the goal of 50% from the year before.</p> <p>In 2024 the e-asTTle reading test was used which greatly depends on student authenticity.</p> <p>The writing results were somewhat disappointing as the number of students who improved was 45% as compared to the goal of 50% from the year before.</p> <p>The start of year writing assessment was compared with the writing task in the EOY exam.</p> <p>It was a little disappointing that only 51% improved when the goal from the previous year was 62%. It was pleasing to see a marked improvement in the boys working above Level 5 by the end of the year.</p>	<p><b>Next Steps</b></p> <p>In 2025 the goal is to improve on the 36% and have the year average level exceeding 4P. Once again in 2025 Literacy is a focus of our Kahui Ako (refer the annual plan and 2025 NELP). We will continue with silent reading time in whanau time to improve reading levels. Emphasis will need to be put on the authenticity of the E asTTle testing is. The emphasis for departments in respect of reviewing student progress continues to be with unit plan reflections, end of unit student feedback and fortnightly departmental analysis – these processes are embedded. In 2025 we have also moved to smaller classes, each with a TA attached.</p> <p>As above with respect to Literacy. (To improve on 45%)</p> <p>In 2025 the goal is to improve on the 51% and also have more than 45% of students working at Level 5 or above by the end of the year. The Maths department will be continuing asTTle testing in 2025. The emphasis for departments in respect of reviewing student progress continues to be with unit plan reflections, end of unit student feedback and fortnightly departmental analysis – these processes are embedded. In 2025 we have also moved to smaller classes, each with a TA attached.</p>
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	<p>Year 10 Reading – (refer attached graph) Of the 79 students who met the criteria (see above) 58% improved at least 1 curriculum ‘step’. By the end of the year 10% were working at Level 5A or above compared to 6% at the start of the year.</p>	<p>It was somewhat pleasing that a significantly higher % showed improvement compared to the Year 9 cohort. In 2024 e-asTTle was used to compare Reading which was a positive step in measuring ‘value added’ despite some reservations about asTTle. It appears most challenging to ‘shift’ those students working above Level 5A. It was very disappointing that only 10% of this cohort were working at Level 5A or above by the end of the year. One classes results were affected by a staff change in the middle of the year.</p>	<p>In 2025 the goal is to improve on the 58% and also have more than 10% of students working at Level 5A or above by the end of the year. Literacy is a focus of our Kahui Ako (refer the annual plan and 2025 NELP). We will continue with silent reading time in whanau time to improve reading levels. Emphasis will need to be put on the authenticity of the E asTTle testing is. The emphasis for departments in respect of reviewing student progress continues to be with unit plan reflections, end of unit student feedback and fortnightly departmental analysis – these processes are embedded. The boys who did not improve have been identified and are in a bespoke Level 1 Literacy class.</p>
	<p>Year 10 Writing– (refer attached graph) Of the 76 students who met the criteria (see above) 26% improved at least 1 curriculum ‘step’. By the end of the year 25% were working at Level 5A or above compared to 22% at the start of the year.</p>	<p>The writing comparison was using a writing assessment at the start of the year compared to the EOY exam writing task. We may look at e-asTTle writing for 2025 to bring consistency with the Reading. It was very disappointing that there was only a small shift in the number of boys working at Level 5A or above.</p>	<p>As above with respect to Literacy. (To improve on 26%)</p>
	<p>Year 10 Maths – (refer attached graph) Of the 92students who met the criteria (see above) 65% improved at least 1 curriculum ‘step’. By the end of the year 17% were working at Level 5A or above compared to 3% at the start of the year.</p>	<p>It was pleasing the number of students who improved (this was the most of any junior cohort), but also disappointing that we did not reach last years goal of 70%. Again it was pleasing to see a good number of students who moved from Level 4 and below into Level 5 as well as the shift to Level 5A and above but we did not reach the goal of 30% at Level 5A or above.</p>	<p>In 2025 the goal is to improve on the 65% and also have more than 20% of students working at Level 5A or above by the end of the year. Strategies to achieve this align with the Year 9 Maths programme. Refer above.</p> <p>The boys who did not improve have been identified and are in a bespoke Level 1 Numeracy class.</p>

	<p>Level 1 NCEA</p> <p>Results 2024 – 51.1 % pass rate with 26.1% achieving an endorsement.</p> <p>This was a significant decrease in both pass rate and endorsement rate from the previous year.</p> <p>However, with the new NCEA Level 1 curriculum being implemented for the first time previous results are not comparable and this is the new baseline.</p>	<p>With this in mind we did achieve our goal which was to be above the national boy's schools average (which was 44.2%) which was pleasing. However, we were below comparative equity index band schools (55.1%). However, our endorsement rate was somewhat disappointing and a 5.4% decrease from the previous year.</p> <p>Analysing the 32 students out of 92 who did not achieve. 17 quite simply 'underachieved' despite improved 'tracking' for these students.</p> <p>For the other 15 - 8 left school early without completing (5 onto other education and 3 directly into workforce); 1 was in Alternative Ed, 2 were in Learning Support, 2 were ESOL students and 2 had significant non-attendance. Programmes and support were in place for these 16 students (whilst they were at school) but quite simply NCEA was not an appropriate qualification for them. Based on this participation data the pass rate would be 61% (47/77).</p>	<p>Level 1 – In 2025 our goal will be to once again achieve a pass rate above the national boy's schools average along with comparable schools in our equity index band. Ideally, we would like to do better than 60%. Once again this will be a challenge with a number of boys for whom NCEA is not an appropriate qualification (Of our current 104 participants - 3 Alt Ed/attendance; 1 Learning Support; 3 ESOL). Resource such as RTLB/LSC and Teacher Aides will be given to the smaller 03 classes where the focus will continue to be on L1 literacy and numeracy standards. We are also receiving Ministry funding to 'target' (currently 7 students) those at risk of failing CAA through the Te Manu Ka Rere programme. The Year Level Dean will continue to work with whanau group teachers to enable closer 'tracking' of those students who may be at risk of 'underachieving' and this information will continue to be shared at regular HOD meetings. From the termly departmental meetings a continued focus will go on HODs working with their departments around these specific students. The Rector will mentor the potential endorsement students. We have made a number of significant changes to our curriculum and daily structure in 2025 to improve both achievement and engagement. These changes include</p> <ul style="list-style-type: none"> <li>• An increase from 4 to 5 classes in the core subjects to allow smaller class sizes.</li> <li>• Senior students only study 5 subjects. This will limit the number of available credits and hopefully lessen the influence of 'credit counting'.</li> <li>• The Period 5 programme has been modified to include teaching periods on a Tuesday and Thursday. For a 7-week rotation any given senior class will have 6 periods per week.</li> </ul>
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	<p>Level 2 NCEA</p> <p>Results 2024 – 67.1% pass rate with 36.1% achieving an endorsement.</p> <p>This pass rate was a 0.4 % increase on 2023 and a 23.6% increase in the endorsement rate.</p>	<p>We did achieve our goal to improve on our 2023 pass rate (which was 66.7%) We did not achieve our goal to be above the nbs average (which was 71.7%) by some margin which was extremely disappointing. We were also 5.1% below comparable equity index boys' schools.</p> <p>Analysing the 24 students out of 73 students who did not achieve Level 2. We would consider that 17 simply 'underachieved'. For the other 7 students, 1 was in Learning Support, 3 were ESOL students and 3 left school (past Term 1) without completing the qualification. NCEA Level 2 was quite simply not an appropriate or achievable qualification for these students.</p> <p>Based on this participation data the pass rate would be 73% (49/67)</p> <p>Endorsement rates were very pleasing- a 23.6% increase and 9.6% above comparable equity index schools. Over half the boys who passed gained an endorsement. We also did not have as many students this year in the vocational pathway's courses and many of this cohort have struggled with literacy and numeracy from Year 9. To be honest despite best efforts there was a degree of lethargy amongst many in this cohort.</p>	<p>Level 2 – In 2025 our goal is to improve on the 67.1% pass rate as well achieving a pass rate above the nbs average which last year was 71.7%. Of our current 78 participants NCEA is not an appropriate qualification for a number of these students (3 are in Learning Support, 4 are in the ESOL programme and a number are not an appropriate curriculum level).</p> <p>However, the vocational nature of some of our Level 2 courses will suit a number of these learners. New courses introduced recently at Level 2 will continue in Pasifika Studies and Agricultural Science to better suit our learners needs. Also more boys have been coursed into appropriate vocational pathways courses. As with Level 1, a real focus for 2025 will be the continued 'tracking of those students who 'underachieved' in 2024. This includes using Ministry funding to 'target' (currently 7 students) those at risk of failing CAA through the Te Manu Ka Rere programme). This will be done by the Year Level Dean working more closely with whanau group teachers and from the termly departmental meetings a continued focus will go on HODs working with their departments around these specific students. The Rector will mentor the potential endorsement students.</p> <p>See above (Level 1 Next Steps) for a number of significant changes we have made to our curriculum and daily structure in 2025 to improve both achievement and engagement.</p>
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	<p>Level 3 NCEA</p> <p>Results 2024– 72.5% pass rate with 10.3% achieving an endorsement.</p> <p>The pass rate was a 10.3% increase from 2023 and a 4% decrease in the endorsement rate.</p>	<p>This was a very pleasing pass rate at Level 3 – our best in 6 years. We achieved our goal to improve the overall pass rate from the previous year (62.5%) and we were also above the nbs average (which was 66.9%) We were also 6.5 % above comparable equity index boys’ schools.</p> <p>Analysing the 11 students out of 40 students who did not achieve Level 3. We would consider that 6 simply ‘underachieved’. For the other students, 2 had attendance issues due to health, 1 was not at the curriculum level, and 2 were in the learning support programme. NCEA Level 3 was quite simply not an appropriate or achievable qualification for these students. In a small cohort these numbers have a significant impact on results.</p> <p>Based on this participation data the pass rate would be 83% (29/35)</p> <p>Whilst very happy with the overall pass rate it was apparent that most students were happy to achieve and this was the same with this cohort the previous year.</p>	<p>Level 3 – In 2025 our goal is to at least maintain a pass rate of 72.5% which would equal our best in the last 7 years. Ideally, we would like to again do better than the national boy’s schools average which last year was 66.9%. This will be challenging with a larger cohort, a number of boys yet to achieve Level 2 and other learners receiving Learning Support and ESOL. Two years ago we introduced a number of new courses which we will continue in 2025 which we believe better suit our learners needs – specifically Sports Studies, Construction, Pasifika Studies and Agricultural Science. Tourism has also been reintroduced this year. As with Level 1 and 2, a real focus for 2025 will be the need for more accurate ‘tracking’- particularly of those students who ‘underachieved’ in 2024. This should be easier with a small cohort and few who underachieved last year. The expectation is that whanau teachers will more closely monitor individual academic progress. The Rector will mentor the potential endorsement students.</p> <p>With no study now for all courses (including vocational pathways) we believe boys will be more focussed.</p> <p>See above (Level 1 Next Steps) for a number of significant changes we have made to our curriculum and daily structure in 2025 to improve both achievement and engagement.</p>
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## Lifting Achievement Levels – Māori & Pasifika students

Deans of Māori students and Pasifika students  
All Staff

Year 9 English – Of the 14 Māori students who met the criteria (completed both start and end of year assessments) 7 improved at least 1 curriculum 'step' during the year. By the end of the year 9 were working at Level 4B or above. Of the 17 Pasifika students who met the criteria, 8 improved at least 1 curriculum 'step'. By the end of the year 12 were working at Level 4B or better.

Year 9 Maths – Of the 14 Māori students who met the criteria, 9 improved at least 1 curriculum 'step'. By the end of the year, 11 were working at Level 4B or above. Of the 17 Pasifika students who met the criteria, 12 improved at least 1 curriculum 'step'. By the end of the year, 13 were working at Level 4B or above.

Year 10 English – Of the 12 Māori students who met the criteria, 3 improved at least 1 curriculum 'step' during the year. By the end of the year 3 were working at Level 5B or above. Of the 11 Pasifika students who met the criteria, 7 improved at least 1 curriculum 'step'. By the end of the year 4 were working at Level 5B or better.

Year 10 Maths – Of the 12 Māori students who met the criteria, 4 improved at least 1 curriculum 'step'. By the end of the year, 5 were working at Level 5B or above. Of the 11 Pasifika students who met the criteria, 9 improved at least 1 curriculum 'step'. By the end of the year, 7 were working at Level 5B or above.

Overall, it was disappointing that more of our junior Māori and Pasifika students didn't improve more curriculum 'steps'. It was clearly evident these students had more success in Maths than in English.

In the Māori Year 10 cohort we do have a significant number of 'disengaged' learners.

As with senior Māori and Pasifika results, small cohorts mean trends can fluctuate easily.

See below (Level 1) for specific strategies that are also being used to raise Māori and Pasifika achievement in the junior school. A real focus for staff has been on improving culturally responsive teaching and this is already evident in 2025.

	<p>Level 1 results 2024 – Māori 39.1% (21 students); Pasifika 44.4% (15 students).</p>	<p>The goal of improving the Māori pass rate above the national average (40.9%) was not achieved (although it was much closer than previously). This was very disappointing. Conversely, the Pasifika pass rate was well above the national average (38%).</p> <p>Taking into account these are relatively small cohorts. On closer analysis (as above for Level 1 NCEA) of the 12 Māori students who didn't achieve Level 1 for 4 of them they left school during the year without completing the qualification and 1 is in Learning Support. Of the 8 Pasifika students who didn't achieve, 2 did not meet the Literacy requirement and 1 is in Learning Support.</p>	<p>Level 1 – The goal for 2025 is improve pass rates from 2024 levels as well as being above the national average which last year was 40.9% for Level 1 Māori and 38% for Level 1 Pasifika. Unfortunately, we have still not been able to secure a Te Reo teacher and a lack of interest has seen the NCEA Te Reo course discontinued. This year we have 2 boys taking Te Reo through Te Kura. A Tikanga unit has been introduced into the Year 9 Social Studies course and the adoption of Aotearoa histories along with the curriculum refresh has seen an increased focus cross curricular on Te Ao Māori. As you can see from the Annual Plan a large focus is on engaging with our Māori community but this is a challenge. Our Māori Dean does a fantastic job in supporting our Māori rangitahi. He is no longer a Year level Dean and this should allow him to focus more closely on our Māori students. The staff have already received substantial PLD around culturally responsive teaching, particularly from our Kahui Ako and this will continue throughout the year. A staff focus for 2025 is on whakapapa through the book "Belonging". Kapa Haka is looking at a 'reset' this year and building up with a group of dedicated junior students. This group practices with WGHS once a week. This year we have 3 separate Pasifika studies courses (Year 10, Level 1 and Level 2/3) to allow for more targeted instruction. The Pasifika studies are all being taught in a specific Pasifika teaching space. A small Pasifika ESOL class has also been timetabled. We have 11 Māori and 10 Pasifika students enrolled in Level 1 at the start of 2025. A Pasifika 'mentor' group will run from mid Term 2 to coincide with Polyfest practice on a Thursday night. It is hoped all Maori students will visit the Moeraki marae during the year. A focus will continue to be on specific language weeks and the performance groups will continue to provide a strong sense of cultural identity. It is also hoped to build on the successful week-long celebration of Matariki.</p>
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	<p>Level 2 results 2024 – Māori 57.1% (6 students); Pasifika 33.3% (9 students).</p>	<p>These were somewhat disappointing results (taking into account the small cohorts), especially from a Pasifika perspective. (Of the 6 boys who did not achieve it should be worth noting 2 of the students were Internationals, and 2 were well below the curriculum level required). The Māori pass rate was still well below the national average (69%). The Pasifika pass rate was also well below the national average (72.5%). Once again, our Pasifika students benefitted greatly from the peer inspired homework club. The NCEA Pasifika studies class was beneficial in providing a ‘homeroom’ type environment for these students.</p>	<p>Level 2 – The goal for 2025 is to improve the pass rates of 2024 and rise above the national averages which are currently 69% and 72.5% respectively.</p> <p>Strategies to achieve these goals are outlined above and at Level 2 these students also have the benefit of more vocational based courses in which to achieve.</p> <p>For the start of 2025 we have 17 Māori students and 15 Pasifika students at Level 2.</p>
	<p>Level 3 results 2024 – Māori 60% (10 students) Pasifika 100% (3 students).</p>	<p>Difficult to assess with such small numbers and these are skewed markedly. Of the 4 Māori boys who didn’t achieve 1 is in Learning Support and 1 left school early.</p> <p>For data purposes the Māori pass rate was slightly below and the Pasifika pass rate was well above the national average. Refer comments above for further analysis.</p>	<p>Level 3 – The goal for 2025 is to improve the pass rates of 2024 (maintain for Pasifika) and rise above the national averages which are currently 62.1% and 64.6% respectively.</p> <p>Strategies to achieve these goals are outlined above and at Level 3 these students also have the benefit of more vocational based courses in which to achieve.</p> <p>For the start of 2025 we have 4 Māori students and 9 Pasifika students at Level 3.</p>



## Literacy and Numeracy targets

2024 results:  
Level 1 Literacy Year 11 – 74.4%  
Level 1 Numeracy Year 11– 76.7 %

Level 1 Literacy Year 12 – 95.7%  
Level 1 Numeracy Year12 – 97.1%

Level 1 Literacy Year 13 – 95%  
Level 1 Numeracy Year 13– 97.5%

At all three levels of Numeracy, we were above the National average and for Literacy at Levels 2 and 3. Both Level 1 Literacy and Level 1 Numeracy at Yr 11 regressed significantly from the previous year and a lot of this can be attributed to the challenges with the implementation of the new Level 1 curriculum. Both Literacy and Numeracy at Year 12 decreased slightly from last year but were well above where we had been previously. At Level 3 we saw a pleasing improvement across both by 2%. Of particular significance was the work of the LSC team and the Assistant Rector in ‘targeting’ specific students and working with the HOD’s to ensure specific programmes for these students. Also, our Kahui Ako focus on Literacy and staff focus on a literacy goal for the PGC were positive influences. An increase in SAC support made a difference. The continuation of 103 classes with more specific literacy and numeracy skills standards rather than content driven assessments also continued to make a positive difference.

The goal for 2025 will be to at least maintain if not improve the 2024 pass rates at Level 2 and 3 which are above the national average and increase the Level 1 Literacy pass rate to above the national average. As per 2024 prior programmes established will be further embedded. These will also include Learning support programmes for “targeted” students and SAC applications where needed. Once again the LSC and RTLB are managing ‘referrals’ of ‘targeted’ 103 students. Improving Literacy at Years 9 and 10 through implementing the PacT tool is a specific goal to come out of Kahui Ako data analysis and this will be a specific focus for a teachers PGC as well as Kahui Ako PLD in 2025. As indicated previously we are also receiving Ministry funding for ‘targeted’ students through the Te Mana Ka Rere programme. We also believe having smaller class sizes this year at both Year 9 and Year 11 with more TA support across the school will improve learning outcomes in general.

## Common assessment data

Numeracy 2024 (2023 in brackets)  
Year 9 – 99 attempted, 26 achieved; 26% pass rate – (65.6% only 32 sat)  
Year 10 – 115 attempted. 55 achieved; pass rate 48% – (47.3%)  
Year 11 – 85 attempted, 68 achieved; pass rate – 80% (94.4%)  
Year 12 – 67 attempted, 63 achieved; pass rate – 94% (100% only 39 sat)  
Year 13 – 39 attempted, 38 achieved; pass rate – 97% (50%, only 2 sat)

The second year of the new NCEA programme of Level 1 Literacy and Numeracy common assessments once again proved challenging but results were generally more positive. In Literacy significant improvements were made in overall Reading (from 38.8 to 55.3%) and in particular Writing (from 16.2% to 65.5%). With regards to Numeracy the overall 2024 pass rate of 62% was below the 71% of 2023 but these results did not include a large number of junior students.

Overall the co-requisites were made available to far more students including the entire Year 9 cohort.

In 2025 as per 2024 there will be two opportunities (Week 4 Term 2 and Week 8 Term 3) for all Year 10’s and Year 11’s who have not already passed (particularly in literacy from last year) to sit the common assessments in order to achieve the co-requisite required for NCEA. We expect pass rates (especially with regards reading) to continue to improve. The students will be much better prepared as will NZQA.



<p>Overall in 2024 405 boys sat the Numeracy co-requisite of whom 250 passes for a 62% pass rate compared with 2023 where only 238 boys sat Numeracy, 170 passed for a 72.5% overall pass rate</p> <p>Literacy 2024</p> <p>Year 9 – 99 attempted, 1 achieved; 1% pass rate.</p> <p>Year 10 – 115 attempted, 55 achieved; 48% pass rate.</p> <p>Year 11 – 85 attempted, 64 achieved; 75% pass rate.</p> <p>Year 12 – 67 attempted, 63 achieved; 94% pass rate.</p> <p>Year 13 – 39 attempted, 37 achieved; 95% pass rate.</p> <p>Overall pass rate was 55.3% for reading (38.8% in 2023) and for writing 65.5% (16.2 % in 2023). achieved)</p> <p>Year 10 Reading – 60.2% pass rate (2023 - 48%)</p> <p>Year 10 Writing – 73.5% pass rate (2023 – 15.8%)</p> <p>Year 11 Reading– 43.8% pass rate.</p> <p>Year 11 Writing – 55.9% pass rate.</p>		
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<b>Retention Rates</b>	<p><u>March 1 roll</u> Year 9 2025 – 96</p> <p>Year 9 2024 – 102 Year 10 2025 – 100 (98%)</p> <p>Year 9 2023 - 103 Year 10 2024 – 112 (109%) Year 11 2025 – 105 (102%)</p> <p>Year 9 2022 – 100 Year 10 2023 – 98 (98%) Year 11 2024 – 94 (94%) Year 12 2025 – 79 (79%)</p> <p>Year 9 2021 – 94 Year 10 2022 – 94 (100%) Year 11 2023 – 92 (98%) Year 12 2024 – 75 (80%) Year 13 2025 – 56 (60%)</p>	<p>Goal not achieved – Our goal of over 440 students was not quite achieved with a March 1 roll of 436 students (an increase of 12 students from 2024). Despite slightly fewer new boys to Year 9 and also less new boys above Year 9 the slight increase in numbers is due to improved retention rates from both Year 11 and Year 12. There are fewer boys leaving school once the school year has started. During 2024 a total of 112 students left school (up from 107 in 2023). Year 9 (11), Year 10 (8), Year 11(22), Year 12 (23), Year 13 (48). All year 9 and 10 leavers went to other schools. Of the Year 11 leavers (10 went to other schools, 2 other education, 9 workforce, 1 unknown). Year 12 leavers (8 other schools, 9 workforce, 5 other education, 1 unknown), Year 13 leavers (16 Tertiary, 2 other education, 1 other schools, 18 workforce, 4 other). Attracting hostel numbers remains our major challenge – this year we have 9 new boys into the hostel compared to the same number last year. This remains a major focus to increase the hostel numbers above 50 within the next 2 years. The Board have made Hostel marketing and international marketing in particular a priority again this year. We began the year with 37 boys which is 10 less than in 2024.</p> <p>Specific Year level retention goals as follows - Year 9 – 10 (100%) not achieved at 98%. Year 10 – 11(95%) achieved at 102% Year 11 – 12 (&gt;80%) not achieved at 79% Year 12 – 13 (&gt;60%) achieved at 60%</p> <p>During 2024 it was also noticeable that a number of our more ‘challenging’ students particularly in Year 11 and 12 left to pursue other educational opportunities locally.</p>	<p>The goal for 2026 will be to see an increase in the overall roll from 436 to over 440. This may be a challenge with a smaller local year 8 cohort and aggressive marketing/recruitment from another local school. Saying this, we currently have 301 boys in Years 9-11 and a relatively small Year 13 cohort. If we have a 2026 Year 9 intake of 100 and based on this year’s retention rates and prior knowledge we should have a school roll of 437 (100, 94, 102, 81 ,60).</p> <p>Increasing hostel numbers remains our biggest challenge. Whilst the hostel management and staffing are outstanding, facilities are being improved as well as a positive student culture, public perception is difficult to change and we are not currently a hostel ‘of choice’. The 2026 budget is based on 35 boys and a deal of rationalisation to fit this is already taking place. A new marketing campaign around being a “small giant” is currently being launched and a foundation funded international campaign continues. The school website has been updated as has marketing material.</p> <p>In terms of retention have 100% retention rates from Years 9 to 10; 95% from Year 10 to 11, increase the year 11 to 12 retention rate to 80% and increase the Year 12 to 13 retention rate to 50% (this may not be realistic in the current employment climate). Once again the reality is many of our students (who do not see tertiary study as their ‘pathway’) see Level 2 as an end goal and an increasing number are achieving this and leaving for meaningful employment (as seen in the column to the left).</p>
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<b>Engagement Figures - Attendance</b>	<p><b>Unjustified absence Junior</b> 2023: Yr 9 – 5.8% and Year 10 – 7.7% 2024: Yr 9 – 6.8% and Yr 10 – 7.4%</p> <p><b>Intermittent absence Junior</b> 2023: Yr 9 – 5.2% and Yr 10 – 6.6% 2024: Yr 9 – 8.7% and Yr 10 – 7.4%</p> <p><b>Justified absence Junior</b> 2023: Yr 9 – 14.7% and Yr 10 – 14.8% 2024: Yr 9 – 11.3% and Yr 10 – 11.3%</p> <p><b>Overall Junior</b> 2023: Yr 9 – 74.1% 2024: Yr 9 – 73.0% 2023: Yr 10 – 70.7% 2024: Yr 10 – 73.7%</p> <p><b>Unjustified absence Senior</b> 2023: Yr 11 – 5.0%; Yr 12 – 4.2%, Yr 13 – 11.5% 2024: Yr 11 – 4.8%; Yr 12 – 3.0%; Yr 13 – 1.0%</p> <p><b>Intermittent absence Senior</b> 2023: Yr 11 – 4.1%; Yr 12 – 5.5%, Yr 13 – 12.6% 2024: Yr 11 – 5.5%; Yr 12 – 2.3%; Yr 13 – 2.4%</p> <p><b>Justified absence Senior</b> 2023: Yr 11 – 12.5%; Yr 12 – 13.6%, Yr 13 – 12.2%</p>	<p>Goals (to improve from 2023) Goal not achieved for Year 9, Goal achieved for Year 10.</p> <p>Goal not achieved for both Year 9 and Year 10.</p> <p>Goal achieved for both Year 9 and 10.</p> <p>Goal not achieved for Year 9 and achieved for Year 10.</p> <p>Goal achieved for Year 11, 12 and 13.</p> <p>Goal not achieved for Year 11 but achieved for Year 12 and 13.</p>	<p>Overall, despite not being at national guidelines there are some encouraging trends and overall attendance has improved for the first time in 3 years. Interestingly, the Year 9 cohort were the worst attendees (including intermittent absences). This is largely attributed to growing anxiety issues and lack of parental support. To see all the senior groups at or above 85% attendance was very encouraging and credit to the pastoral team for this improvement. Many of our boys are involved extensively in co-curricular activities and would be at school if they weren't representing the school. (Note – including justified absences the overall attendance rate would be 87.6%!). As you will see from our strategic plan improving attendance is once again one of our major priorities for 2025. The changes made in 2024 especially around the significance of whanau time/teacher with attendance will be better for last years' experience. We have also introduced weekly email homes with the weeks attendance data for whanau to see. Although our focus will always be on making learning engaging to ensure attendance improves our focus in 2025 will again be on giving initial responsibility for attendance back to whanau group teachers (more time and less students should make this easier) and increasing the Deans focus on 'case management' by using the 'Everyday matters' attendance data which is now well understood. As part of our support from ERO we are engaging in a monitoring student attendance worksheet, and we will also better engaged in the local NO Secondary Schools attendance project. This was engaged with far better in 2024 with the new Deputy Rector. Involvement with external agencies will be on-going for our more chronic truants. Also note in 2025 the Deputy Rector is not looking after school operations and will be able to focus even more on attendance with the Deans team. Three new Deans this year will only strengthen this team. Overall attendance goal should be the Ministry guideline which is 85% but realistically an improvement on our 2024 rate of 77.7% is more realistic. &gt; 80% is achievable.</p>
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<p><b>Engagement figures - Positive awards ('Top' weekly notes)</b></p>	<p>2024: Yr 11 – 8.3%; Yr 12 – 7.7%; Yr 13 – 5.1%</p> <p><b>Overall Senior</b>  2023:Yr 11 – 78.2%  2023:Yr 12 – 76.5%  2023:Yr 13 – 63.6%  2024: Yr 11 – 81.2%  2024: Yr 12 – 86.8%  2024: Yr 13 – 91.3%</p> <p><b>Overall School</b>  2020 – 79.5%  2021 – 82.3%  2022 – 78.9%  2023 - 73.4%  2024 – 77.7%</p> <p>Term 1 – 139 (March 1 roll 423 = 32.9%)  Term 2 – 124 (June 1 roll 413 = 30%)  Term 3 – 119 (September 1 roll 405 = 29.4%)  Term 4 – n/a</p>	<p>Goal achieved for Years 11, 12 and 13.</p> <p>(Goals of 85%)  Goal not achieved for Year 11.  Goal achieved for Year 12.  Goal achieved for Year 13.</p> <p>Goal of 73.4% achieved.</p> <p>Pleasing attendance has improved for the first time in 3 years (despite not being where we want to be). As we know attendance is a national issue. See commentary for measures being used to address this.</p> <p>In 2023 we changed from 'top' fortnightly notes to 'top' weekly notes, so this is baseline data. To achieve a 'top' weekly note for the term you need to average 4.0 or better out of 5.0. Each subject teacher gives an 'impression' grade on classroom effort. A grade of 4.0 is seen as 'better than average' effort. No data was collected in Term 4. This will be rectified in 2025.</p>	<p>In 2024 the goal is to see an increase across all results. Ideally over 33% at least of the school each term. We have also introduced weekly email homes with the weeks 'effort' data for whanau to see.</p> <p>For Term 1 2025 we had 144/434 = 33.2%, an improvement on last year.</p>
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## Engagement figures – Wellbeing survey

In 2024 we decided to have a full school Wellbeing Survey which was conducted in Term 3 for both students and staff. 269/411 students responded (65%) and 24/28 teaching staff. The findings were reviewed by a staff team of 7, 6 students and 2 members of the Board. Their findings were presented to the Board and action points have been implemented by SLT for 2025.

Key findings were as follows.

- 72% students felt they belonged at school.
- 80% felt their parents/whanau were welcome at school.
- 48% of students said they were bullied on a daily or weekly basis.
- 25% said they were hit, pushed or hurt on a daily/weekly basis.
- 43% said students treat each other with respect.
- 43% said students treat teachers with respect.
- 91% said they respect other students' space/property.
- 58% of staff feel they share a strong collective vision.
- 78% of staff feel we have a problem with student bullying.
- 26% of staff feel policies/procedures are applied fairly to all students.
- 57% of staff feel students can have a say in what happens.

The whole school data collected last year will serve as baseline data going forwards. A number of strategies/measures have been implemented in 2025 which we feel will address a number of the concerns raised.

- An extra Year 9 class has been introduced meaning average class sizes are below 20.
- Six new Teacher Aides have been employed to allow at least one in each Year 9 classroom.
- An extra class has been introduced in Year 11 core subjects to reduce class sizes.
- Peer Support programme has been reintroduced.
- Positive relationships module introduced into Year 9 Health curriculum.
- More voice being given to a very strong Year 13 Prefect group.
- Student council is being reinvigorated.
- Student led assemblies have been introduced.
- A weekly He Ara Tika focus on the school values has been added to whanau time.
- Hostel students have been added to Day Boy whanau groups to promote inclusivity.
- A new camera/surveillance system is to be installed around the school by the start of Term 3.
- An additional member has been added to the SLT to reduce workload.
- An HR position was established in 2024 in the school office to improve staff induction for one.

As you can see a number of strategies/measures have been put in place in 2025 to address feedback from the 2024 survey. The intention in 2025 is to ask students and staff to complete the same questions and SLT will compare the data and feedback to staff and the Board. In 2026 a full review team will undergo the same process as last year.

- |  |   |  |  |
|--|---|--|--|
|  | <ul style="list-style-type: none"><li>• 30% of staff feel we have effective systems in place to provide peer support.</li><li>• 39% of staff feel we actively honour the Treaty of Waitangi.</li><li>• 30% of staff said students treat each other with respect.</li><li>• 30% of staff said students are respectful to teachers.</li><li>• Staff indicated the home-school relationship is strong.</li></ul> |  |  |
|--|---|--|--|

## **5. How we have given effect to Te Tiriti o Waitangi**

### Overview

- Please refer the 2024 Annual Plan review (specifically 2.2 and 3.3) and also the NELP reporting (specifically refer 2.4, 3.2, 5) for 2025.
- In 2024 we were unable to secure a Te Reo Māori teacher. Tikanga Māori was offered as a Year 10 option and also a Tikanga unit was incorporated into our Year 9 Social Studies. Two students completed NCEA Level 1 Te Reo through Te Kura.
- Achievement/Progress for our Māori students specifically is included in the 2024 Variance report.
- In 2024 the cultural sub-committee (which had been established by the Board in the previous year) continued to work with the school in ensuring equitable outcomes for Māori.

## **6. Statement of compliance with employment policy**

### Overview

Please see attached the school's policies on Equal Employment Opportunities, Appointments and Personnel along with the relevant procedures that ensure their implementation.

Note – Of our current teaching staff of 36 (31 FT and 5 PT) we have 13 females and 23 males. Of our current support staff of 23 we have 17 females and 6 males. In 2024 we employed 4 new teaching staff – 2 were females and 2 were males. We employed 3 new support staff – all were females.





# Waitaki Boys High School

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Next review: Term 2 2027

## Equal Employment Opportunities

At Waitaki Boys High School, we promote equal employment opportunities (EEO) for all staff as part of our commitment to being a **good employer**. Waitaki Boys High School supports the fair and proper treatment of staff members in all aspects of their employment, and we comply with employment legislation and regulations, and all relevant employment agreements. We aim to provide a safe and inclusive environment, and to identify and eliminate causes of inequality in employment at our school.

At Waitaki Boys High School, we implement equal employment opportunities in all relevant school policies, procedures, and practices. The board is required to operate an EEO programme, which means "a programme that is aimed at the identification and elimination of all aspects of policies, procedures, and other institutional barriers that cause or perpetuate, or tend to cause or perpetuate, inequality with respect to the employment of any persons or group of persons" (Education and Training Act 2020, s 10, s 597).

The implementation of our EEO policy and programme supports our school to:

- prevent and eliminate bias and **discrimination**
- promote an inclusive and safe work environment
- treat all current and prospective staff fairly
- provide equal access and consideration in all aspects of employment (e.g recruitment, training, promotion).

We ensure that our EEO policy and programme is available to all staff. Prospective and current staff can raise concerns at any time. See **Concerns and Complaints Policy**.

We monitor, review, and evaluate our employment policies and processes on an ongoing basis. We report on compliance with our Employment Policy (including our EEO programme) in our annual report.

### Equal employment opportunities (EEO) programme

To support equal employment opportunities at our school, we have a programme to identify and eliminate processes that contribute to employment inequality. As part of our EEO programme, we:

- appoint appropriately qualified staff through a fair and impartial appointment process
- create opportunities for staff to receive information about the programme and provide feedback (e.g. through staff meetings)
- explore professional development and training opportunities
- monitor the implementation of our programme and report to the board.

See **Appointment Policy** and **Professional Development**.

Any information collected as part of our EEO programme is kept confidential and securely in accordance with privacy and record keeping requirements – see **Privacy Policy** and **School Records Retention and Disposal**.

The rector assures the board that the school operates an employment policy that complies with the principle of being a good employer, that the policy (including our equal employment opportunities programme) is available to staff, and that a report on compliance is included in the annual report. See [Review Schedule and Board Assurances](#).

Related topics

- [Inclusive School Culture](#)
- [Bullying and Harassment](#)
- [School Planning and Reporting](#)
- [Appointment Policy](#)
- [Flexible Working Arrangements](#)
- [Staff Conduct](#)
- [Professional Development](#)
- [School Records Retention and Disposal](#)
- [Privacy Policy](#)
- [Concerns and Complaints Policy](#)

Legislation

- Education and Training Act 2020
- Human Rights Act 1993
- Employment Relations Act 2000
- Public Service Act 2020

Resources

- Ministry of Education | Te Tāhuhu o te Mātauranga: [School annual reports](#) (see [Statement of compliance with employment policy](#))
- Te Kāhui Tika Tangata | Human Rights Commission: [Te Ōritenga me te Whakawāteatanga I Equality and Freedom from Discrimination](#)
- NZSBA | Te Whakarōputanga Kaitiaki Kura o Aotearoa: [What are Equal Employment Opportunities?](#)

Hei mihi | Acknowledgement

SchoolDocs appreciates the professional advice of the Anderson Lloyd legal team (Dunedin) in reviewing this policy.

Release history: [Term 4 2024](#), [Term 3 2023](#), [Term 4 2022](#), [Term 4 2020](#)

IN THIS SECTION

[Flexible Working Arrangements](#)

Last review	Term 2 2024
Topic type	Core





# Waitaki Boys High School

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Next review: Term 2 2027

## Appointment Policy

Waitaki Boys High School appoints appropriately qualified staff through a fair and impartial appointment process. We are guided by the principle of being a good employer and aim to build employment relationships that are based on good faith. See [Employment Policy](#).

Our appointment process meets the requirements of all relevant legislation, including the Education and Training Act 2020, Employment Relations Act 2000, and Children's Act 2014.

Our appointment process includes:

- delegating the authority of the board to appoint staff (see [Delegations for appointment](#) below)
- advertising a position, interviewing and reference checking, and making an appointment – see [Stages of Appointment](#)
- ensuring that applicants for teaching positions are appropriately qualified and registered – see [Teaching Staff](#)
- checking that staff do not pose a risk to student safety – see [Safety Checking](#) and [Police Vetting](#)
- providing new staff with information and support – see [Staff Induction](#)
- ensuring all new staff have an employment agreement and are aware of the terms and conditions of their employment – see [Employment Agreements](#).

We sight originals or verified copies of documentation as part of the appointment process. We retain or destroy records as required.

## Delegations for appointment

The board of Waitaki Boys High School has the authority to appoint school staff but is able to delegate this authority to the rector, other board or staff members, or an appointment committee.

- The board must be satisfied that any delegated person or group is able to fulfil their appointment responsibilities appropriately.
- The board ensures that any delegated person or group is informed of their responsibilities, including the requirements and limitations of their role.
- The board documents any delegations in writing and reviews these regularly.

The board is responsible for the appointment of the rector and does not delegate this responsibility. The board may also seek external support to ensure the school follows a fair, impartial, and robust appointment process.

Any person who is involved in the appointment process must declare conflicts of interest that may compromise (or be seen to compromise) their judgement or actions. Staff or board members with a conflict of interest may need to withdraw from the appointment process. See [Conflicts of Interest](#).

## Responsibilities for appointment

Position for appointment	Appointment responsibility
Rector	A full board meeting considers and determines the make-up of the appointment committee
Senior management position	A full board meeting considers and determines the make-up of the appointment committee
Permanent teaching staff (including part-time staff)	Rector, member of the senior management team, and the most appropriate member of the senior staff
Fixed-term teaching staff, including part-time and relieving staff (more than one term)	Rector, member of the senior management team, and the most appropriate member of the senior staff
Fixed-term teaching staff, including part-time and relieving staff (up to one term)	Rector
Support staff	Rector, and the most appropriate member of the senior staff

The rector assures the board that procedures for staff selection and appointment are being implemented correctly, including identity and registration checks, and any board delegation of appointment responsibilities. The rector confirms that supporting policies for induction, staff conduct, and professional development are being implemented. See [Review Schedule and Board Assurances](#).

## Related topics

- [Governance and Management Policy](#)
- [Equal Employment Opportunities](#)
- [Privacy Policy](#)
- [School Records Retention and Disposal](#)

## Legislation

- Education and Training Act 2020
- Employment Relations Act 2000

## Resources

- Ministry of Education | Te Tāhuhu o te Mātauranga: [The school staffing cycle](#) 
- Employment New Zealand: [The hiring process](#) 

**Release history:** [Term 4 2024](#), [Term 1 2024](#), [Term 1 2023](#), [Term 2 2021](#), [Term 4 2020](#)

### IN THIS SECTION

#### Stages of Appointment

Topic type	Core
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## **Financial reporting**

### Overview

#### 7) Special & Contestable Funding

The only third-party funding received during 2024 was:

WBHS Foundation Advance: \$230,000

This funding was provided as an advance from the WBHS Foundation to their annual donation to Waitaki Boys' High School. The purpose of the Advance was for the Hostel Amenities Upgrade & Re-Roofing Works Project, an essential upgrade to failing parts of the Hostel buildings in urgent need of repair.

The \$8,245 balance of the unused portion of the advance was drawn down in 2024, to be used towards Shower Repairs in the Hostel.

In December 2024, the total Advance amount was reduced to \$129,755 as \$46,000 was the annual donation figure from the WBHS Foundation for the 2024 year. This is shown in the financial statements.

#### 8) Kiwisport Funding

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2024, the school received total Kiwisport funding of \$10,670 (excl GST). This funding offsets the cost of employment of our Sports Co-ordinator.

For further financial information required refer to Waitaki Boys' 1.0 Kiwipark Annuals 2024.

# WAITAKI BOYS' HIGH SCHOOL



## ANNUAL FINANCIAL STATEMENTS

### FOR THE YEAR ENDED 31 DECEMBER 2024

#### School Directory

Ministry Number:	365
Principal:	Darryl Paterson
School Address:	10 Waitaki Avenue, Oamaru 9400
School Postal Address:	Private Bag 50057, Oamaru 9444
School Phone:	03 437 0529
School Email:	<a href="mailto:admin@waitakibhs.school.nz">admin@waitakibhs.school.nz</a>

Accountant / Service Provider:



# WAITAKI BOYS' HIGH SCHOOL

Annual Financial Statements - For the year ended 31 December 2024

## Index

Page	Statement
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<a href="#">3</a>	Statement of Comprehensive Revenue and Expense
<a href="#">4</a>	Statement of Changes in Net Assets/Equity
<a href="#">5</a>	Statement of Financial Position
<a href="#">6</a>	Statement of Cash Flows
<a href="#">7 - 20</a>	Notes to the Financial Statements
	Independent Auditor's Report

# Waitaki Boys' High School

## Statement of Responsibility

For the year ended 31 December 2024

The Board accepts responsibility for the preparation of the annual financial statements and the judgements used in these financial statements.

The management, including the Principal and others as directed by the Board, accepts responsibility for establishing and maintaining a system of internal controls designed to provide reasonable assurance as to the integrity and reliability of the School's financial reporting.

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2024 fairly reflects the financial position and operations of the School.

The School's 2024 financial statements are authorised for issue by the Board.

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

\_\_\_\_\_  
Full Name of Principal

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

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

\_\_\_\_\_  
Date:

\_\_\_\_\_  
Date:

# Waitaki Boys' High School

## Members of the Board

For the year ended 31 December 2024

<b>Name</b>	<b>Position</b>	<b>How Position Gained</b>	<b>Term Expired/ Expires</b>
Paul Edmondston	Presiding Member	Elected	May 2025
Darryl Paterson	Rector	ex Officio	
Kirsti Broad	Parent Representative	Elected	May 2025
Kirsten Dixon	Parent Representative	Elected	Jan 2024
Graham Hay	Parent Representative	Elected	May 2025
Daniel Isbister	Parent Representative	Elected	May 2025
Greg Familton	Staff Representative	Elected	May 2025
Lachlan Wright	Student Representative	Elected	Sep 2025
Maiele Paia	Parent Representative	Co-opted	Mar 2026
Nicola Neil	Parent Representative	Co-opted	Oct 2024
Kelli Williams	Parent Representative	Co-opted	Apr 2026

# Waitaki Boys' High School

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2024

		2024	2024	2023
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
<b>Revenue</b>				
Government Grants	2	6,518,834	6,394,691	6,414,705
Locally Raised Funds	3	652,700	135,932	338,182
Interest		56,496	48,722	41,140
Hostel	4	876,061	768,909	739,368
<b>Total Revenue</b>		<b>8,104,091</b>	<b>7,348,254</b>	<b>7,533,395</b>
<b>Expense</b>				
Locally Raised Funds	3	379,229	28,050	170,895
Hostel	4	801,547	770,944	729,513
Learning Resources	5	4,239,366	3,997,650	4,089,849
Administration	6	1,087,024	1,022,217	973,906
Interest		913	-	6,240
Property	7	1,357,207	1,477,408	1,399,340
Loss on Disposal of Property, Plant and Equipment		4,807	-	1,384
<b>Total Expense</b>		<b>7,870,093</b>	<b>7,296,269</b>	<b>7,371,127</b>
<b>Net Surplus for the year</b>		<b>233,998</b>	<b>51,985</b>	<b>162,268</b>
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<b>233,998</b>	<b>51,985</b>	<b>162,268</b>

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

# Waitaki Boys' High School

## Statement of Changes in Net Assets/Equity

For the year ended 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
<b>Equity at 1 January</b>		1,693,143	1,693,143	1,628,052
Total comprehensive revenue and expense for the year		233,998	51,985	162,268
Contribution - Furniture and Equipment Grant		33,911	-	-
Hall of Memories to MOE		-	-	(97,177)
Movement in Trust Funds		(4,890)	-	-
<b>Equity at 31 December</b>		1,956,162	1,745,128	1,693,143
Accumulated comprehensive revenue and expense		1,956,162	1,745,128	1,693,143
<b>Equity at 31 December</b>		1,956,162	1,745,128	1,693,143

The above Statement of Changes in Net Assets/Equity should be read in conjunction with the accompanying notes which form part of these financial statements.

# Waitaki Boys' High School

## Statement of Financial Position

As at 31 December 2024

		2024	2024	2023
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Current Assets</b>				
Cash and Cash Equivalents	8	965,336	961,532	903,847
Accounts Receivable	9	387,002	344,504	344,504
GST Receivable		55,241	19,206	19,206
Prepayments		34,410	33,022	33,022
Inventories	10	20,300	22,400	22,400
Investments	11	502,793	258,040	258,040
Funds owing for Capital Works Projects	19	22,393	9,982	9,982
		1,987,475	1,648,686	1,591,001
<b>Current Liabilities</b>				
GST Payable		-	7,557	7,557
Accounts Payable	13	666,666	502,693	502,693
Advance	14	46,000	46,000	46,000
Revenue Received in Advance	15	211,382	240,708	240,708
Provision for Cyclical Maintenance	16	50,809	5,249	131,173
Finance Lease Liability	17	33,078	47,631	47,631
Funds held in Trust	18	78,261	209,454	209,454
Funds held for Capital Works Projects	19	148,059	49,247	49,247
		1,234,255	1,108,539	1,234,463
<b>Working Capital Surplus</b>		753,220	540,147	356,538
<b>Non-current Assets</b>				
Investments	11	130,861	223,655	223,655
Property, Plant and Equipment	12	1,351,120	1,324,314	1,432,492
		1,481,981	1,547,969	1,656,147
<b>Non-current Liabilities</b>				
Advance	14	83,755	129,756	129,756
Provision for Cyclical Maintenance	16	184,546	174,401	150,955
Finance Lease Liability	17	10,738	38,831	38,831
		279,039	342,988	319,542
<b>Net Assets</b>		1,956,162	1,745,128	1,693,143
<b>Equity</b>		1,956,162	1,745,128	1,693,143

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

# Waitaki Boys' High School

## Statement of Cash Flows

For the year ended 31 December 2024

		2024	2024	2023
	Note	Actual \$	Budget (Unaudited) \$	Actual \$
<b>Cash flows from Operating Activities</b>				
Government Grants		2,521,053	2,463,970	1,825,661
Locally Raised Funds		575,688	85,500	400,170
Hostel		885,004	768,909	662,346
International Students		10,389	50,432	53,437
Goods and Services Tax (net)		(43,592)	-	(23,715)
Payments to Employees		(1,416,041)	(1,228,628)	(1,273,451)
Payments to Suppliers		(2,168,281)	(2,052,398)	(1,227,694)
Interest Received		53,078	48,722	39,446
Net cash from Operating Activities		417,298	136,507	456,200
<b>Cash flows from Investing Activities</b>				
Purchase of Property Plant & Equipment		(92,197)	(78,822)	(388,810)
Purchase of Investments		(151,959)	-	(6,510)
Proceeds from Sale of Investments		-	-	-
Net cash (to) Investing Activities		(244,156)	(78,822)	(395,320)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		33,911	-	-
Finance Lease Payments		(49,881)	-	(20,633)
Advanced Received		-	-	175,756
Repayment of Advance		(46,001)	-	-
Funds Administered on Behalf of Other Parties		(49,682)	-	(175,634)
Net cash (to) Financing Activities		(111,653)	-	(20,511)
<b>Net increase in cash and cash equivalents</b>		<b>61,489</b>	<b>57,685</b>	<b>40,369</b>
Cash and cash equivalents at the beginning of the year	8	903,847	903,847	863,478
<b>Cash and cash equivalents at the end of the year</b>	<b>8</b>	<b>965,336</b>	<b>961,532</b>	<b>903,847</b>

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

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

# Waitaki Boys' High School

## Notes to the Financial Statements

### For the year ended 31 December 2024

#### 1. Statement of Accounting Policies

##### 1.1. Reporting Entity

Waitaki Boys' High School (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a school as described in the Education and Training Act 2020. The Board is of the view that the School is a public benefit entity for financial reporting purposes.

##### 1.2. Basis of Preparation

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

The financial statements have been prepared for the period 1 January 2024 to 31 December 2024 and in accordance with the requirements of the Education and Training Act 2020.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

###### **Cyclical Maintenance**

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 16.



*Useful lives of property, plant and equipment*

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment, as disclosed in the significant accounting policies, are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 12.

**Critical Judgements in applying accounting policies**

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

*Classification of leases*

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

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 17. Future operating lease commitments are disclosed in note 24b.

*Recognition of grants*

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

**1.3. Revenue Recognition****Government Grants**

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

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

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

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

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

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

**Other Grants where conditions exist**

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

***Donations, Gifts and Bequests***

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

***Interest Revenue***

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

**1.4. Operating Lease Payments**

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

**1.5. Finance Lease Payments**

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

**1.6. Cash and Cash Equivalents**

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

**1.7. Accounts Receivable**

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

**1.8. Inventories**

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

**1.9. Investments**

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

**1.10. Property, Plant and Equipment**

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

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

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

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

**Finance Leases**

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

**Depreciation**

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

The estimated useful lives of the assets are:

Building improvements to Crown Owned Assets	10-75 years
Board Owned Buildings	10-75 years
Furniture and equipment	10-15 years
Information and communication technology	4-5 years
Motor vehicles	5 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

**1.11. Impairment of property, plant and equipment**

The school does not hold any cash generating assets. Assets are considered cash generating where their primary objective is to generate a commercial return.

**Non cash generating assets**

Property, plant, and equipment held at cost that have a finite useful life are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable. If such indication exists, the School estimates the asset's recoverable service amount. An impairment loss is recognised as the amount by which the asset's carrying amount exceeds its recoverable service amount. The recoverable service amount is the higher of an asset's fair value less costs to sell and value in use.

Value in use is determined using an approach based on either a depreciated replacement cost approach, restoration cost approach, or a service units approach. The most appropriate approach used to measure value in use depends on the nature of the impairment and availability of information.

In determining fair value less costs to sell the school engages an independent valuer to assess market value based on the best available information.

If an asset's carrying amount exceeds its recoverable service amount, the asset is regarded as impaired and the carrying amount is written down to the recoverable amount. The total impairment loss is recognised in the surplus or deficit.

The reversal of an impairment loss is recognised in the surplus or deficit. A previously recognised impairment loss is reversed only if there has been a change in the assumptions used to determine the asset's recoverable service amount since the last impairment loss was recognised.

**1.12. Accounts Payable**

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

**1.13. Employee Entitlements***Short-term employee entitlements*

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

*Long-term employee entitlements*

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

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

**1.14. Revenue Received in Advance**

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

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

**1.15. Funds Held in Trust**

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

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

**1.16. Funds held for Capital Works**

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

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

**1.17. Provision for Cyclical Maintenance**

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

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

The School carries out painting maintenance of the whole school over a variety of periods in accordance with the conditional assessment of each area of the school. The economic outflow of this is dependent on the plan established by the School to meet this obligation and is detailed in the notes and disclosures of these accounts.

**1.18. Financial Instruments**

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

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

## **1.19. Borrowings**

Borrowings, on normal commercial terms, are initially recognised at the amount borrowed plus transaction costs. Interest due on the borrowings is subsequently accrued and added to the borrowings balance. Borrowings are classified as current liabilities unless the school has an unconditional right to defer settlement of the liability for at least 12 months after balance date.

## **1.20. Goods and Services Tax (GST)**

The financial statements have been prepared on a GST exclusive basis, with the exception of accounts receivable and accounts payable which are stated as GST inclusive.

The net amount of GST paid to, or received from, the IRD, including the GST relating to investing and financing activities, is classified as a net operating cash flow in the statements of cash flows.

Commitments and contingencies are disclosed exclusive of GST.

## **1.21. Budget Figures**

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

## **1.22. Services received in-kind**

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

**2. Government Grants**

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Government Grants - Ministry of Education	1,864,510	1,834,827	1,771,759
Teachers' Salaries Grants	3,313,580	3,137,360	3,255,635
Use of Land and Buildings Grants	708,709	805,894	814,184
Ka Ora, Ka Ako - Healthy School Lunches Programme	557,588	526,010	526,010
Other Government Grants	74,447	90,600	47,117
	<u>6,518,834</u>	<u>6,394,691</u>	<u>6,414,705</u>

**3. Locally Raised Funds**

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

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
<b>Revenue</b>			
Donations and Bequests	116,478	36,500	53,015
Fees for Extra Curricular Activities	367,441	-	145,351
Trading	89,364	20,000	39,088
Fundraising and Community Grants	9,107	29,000	46,670
Other Revenue	19,042	-	26,273
International Student Fees	51,268	50,432	27,785
	<u>652,700</u>	<u>135,932</u>	<u>338,182</u>
<b>Expenses</b>			
Extra Curricular Activities Costs	290,278	-	142,033
Trading	64,314	20,000	24,532
Fundraising and Community Grant Costs	17,250	-	-
International Student - Other Expenses	7,387	8,050	4,330
	<u>379,229</u>	<u>28,050</u>	<u>170,895</u>
<i>Surplus for the year Locally raised funds</i>	<u>273,471</u>	<u>107,882</u>	<u>167,287</u>

During the year ended December 2024, 3 students and 3 staff members undertook a trip to Tonga at a cost of \$17,063.66, which included visits to schools and other cultural experiences. This was funded in part by \$11,756.75 balance of unspent MOE Pacific Learners Grant received in 2023, and approved to be used for this purpose.

During the year ended December 2024, the Director of Boarding and International Student Co-ordinator travelled to Thailand at a cost of \$6,464.91 and attended the Education NZ fair in Bangkok. They also met with agents and families who were interested in attending school in NZ. This was funded by the WBHS Foundation.

During the year ended December 2024, 13 students and 2 staff members undertook a trip to Borneo at a cost of \$6,546.62 as part of the World Challenge 2024 adventure. This trip was funded 100% through various fundraising activities.

**4. Hostel Revenue and Expenses**

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
<b>Revenue</b>			
Hostel Fees	590,581	592,609	580,243
Other Revenue	285,480	176,300	159,125
	<u>876,061</u>	<u>768,909</u>	<u>739,368</u>
<b>Expenses</b>			
Other Hostel Expenses	508,746	418,208	427,159
Depreciation	67,299	61,000	66,764
Employee Benefit - Salaries	225,502	291,736	235,590
	<u>801,547</u>	<u>770,944</u>	<u>729,513</u>
<i>Surplus/ (Deficit) for the year Hostel</i>	<u>74,514</u>	<u>(2,035)</u>	<u>9,855</u>

**5. Learning Resources**

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	162,737	179,884	133,060
Information and Communication Technology	95,653	96,530	73,351
Employee Benefits - Salaries	3,833,384	3,543,736	3,725,158
Other Learning Resources	3,563	7,000	3,321
Staff Development	36,244	44,500	28,787
Depreciation	107,785	126,000	126,172
	<u>4,239,366</u>	<u>3,997,650</u>	<u>4,089,849</u>

During the year ended December 2024, the Rector travelled to Vietnam at a cost of \$14,146 and attended the Education NZ fair in Hanoi and Ho Chi Minh City. This was funded by the WBHS Foundation.

**6. Administration**

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fees	15,405	12,000	11,805
Board Fees and Expenses	34,956	37,600	33,223
Legal Fees	2,285	10,000	6,752
Ka Ora, Ka Ako - Healthy School Lunches Programme	557,588	526,010	526,010
Other Administration Expenses	99,730	80,050	56,676
Employee Benefits - Salaries	347,038	339,557	315,444
Insurance	26,147	17,000	11,702
Service Providers, Contractors and Consultancy	3,875	-	12,294
	<u>1,087,024</u>	<u>1,022,217</u>	<u>973,906</u>

**7. Property**

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cyclical Maintenance	44,367	42,388	40,746
Adjustment to the Provision- Other Adjustments	1,010	-	-
Heat, Light and Water	123,936	135,500	104,505
Rates	18,360	13,000	9,726
Repairs and Maintenance	107,489	64,200	60,347
Use of Land and Buildings	708,709	805,894	814,184
Other Property Expenses	52,704	58,000	56,135
Employee Benefits - Salaries	292,323	178,426	313,697
	<u>1,357,207</u>	<u>1,477,408</u>	<u>1,399,340</u>

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

**8. Cash and Cash Equivalents**

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Accounts	810,882	961,532	903,847
Short-term Bank Deposits	154,454	-	-
Cash and Cash Equivalents for Statement of Cash Flows	965,336	961,532	903,847

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

Of the \$965,336 Cash and Cash Equivalents, \$148,059 is held by the School on behalf of the Ministry of Education. These funds have been provided by the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings and includes retentions on the projects, if applicable. The funds are required to be spent in 2025 on Crown owned school buildings.

Of the \$965,336 Cash and Cash Equivalents, \$33,989 of unspent grant funding is held by the School. This funding is subject to conditions which specify how the grant is required to be spent. If these conditions are not met, the funds will need to be returned.

Of the \$965,336 Cash and Cash Equivalents, \$74,978 of Other Revenue in Advance is held by the School, as disclosed in note 15.

Of the \$965,336 Cash and Cash Equivalents, \$9,556 of International Student Fees in advance is held by the School, as disclosed in note 15.

Of the \$965,336 Cash and Cash Equivalents, \$92,859 of Hostel Fees in advance is held by the School, as disclosed in note 15.

Of the \$965,336 Cash and Cash Equivalents, \$78,261 of Funds Held in Trust is held by the School, as disclosed in note 18.

**9. Accounts Receivable**

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	61,195	51,347	51,347
Receivables from the Ministry of Education	5,871	21,124	21,124
Allowance for Impairment of Receivables	-	(21,784)	(21,784)
Interest Receivable	6,884	3,466	3,466
Banking Staffing Underuse	-	12,533	12,533
Teacher Salaries Grant Receivable	313,052	277,818	277,818
	387,002	344,504	344,504
Receivables from Exchange Transactions	68,079	33,029	33,029
Receivables from Non-Exchange Transactions	318,923	311,475	311,475
	387,002	344,504	344,504

**10. Inventories**

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Livestock	20,300	22,400	22,400
	20,300	22,400	22,400

**11. Investments**

The School's investment activities are classified as follows:

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Current Asset			
Short-term Bank Deposits	502,793	258,040	258,040
Non-current Asset			
Long-term Bank Deposits	130,861	223,655	223,655
Total Investments	633,654	481,695	481,695



**12. Property, Plant and Equipment**

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
<b>2024</b>						
Land - School	413,000	-	-	-	-	<b>413,000</b>
Buildings - School	67,920	-	-	-	(12,804)	<b>55,116</b>
Building improvements - Crown	64,087	-	-	-	(7,285)	<b>56,802</b>
Furniture and equipment	110,224	22,055	-	-	(33,165)	<b>99,114</b>
Information and communication technology	18,379	33,864	-	-	(12,471)	<b>39,772</b>
Leased assets	61,958	6,322	-	-	(38,770)	<b>29,510</b>
Library resources	21,283	5,949	-	(913)	(3,290)	<b>23,029</b>
Hostel	675,641	26,435	-	-	(67,299)	<b>634,777</b>
<b>Balance at 31 December 2024</b>	<b>1,432,492</b>	<b>94,625</b>	<b>-</b>	<b>(913)</b>	<b>(175,084)</b>	<b>1,351,120</b>

The net carrying value of equipment held under a finance lease is \$29,510 (2023: \$61,958)

**Restrictions**

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

	2024 Cost or Valuation \$	2024 Accumulated Depreciation \$	2024 Net Book Value \$	2023 Cost or Valuation \$	2023 Accumulated Depreciation \$	2023 Net Book Value \$
Land - School	413,000	-	<b>413,000</b>	413,000	-	<b>413,000</b>
Buildings - School	375,385	(320,269)	<b>55,116</b>	375,385	(307,465)	<b>67,920</b>
Building improvements - Crown	187,982	(131,180)	<b>56,802</b>	187,983	(123,896)	<b>64,087</b>
Furniture and equipment	991,291	(892,177)	<b>99,114</b>	969,235	(859,011)	<b>110,224</b>
Information and communication technology	244,538	(204,766)	<b>39,772</b>	225,535	(207,156)	<b>18,379</b>
Motor vehicles	140,710	(140,710)	<b>-</b>	140,710	(140,710)	<b>-</b>
Leased assets	133,757	(104,247)	<b>29,510</b>	150,470	(88,512)	<b>61,958</b>
Library resources	76,314	(53,285)	<b>23,029</b>	73,519	(52,236)	<b>21,283</b>
Hostel	3,341,950	(2,707,173)	<b>634,777</b>	3,315,514	(2,639,873)	<b>675,641</b>
<b>Balance at 31 December</b>	<b>5,904,927</b>	<b>(4,553,807)</b>	<b>1,351,120</b>	<b>5,851,351</b>	<b>(4,418,859)</b>	<b>1,432,492</b>

**13. Accounts Payable**

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Creditors	258,338	92,931	92,931
Accruals	17,971	23,265	23,265
Employee Entitlements - Salaries	341,658	329,835	329,835
Employee Entitlements - Leave Accrual	48,699	56,662	56,662
	<b>666,666</b>	<b>502,693</b>	<b>502,693</b>
Payables for Exchange Transactions	666,666	502,693	502,693
	<b>666,666</b>	<b>502,693</b>	<b>502,693</b>

The carrying value of payables approximates their fair value.

**14. Advance**

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Advance due in one year	46,000	46,000	46,000
	<b>46,000</b>	<b>46,000</b>	<b>46,000</b>
Advance due after one year	83,755	129,756	129,756
	<b>83,755</b>	<b>129,756</b>	<b>129,756</b>

In September 2022 the Directors of the Waitaki Boys' High School Foundation approved an advance to the Waitaki Boys' High School Hostel for the upgrade of the Sari Bair and Hill Q ablution blocks and roofing. The total advance of \$230,000 is subject to the drawdowns matching existing cash and future cashflow. The advance is to be recovered over a five year period at \$46,000 per year.

**15. Revenue Received in Advance**

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Grants in Advance - Ministry of Education	33,989	37,267	37,267
International Student Fees in Advance	9,556	50,435	50,435
Hostel Fees in Advance	92,859	83,916	83,916
Other Revenue in Advance	74,978	69,090	69,090
	<u>211,382</u>	<u>240,708</u>	<u>240,708</u>

**16. Provision for Cyclical Maintenance**

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Provision at the Start of the Year	282,128	282,128	271,382
Increase to the Provision During the Year	44,367	42,388	42,388
Other Adjustments	1,010	-	(1,642)
Use of the Provision During the Year	(92,150)	(144,866)	(30,000)
Provision at the End of the Year	<u>235,355</u>	<u>179,650</u>	<u>282,128</u>
Cyclical Maintenance - Current	50,809	5,249	131,173
Cyclical Maintenance - Non current	<u>184,546</u>	<u>174,401</u>	<u>150,955</u>
	<u>235,355</u>	<u>179,650</u>	<u>282,128</u>

The School's cyclical maintenance schedule details annual painting & other significant cyclical maintenance work to be undertaken. The costs associated with this annual work will vary depending on the requirements during the year. This plan is based on the School's most recent 10 Year Property plan, adjusted as identified and confirmed appropriate by the Board, to other reliable sources of evidence.

**17. Finance Lease Liability**

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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
No Later than One Year	34,728	52,088	52,088
Later than One Year	11,063	40,249	40,249
Future Finance Charges	(1,975)	(5,875)	(5,875)
	<u>43,816</u>	<u>86,462</u>	<u>86,462</u>
Represented by:			
Finance lease liability - Current	33,078	47,631	47,631
Finance lease liability - Non current	<u>10,738</u>	<u>38,831</u>	<u>38,831</u>
	<u>43,816</u>	<u>86,462</u>	<u>86,462</u>

**18. Funds Held in Trust**

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	78,261	209,454	209,454
	<u>78,261</u>	<u>209,454</u>	<u>209,454</u>

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

## 19. Funds Held for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects. The amount of cash held on behalf of the Ministry for capital works project is included under cash and cash equivalents in note 8, and includes retentions on the projects, if applicable.

2024	Opening Balances	Receipts from MoE	Payments	Board Contributions	Closing Balances
	\$	\$	\$	\$	\$
Combined 5YA Projects #233318	38,223	903,742	(964,358)	-	(22,393)
Reroof Library, Tech Block, Shed Project #233317	11,024	250,000	(219,767)	-	41,257
Tech H & S Project #245233	(9,982)	52,465	(36,785)	-	5,698
HoM Upgrade # 249565	-	160,787	(59,683)	-	101,104
Totals	39,265	1,366,994	(1,280,593)	-	125,666

### Represented by:

Funds Held on Behalf of the Ministry of Education	148,059
Funds Receivable from the Ministry of Education	(22,393)

2023	Opening Balances	Receipts from MoE	Payments	Board Contributions	Closing Balances
	\$	\$	\$	\$	\$
Rationalisation Hostel Dorms project #234625	87,069	29,113	(116,182)	-	-
Combined 5YA Projects #233318	64,923	-	(26,700)	-	38,223
Reroof Library, Tech Block, Shed Project #233317	27,593	-	(16,569)	-	11,024
Transport Project #24476	-	1,990	(1,990)	-	-
Tech H & S Project #245233	-	-	(9,982)	-	(9,982)
Totals	179,585	31,103	(171,423)	-	39,265

### Represented by:

Funds Held on Behalf of the Ministry of Education	49,247
Funds Receivable from the Ministry of Education	(9,982)

## 20. Related Party Transactions

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

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

## 21. Remuneration

### Key management personnel compensation

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

	2024 Actual \$	2023 Actual \$
<i>Board Members</i>		
Remuneration	4,670	5,760
<i>Leadership Team</i>		
Remuneration	1,268,590	1,251,589
Full-time equivalent members	10.00	10.00
Total key management personnel remuneration	1,273,260	1,257,349

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

*Principal*

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

	2024 Actual \$000	2023 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	170 - 180	170 - 180
Benefits and Other Emoluments	5 - 10	5 - 10
Termination Benefits	0 - 0	0 - 0

*Other Employees*

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

Remuneration \$000	2024 FTE Number	2023 FTE Number
100 - 110	6.00	6.00
110 - 120	7.00	7.00
120 - 130	3.00	1.00
130 - 140	1.00	2.00
	<u>17.00</u>	<u>16.00</u>

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

**22. Compensation and Other Benefits Upon Leaving**

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

	2024 Actual	2023 Actual
Total	\$ -	\$ 7,098
Number of People	-	1

**23. Contingencies**

There are no contingent liabilities and no contingent assets except as noted below as at 31 December 2024 (Contingent liabilities and assets at 31 December 2023: nil).

**Holidays Act Compliance – Schools Payroll**

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

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

**Pay Equity Settlement Wash Up amounts**

In 2024 the Ministry of Education provided additional funding for non-teaching collective and pay equity agreements. At the date of signing the financial statements the School's final entitlement for the year ended 31 December 2024 has not yet been advised. The School has therefore not recognised an asset or a liability regarding this funding wash-up, which is expected to be settled in July 2025.

**24. Commitments****(a) Capital Commitments**

At 31 December 2024, the Board had capital commitments of \$131,065 (2023:\$49,247) as a result of entering the following contracts:

Contract Name	2024 Capital Commitment
	\$
Combined 5YA Projects #233318	22,607
Reroof Library, Tech Block, Shed Project #233317	96,930
Tech H & S Project #245233	11,528
<b>Total</b>	<b>131,065</b>

**(b) Operating Commitments**

As at 31 December 2024 the Board has not entered into any operating contracts.

(Operating commitments at 31 December 2023: nil)

**25. Financial Instruments**

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

**Financial assets measured at amortised cost**

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cash and Cash Equivalents	965,336	961,532	903,847
Receivables	387,002	344,504	344,504
Investments - Term Deposits	633,654	481,695	481,695
Total Financial assets measured at amortised cost	<u>1,985,992</u>	<u>1,787,731</u>	<u>1,730,046</u>

**Financial liabilities measured at amortised cost**

Payables	666,666	502,693	502,693
Advance	129,755	175,756	175,756
Finance Leases	43,816	86,462	86,462
Total Financial liabilities measured at amortised Cost	<u>840,237</u>	<u>764,911</u>	<u>764,911</u>

**26. Events After Balance Date**

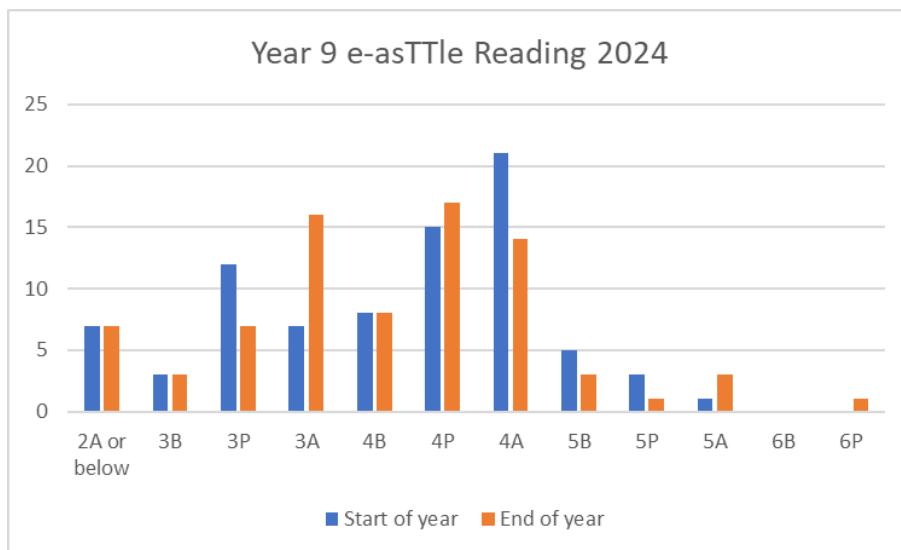
There were no significant events after the balance date that impact these financial statements.

**27. Comparatives**

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

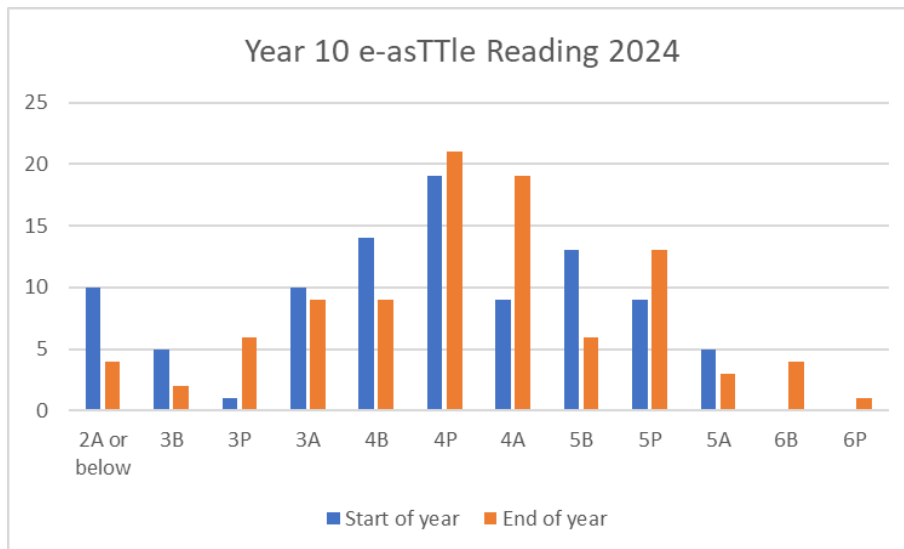
**Year 9** (67 students tested at both start and end of year)

- 24 students moved up at least one level (ie 4B to 4P)
- 31 students regressed at least one level
- 12 students stayed at the same level
- The average level for all Year 9 students at the start of the year was 4P
- The average level for all Year 9 students at the end of the year was 4P

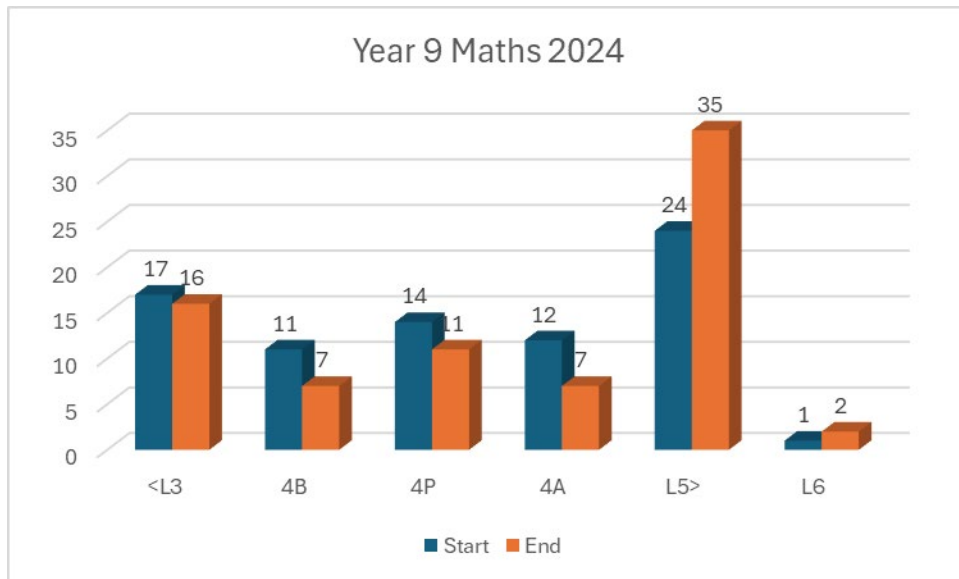


**Year 10** (79 students tested at both start and end of year)

- 46 students moved up at least one level (ie 4B to 4P)
- 17 students regressed at least one level
- 16 students stayed at the same level
- The average level for all Year 10 students at the start of the year was 4P
- The average level for all Year 10 students at the end of the year was 4A



## YEAR 9 MATHS 2024



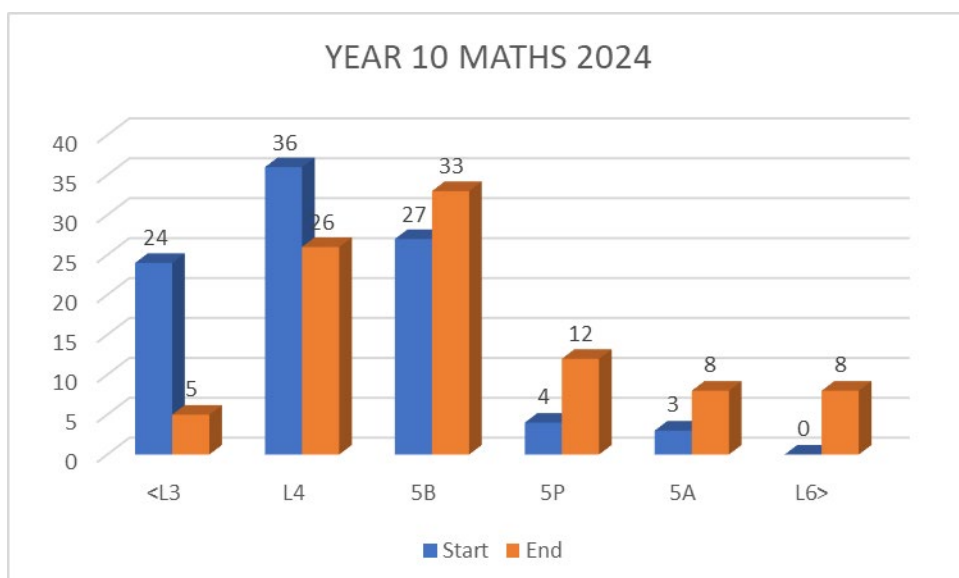
Note (of 83 eligible):

- 16 students regressed
- 25 stayed at the same level
- 42 improved

Of the 42 students who improved:

- 14 +1 curriculum 'step'
- 17 +2 curriculum 'steps'
- 11 +3 or more 'steps' (one curriculum level)

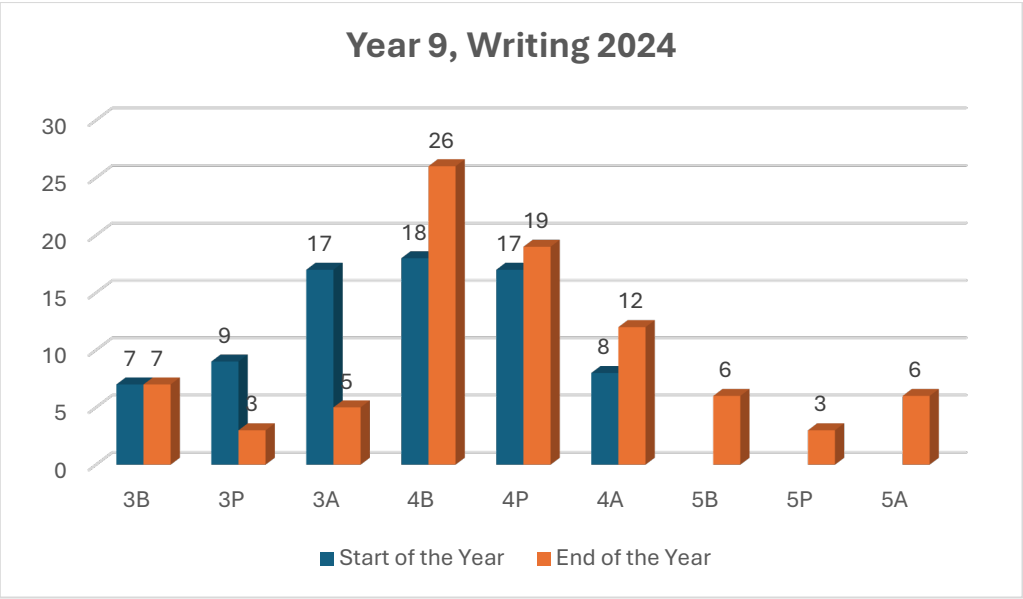
## YEAR 10 MATHS 2024





Note (of 92 eligible):

- 10 students regressed
- 22 stayed at the same level

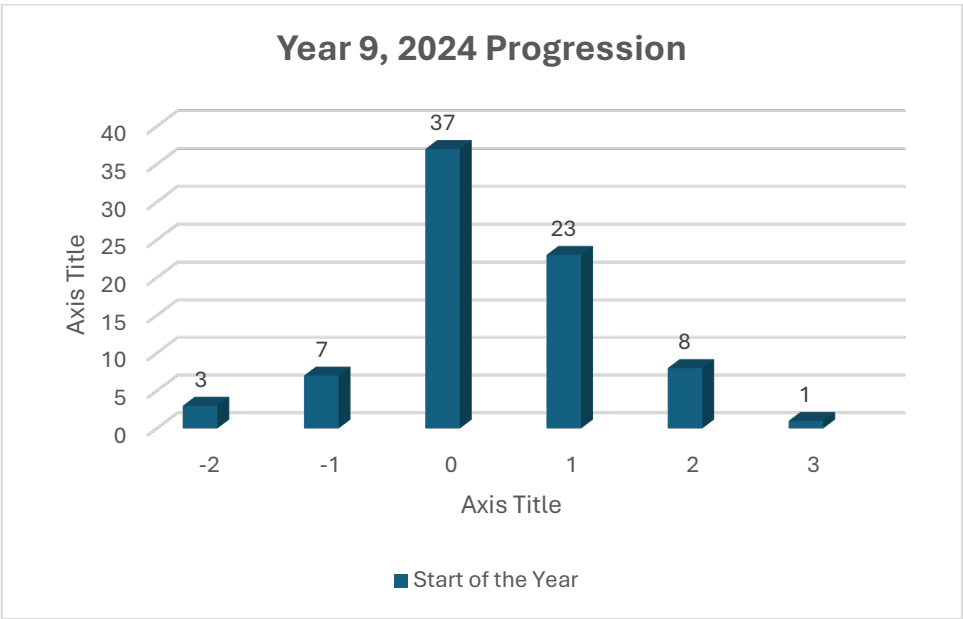


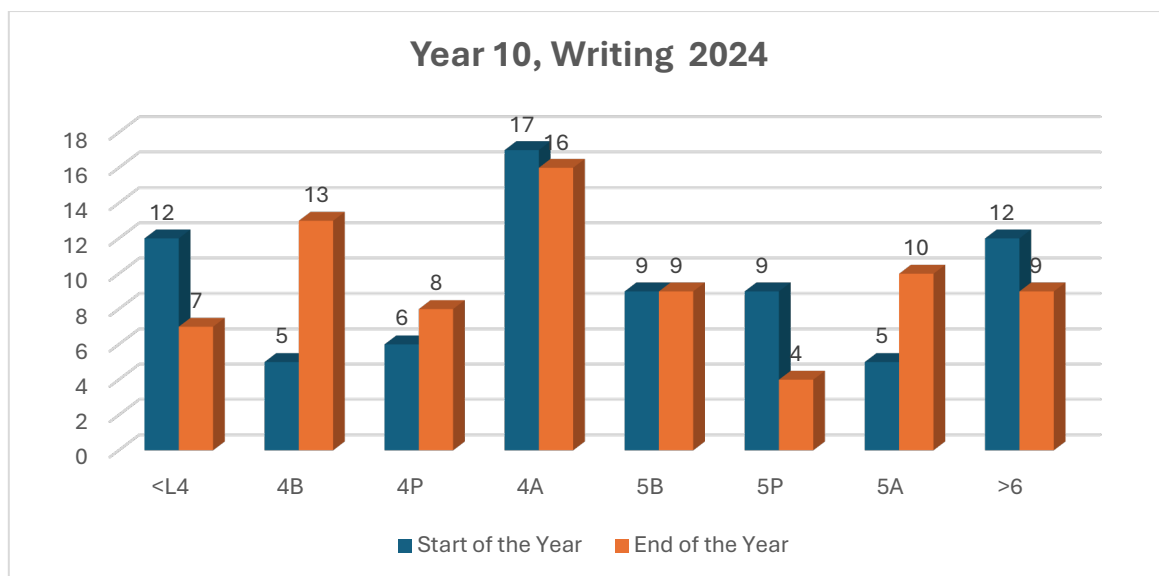
**Note of those 86 students**

- 10 regressed
- 37 stayed at the same level
- 39 students improved

**Of those 39 who improved**

- 23+1 curriculum ‘step’
- 8+2 curriculum ‘steps’
- 8+3 or more curriculum steps





#### Note of those 76 students

- 30 regressed
- 26 stayed at the same level
- 20 students improved

#### Of those 20 who improved

- 11+1 curriculum step
- 4+2 curriculum 'steps'
- 5+3 curriculum 'steps'

