

Annual Report 2025

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1. Presiding Member's Report

On behalf of the Waitaki Boys' High School Board of Trustees, I am pleased to present this report and acknowledge the dedication and contribution of our school community throughout the year.

This year marks the third year of our current strategic plan. The existing plan has provided a strong foundation for the incoming board, and a new strategic plan will be developed in 2026 to carry that vision forward. The current board also extends its sincere thanks to the outgoing board members for their hard work, commitment, and service over their time on the Board.

The success of all students remains a high priority for the Board, and we are committed to supporting every boy to achieve his potential. During the year, steps have been taken to reduce barriers to learning, including ensuring that all students now have access to a digital device to support their education.

We also recognise the challenges that the literacy and numeracy co-requisites, introduced in 2024, have presented for some students. In response, support has been put in place for those needing additional assistance. Staff have been given professional development to put in place literacy strategies for our younger students. Year 9 class were smaller, and teacher aides were assigned to each class. This was to help ensure boys beginning their secondary school journey receive the best possible start. We thank the school management and staff for the care and commitment they have shown in putting these measures into practice.

We have continued to promote the school internationally during 2025. The Rector visited China, Japan, and Thailand with our refreshed marketing material, helping to strengthen relationships and connections with prospective international students and their families. The response from these visits has been very encouraging and gives us confidence for the future. Continuing to market the school internationally remains important, not only for supporting growth in boarding numbers, but also for enriching the experience of our existing students through greater cultural diversity and broader global perspectives.

The Board would also like to acknowledge the Rector, teaching staff, and support staff for fostering a strong sense of whanaungatanga within the school. It is encouraging to see the sense of belonging this creates, along with the pride our students show in their school.

The Board wishes to recognise the hard work and commitment of all staff who have contributed to making 2025 a positive and successful year for Waitaki Boys' High School.

Stacey Hayes

Presiding Member

Waitaki Boys' Board of Trustees

2. List of all school board members.

- Stacey Hayes – Presiding member, elected September 2025.
- Greg Familton (staff rep) re-elected September 2025.
- Quinn Neal (student rep) elected September 2025.
- Heather Martyn – elected September 2025.
- Erik van der Spek – elected September 2025
- Akuhata Piere – elected September 2025.
- Megan Innes – elected September 2025.

3. Statement of Variance: Progress against targets

Overview

See attached 2025 Annual Plan end of year progress report and 2026 NELP reporting template which reflect the goals of our strategic plan and specially the actions and progress against these goals during 2025. The 2026 NELP reporting template is reflective of what actions we consider to be appropriate this coming year to meet those priorities.

3a. ANNUAL PLAN 2025. TERM 4 PROGRESS REPORT

Key – N: Not Complete

IP: In Progress

C: Complete

GOAL	OUTCOME	HOW (ACTIONS)	WHEN	PROGRESS REPORTING
<p>Strategic Goal 1:</p> <p><u>All Waitakians'/learners are fully engaged in their learning and teaching to achieve success</u></p>	<p>1.1 Systems to collect and analyse student voice are embedded.</p>	<p>Student council/student leadership feedback is continued and enhanced. E.g., Council meets fortnightly with Deputy Rector. Prefects meet weekly with Rector.</p> <p>Survey of Period 5 programme.</p> <p>NZCER well-being survey conducted.</p>	Throughout 2025.	<p>IP – Council has been established. Informal uniform review complete.</p> <p>IP – Assembly feedback.</p> <p>C – Prefects meeting weekly with Rector.</p> <p>N – Pd 5 survey not completed yet.</p> <p>N- Well-being survey for start of Term 4 as per 2024.</p>
		<p>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:</p>	Throughout 2025.	IP – On going as per Dept plans.
		<p>Classroom observation template – student feedback of the lesson observed.</p>	Throughout 2025.	IP – On going as above.
	<p>1.2 A plan for all students to be able to access Digital NCEA assessment is embedded.</p>	<p>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.</p> <p>Continue to monitor external exam requirements.</p> <p>Microsoft TEAMS – main platform for digital exams (Benchmark Exams)</p> <p>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</p>	<p>Term 1 2025</p> <p>Throughout 2025</p>	<p>C – All students have access to a device. (Ro) Wifi now working in SC.</p> <p>IP – School has purchased Exam.net for tighter control of benchmark exams. Staff PD Term 3.</p> <p>C – Co-requisites completed for Week 4 Term 2.</p> <p>Completed for Week 8 Term 3. CAA intervention programme focus.</p>

	<p>1.3 Consistency in the implementation of behaviour management systems is embedded.</p> <p>1.4 Effective teaching practice is embedded.</p>	<p>(external exams). 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>Continue PGC. (at least 2 classroom observations throughout the year. Pld sessions MUST be completed) 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. (see 1.1)</p>	<p>Throughout 2025</p> <p>Term 1 2025</p> <p>Throughout 2025</p>	<p>IP – Tri weekly HAT meetings. Rich Matla PD x2 in Term 2. Positive feedback. C – Referral forms edited.</p> <p>IP – Goal setting meetings have been completed. Observations ongoing. IP – Departmental focus. HOD feedback very positive. IP – 6 Departments have now presented (3 weekly cycle) C – Embedded. Now no study for all students .</p> <p>C – System embedded but still inconsistent application. Dept focus. Has improved. Weekly emails now sent home via Kamar. IP – ‘Inquiry’ group focus still literacy. KA discontinued from 2026* IP – Ongoing classroom observations and feedback. Focus on PRTs. ‘Developing’ teachers group started. IP – To date 22 staff (including both beginning teachers)</p>
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	<p>1.7 Systems that support student transition from school are embedded.</p> <p>Note – Annual Report will report on specific aspects of student progress academically and around engagement.</p>	<p>Pathways co-ordinator (PC) 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> <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>Throughout the year.</p>	<p>PC has set up a webpage for all students but disappointing uptake. Rector has met with all Yr 13 boys to discuss career plans. Now Yr 12 boys. Whānau teachers also inputting info on Kamar.</p> <p>C – Wednesday 17th Sept. Positive feedback.</p> <p>IP – Joesph Balfe, Hayden Meikle, Carrers Day in Term 3.</p> <p>IP – AL to present to Board later in Term 4.</p> <p>C – as above.</p> <p>Refer 2024 Annual report. (due May 31 2025) Presented at May Board meeting.</p>
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<p>Strategic Goal 2:</p> <p><u>All Waitakians'/learners experience an enduring sense of belonging in a safe and supportive environment.</u></p>	<p>2.1 A values-based framework is embedded.</p>	<p>Well-being will be incorporated into Whānau time (WT).</p> <p>Engagement with PB4L (He Ara Tika) / Restorative practices.</p> <p>Engagement with values-based programmes and school-wide events. i.e., school assemblies; Peer Support; Running 76 etc.</p>	<p>Throughout 2025.</p>	<p>N/IP – WT has been widely disrupted in Term 2 – used for Scrano practice. Term 3 - weekly HAT focus.</p> <p>IP – HAT PLD every 3rd Wed (see 1.3) Assembly HAT draws. Increasingly popular. IP/C – Peer Support programme ongoing. C- Running 76 event 6/9.</p>
	<p>2.2 Cultural awareness across the school community is fully embedded.</p>	<p>Use of te reo and tikanga is continued and enhanced in the classroom and around the school. Dept accountability. Staff PD.</p> <p>Development of a Pasifika/wharenuui space.</p> <p>Employment of a te reo teacher.</p> <p>Language weeks are celebrated and organised by the Māori and Pasifika dean</p>	<p>Throughout 2025</p>	<p>IP – Ongoing, Staff Marae visit, Kahui Ako PLD Term 1, on departments. Te Reo focus Week 10 Term 3.</p> <p>N/IP – Upstairs Social centre now Pasifika teaching space.</p> <p>N – Not to date.</p> <p>C – Matariki week celebrated Week 8 Term 2. Tongan, Samoan, Māori language weeks celebrated Term 3.</p>
	<p>2.3 Recognition of our unique local cultures and traditions are fully embedded.</p>	<p>Hall of Memories renovation project to be completed by the end of 2025.</p> <p>Archives updated.</p> <p>Development of foyer/museum space.</p>	<p>Throughout 2025</p>	<p>IP – Refer Property report.</p> <p>IP – Work is continuing through GF & MB.</p> <p>N – not to date.</p>

	<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>	<p>IP – See 1.7.</p> <p>IP – More names being added.</p> <p>C – Successful event 10/3 over 50 present. Booked in for 2026.</p> <p>IP – Visits to Nelson, Auckland confirmed for Term 4.</p> <p>IP – Database being created, Facebook page 'Haul of Memories' has been created. Committee meeting 28/7. EOI form to be created and circulated via social media. Next meeting Week 1 Term 4. Date confirmed – Anzac weekend 2027.</p>
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Strategic Goal 3: <u>Waitaki Boys' High School develops enriching and sustainable community connections.</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	C – Staff function 14/2. WGHS morning tea 12/9 IP – WGHS Swimming and Athletics held here. Farm? Confirmed for 2026
	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	IP – Rural Schools Leadership Day. Open Day planned 21/5. School visits have started as have Rector interviews. 28/11 day. IP – OIS interschool & Xcountry support. Weston disco. N – Not as yet. IP – Ongoing use of gym and turf.
	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	C – 28/1 N – Not as yet. IP – ongoing. WGHS hui feedback. IP – Kapa haka students to date. Combined Kapa Haka group @ Te Hautonga Term 2. Polyfest performance 4/9

	<p>3.4 The school's contribution to the Kahui Ako is embedded.</p> <p>3.5 Marketing the school locally, nationally, and internationally is embedded.</p>	<p>Staff continue working towards the goals of the Kahui Ako achievement plan. The progress made with regard to the Learning Progression Framework (LPF) is continued and enhanced.</p> <p>Marketing subcommittee establishes a marketing plan. School engages with a professional marketing company to facilitate this plan.</p> <p>Local marketing focuses on a "home visit/personal" approach.</p> <p>Continue Chinese marketing campaign.</p> <p>Attendance at least one international fair.</p> <p>Rector to travel to Asia in late October/early November to engage with contacts in China, Vietnam, Japan and Thailand.</p>	<p>Throughout 2025.</p> <p>Term 1</p> <p>Term 3</p> <p>Term 4</p>	<p>IP – PLD every 3rd Wed am. Literacy focus. Dept work on LPFs continues. Term 3 focus on 'checking for understanding'.</p> <p>IP – School is engaging with Walsh & Beck. Brand guidelines and collateral have been finalised.</p> <p>IP – To date 'personal' visits to Naesby, Kurow and Twizel, Greymouth.</p> <p>IP – Focus from We Chat to Baidu (Chinese Google)</p> <p>C – Rector & Kylie M to attend Auckland international fair in late Sept. Currently following up 'leads'.</p> <p>IP – Itinerary now confirmed (Nov 1 – Nov 14). Fairs in China confirmed Nov 3 and 5. Agents/schools confirmed in Tokyo and Bangkok.</p>
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	<p>3.6 Community engagement opportunities are embedded.</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 whānau/community. I.e Facebook/Website/Kamar in particular.</p> <p>Update website</p> <p>Board and Rector engage with community meetings.</p>	<p>Throughout 2025</p>	<p>IP – Currently one ‘line’ being offered to 3 students. Need more demand for a more robust programme. Misha V received Tessol scholarship. Migrant (mostly Tongan) programmes need development.</p> <p>IP – Ongoing, Facebook increasingly popular. Personally find Kamar group emails very useful and have used increasingly.</p> <p>IP – Website ‘reshaped’ late last year. Updates to content are ongoing. Walsh & Beck feedback – new brand guidelines to come.</p> <p>IP – ‘Core’ meetings. i.e Community Association, Fraser Farm etc. Term 3 Open Night community evening – mixed feedback. CAA information evening.</p>
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	<p>1.4 Effective teaching practice is embedded.</p> <p>1.5 Improved academic 'tracking'/mentoring.</p> <p>1.6 Systems to improve student attendance are embedded.</p> <p>1.7 Strategies to ensure the Fraser Farm becomes a point of difference for the school are embedded.</p> <p>1.8 Systems that support student transition from school are embedded.</p>	<p>Continue PGC. School wide – Entry and Exit Routines/LO and SC. Departmental 'best practice' Wednesday PD. Support from SCT and AR continues. Relevant PLD made available.</p> <p>Whanau teachers to monitor more closely. Departments to provide termly updates. AR to provide regular NCEA 'overview' updates.</p> <p>Engage with ERO attendance worksheet and Ministry 'attendance matters' data. Develop 'case management' approach by Deans. 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. Positive rewards scheme for excellent attendance etc Positive publicity re attendance.</p> <p>Community consultation and engagement continues. Continue and enhance cross curricular partnerships. Dept reporting to the Board. Ag department continues to diversify.</p> <p>Pathways co-ordinator (PC) to 'connect' with all Year 13 students/leavers.</p>	<p>Throughout 2026</p>	<p>IP – Goal setting meetings have been completed. Ongoing departmental focus. AR running a T&L PD tri weekly. To date 18 staff have participated in external PD.</p> <p>IP – Ongoing in whanau time. N – Not as yet. IP – Update in staffroom this week.</p> <p>IP – Refer Attendance Plan now on website. Term 1 Attendance matters data showed 50% 'regular' attendance compared to 48% last year. ? Unknown still at 17%</p> <p>N – Not as yet</p> <p>N – Not as yet</p> <p>IP – Several community groups and other schools continue to engage with the Farm. IP – Maths and Science depts in particular. N – Not as yet. Sheep/Poultry.</p> <p>IP – PC has set up webpage 'Careers Central' limited uptake to date. Rector currently meeting all Yr 13 boys. N – Not formally as yet.</p>
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	<p>1.9 Literacy/Numeracy improvement – corequisites etc.</p> <p>Note – Annual Report will report on specific aspects of student progress academically and around engagement.</p>	<p>Whānau teachers to take an active role in careers advice. Departmental careers day/week.</p> <p>Old boys/external speakers share their vocational pathway.</p> <p>School-wide career education plan continues (Tertiary visits/open days/Workbridge/Gateway/Careers expo etc)</p> <p>Appointment of literacy and numeracy co-ordinators to focus on CAA achievement.</p> <p>Level 1 Literacy class. Effective identification/‘tracking’ of ‘at risk’ students. Cross curricular focus on appropriate strategies.</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. Student engagement will be monitored against the following parameters – Academic achievement, Retention rates, Attendance, ‘Top’ weekly notes and Student well-being survey.</p>	<p>Throughout 2026</p>	<p>N – As per 2025 planned for Term 3.</p> <p>IP – Chris Jackson to staff, Peter Cox.</p> <p>IP – A number of tertiary providers already been. PC to present to the Board later in Term 2.</p> <p>C – Sue Brydges appointed as Numeracy and Margo Marshall as Literacy. C – Level 1 Literacy class being taught by AR. IP – Departmental focus.</p> <p>IP – Co-ordinators focus.</p> <p>C – To be presented at April Board meeting.</p>
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<p>Strategic Goal 3:</p> <p><u>Waitaki Boys' High School develops enriching and sustainable community connections.</u></p>	<p>3.1 The school's relationship with its 'sister' school (WGHS) is embedded.</p> <p>3.2 The school's relationship with its feeder schools is embedded.</p> <p>3.3 The school's relationship with runaka and iwi is embedded.</p> <p>3.5 Marketing the school locally, nationally, and internationally is embedded.</p>	<p>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; Staff PD; Curricular eg 'Ugly Shakespeare'</p> <p>Effective transition continues. WBHS students continue to help with co-curricular activities. Build on relationships with Kahui Ako kura. Use of our facilities by OIS and other 'feeder' schools i.e., Turf is continued and enhanced. Academic tutoring/Peer reading at OIS/contributing schools.</p> <p>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.</p> <p>Marketing subcommittee establishes a marketing plan. School engages with a professional marketing company to facilitate this plan. Local marketing focuses on a "home visit/personal" approach. Attendance at least one international fair.</p>	<p>Throughout 2026</p>	<p>C – Week 3 Term 1. IP – Swimming/Athletics, Staff PD 20/3, Hosted 'Ugly Shakespeare', Combined Band etc</p> <p>IP – Rural Schools Leadership Day 27/3, Open Day/Night planned 20/5, OIS Summer interschools, School visits to Farm, use of Turf and Pool ongoing. N – Academic/Peer Reading as yet.</p> <p>N – Not as yet N – Not formally as yet. N – Not as yet. Cultural subcommittee to facilitate hui this term. IP – Kapa Haka students to date. Plan for Year 9 classes to visit for Te Reo course.</p> <p>N – Nothing formal as yet. IP – School has been working with Walsh&Beck, Dunedin around rebranding. Ongoing. N – To follow school Open Day/Night 20/5. N –</p>
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	<p>3.6 Increase Don House numbers.</p> <p>3.6 Community engagement opportunities are embedded.</p>	<p>Rector to travel to Japan/Thailand in September. Development of an academic programme suitable for international students including a robust ESOL programme. New ESOL teacher in 2026</p> <p>Walsh & Beck marketing campaign. Update promotional material. Re-establish Don House social media. International marketing/engage with incoming groups. Engage with current families for promotion etc. See 3.5 ie develop 'home visits'</p> <p>The school continues to use a variety of strategies to communicate effectively and consult with the whānau/community. Ie Facebook/Website/Kamar in particular. Update website. Parent/whanau evenings.</p>	<p>N - September tbc IP – New ESOL teacher appointed is developing programme.</p> <p>C – re Wanaka Show. C - Promotional material updated. C – Facebook page re-established. IP – Two successful Tour groups to date. IP – Ongoing, from Don House Open Day 29/3 - 7 'strong leads' to date. Home visits to follow contributing school visits Week 5.</p> <p>IP – Ongoing, facebook continues to be popular. Foundation are engaging two 'younger' old boys to build alumni database with a view to HOM100. Website was updated late 2024/early 2025. Updates to content are ongoing. Record engagement at Year 9 'Meet the Teachers' Week 3 Term 1, P/T interviews last week Term 1. Annual Plan consultation evening 21/4.</p>
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WAITAKI BOYS' HIGH SCHOOL

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

March 2026

Roll Information: (2025 in brackets)	
Year 9 – 94 (96); Year 10 – 98 (99); Year 11 – 90 (105); Year 12 – 103 (79); Year 13 – 60 (59) Total Roll: 445 (438)	
Objective One: Learners at the Centre	Priorities, actions, and progress to date for 2026
Priority One Belonging / Wellbeing <ul style="list-style-type: none"> Ensures places of learning are safe, inclusive, and free from racism, discrimination, and bullying. Success Indicator: <ul style="list-style-type: none"> Students of all cultures, and diversity feel a strong sense of belonging. 	Priorities: <ol style="list-style-type: none"> Successful transition of new students into Year 9 and above. Ensuring the success of whānau time (Period 4 Wednesday) and the 'Inspire' programme (Period 5 Friday) – increased pastoral support. Further embedding the school values of Respect, Resilience, motivation. Commentary: <ol style="list-style-type: none"> Powhiri success; Year 9 meet the teacher evening Week 3; 5 small Year 9 classes; Year 9 camps completed Numerous IEP's (transition plans); Peer support programme going well; Excellent TA and Dean support; Parent teacher interviews this week; Rector to call all new whanau before start of Term 2. Whanau time 'repositioned' to Wed Pd 4 before a longer lunch; Feedback is positive; Focus on uninterrupted time; Whanau time also before assemblies Mon 5 and Thurs 2; Increased whanau resources online; focus on attendance monitoring and academic 'tracking'; will monitor Term 1 everyday matters data; whanau groups realigned (increase to 9 per house) – numbers between 15-18 including new staff; 'Inspire' now 2x/week – Tues 4 and Fri 5 – 35 different 'offerings'. Monday school assemblies – focus on celebrating success; Year level/House assemblies Thurs 2; He Ara Tika cards ongoing and whanau time values focus; Classroom signage; Prefect/Year 13 role modelling.
Priority Two Engagement <ul style="list-style-type: none"> 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 	Priorities: <ol style="list-style-type: none"> Implement new Year 9-10 Maths and English curriculum and reporting. Improve academic tracking. Collecting and analysing whānau/stakeholder / feedback. Staff provided with PLD to design and deliver education.

<p>and sustains their identities, languages, and cultures.</p> <p>Success Indicator:</p> <ul style="list-style-type: none"> 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. 	<p>Commentary:</p> <ol style="list-style-type: none"> New units have been developed. Reporting template to be changed. Role of whanau teacher. New AR T&L. Weekly emails being sent home re attendance and effort grades. Year 9 Dean transition feedback. Year 9 meet the teacher evening. Community consultation evening re Annual Plan upcoming. Staff feedback re 'start of year' and annual plan completed. Some 'tweaks' for 2027 – interruption free week 2. Events pushed back one week. A number of staff 'signed up' for PB4L training. Combined PD with WGHS 20/3. Focus on Learning and Development (The "Circle of Mana").
<p>Objective Two: Barrier Free Access</p>	<p>Priorities, actions, and progress to date for 2026</p>
<p>Priority Three</p> <ul style="list-style-type: none"> Reduce barriers to education for all, including Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs. <p>Success Indicators:</p> <ul style="list-style-type: none"> Learning support programmes are robust and effective. Classrooms reflect are catered for culturally responsive practices 	<p>Priorities:</p> <ol style="list-style-type: none"> All students have access to a device. Culturally responsive teaching practices are developed and enhanced. Find a Te Reo teacher. Learning Support programmes are robust and effective. Update from the L.S. Department. <p>Commentary:</p> <ol style="list-style-type: none"> Work in progress, especially with new students. Computer recycling programme continues. Most departments have as a goal. Refer departmental reports. PD around this 20/3 – see above. No luck as yet. Rector is teaching Te Reo as Year 9 module. Great support from LS team as always. Numbers tbc. Due to a decline in funding team of 9TA's is a reduction of 2 from last year.
<p>Priority Four</p> <ul style="list-style-type: none"> Ensuring every learner/ākonga gains sound foundation skills, including language, literacy, and numeracy. <p>Success Indicator:</p> <ul style="list-style-type: none"> A variety of strategies are used in the classroom so that both Literacy and Numeracy is explicitly taught across all curriculum areas. 	<p>Priorities:</p> <ol style="list-style-type: none"> Focus on NCEA Level 1 co-requisites for Literacy & Numeracy. <p>Commentary:</p> <ol style="list-style-type: none"> Met with Ministry this week. Literacy & Numeracy co-ordinators have been appointed. Targeted Level 1 Literacy class. Refer departmental reports.
<p>Objective Three: Quality Teaching and Leadership</p>	<p>Priorities, actions, and progress to date for 2026</p>
<p>Priority Five</p> <ul style="list-style-type: none"> Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning. <p>Success Indicator:</p> <ul style="list-style-type: none"> Te Reo and Tikanga are visible in the school environment on a daily basis. 	<p>Priorities:</p> <ol style="list-style-type: none"> Increase the visibility and use of Te Reo and Tikanga into everyday practice. Engage more with our Māori whānau. <p>Commentary:</p> <ol style="list-style-type: none"> Day 1 powhiri, presentation of Korowai and junior matau ika, Year 9 te reo class, 'Inspire' Kapa Haka outside tutor, plans for waiata at assembly, curtains in social centre. Cultural assembly last week. Karakia now used to start and end formal assembly.

	2.TBC – refer cultural sub-committee. Looking to create a komite Māori o te kaiako. A teachers committee.
Priority Six <ul style="list-style-type: none"> Develop staff to strengthen teaching, leadership, and learner support capability across the education workforce. Success Indicator: <ul style="list-style-type: none"> Staff have access to and take up PLD opportunities in order to enhance their teaching practice and enable students to fulfil their academic potential. 	Priorities: <ol style="list-style-type: none"> An emphasis on achieving consistency of practice across all learning areas. Encouraging staff to upskill and to continue to grow professionally. Commentary: <ol style="list-style-type: none"> Refer HOD reports 17/2. Support of SCT (specialist classroom teacher) and AR T&L. Constant ‘messaging’ from SLT and a few ‘minichats’ to date. Staff focus this year on a ‘growth’ mindset – reading ‘Mindset’. Whole staff PLD Monday, Wednesday and Friday mornings ongoing. Wednesday rotation of PB4L, Departments, Best practice. Wednesday focus on ‘Consistency’. TOD 20/3
Objective Four: Future of Learning and Work	Priorities, actions, and progress to date for 2026
Priority Seven <ul style="list-style-type: none"> Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge, and pathways to succeed in work. Success Indicator: <ul style="list-style-type: none"> There will be a schoolwide approach to Careers – including the Careers Department, whānau teachers, and class teachers. 	Priorities: <ol style="list-style-type: none"> To build a careers component into whānau time. Organise a Departmental Careers Day/week for Term Three. Commentary: <ol style="list-style-type: none"> Year 13 Dean/Rector meeting all Year 13 students to discuss goals before the end of the term. Careers page on google accessible to all students. Role of whanau teachers. TBC – as per last year.
Other Sections	Update
Personnel –	Mike Magee (Groundsman) resigned and replaced by Murray Scott. Sue Brydges appointed Numeracy co-ordinator, Margo Marshall appointed Literacy co-ordinator.
Buildings, Property, and Infrastructure –	Refer to monthly property subcommittee report.
EOTC events – recent and upcoming –	All EOTC events now on Schoolbridge. Australian Basketball trip.
Professional Learning and Development	<ul style="list-style-type: none"> Refer HOD reports for departmental PLD plans. 18 staff have been in external PD this last month. 3x staff on 'Being an Effective Dean' course; 7x staff on 'PB4L in a Nutshell'; 4x staff on 'New Teachers Behaviour Management' course; 4x staff on other various subject/responsibility specific PLD
Rector’s Annual Leave Taken: (30 days)	Jan 5-9, Jan 19 – 22. Feb 18. 10 days to date. Planning to take Fri 10 April.

Stand Downs or Suspensions:	14 stand downs, 5 suspensions including 1 exclusion since last meeting. 14/5/1 year to date.
Update on 2026 Annual Plan	Progress report at the April meeting.

Events and Achievements – Leadership, Sporting or Cultural (a summary of recent or notable achievements).

Leadership – Ned attending Head Boy Conference in Auckland late April; Student Council elected – junior/senior from each group; Peer Support; Enviroschools; SADD group; World Vision upcoming.

Sports – Summer sports are beginning to wind down with tournament week last week and winter sports practices are underway. In a recent Sport Otago voice of rangatahi survey WBHS ranked number 1 in Otago for sport satisfaction. This survey was conducted across 20 secondary schools in Otago. This is a credit to all involved not only in competitive sport but also in the levels of participation and enjoyment of all involved in physical activity at the school. No surprise then that over the past few weeks we have been winners at Aoraki Volleyball, Aoraki Chess, runner up at Aoraki Touch, had 24 boys compete at Aoraki Athletics with 12 podium finishes and 18 boys have made the qualifying standard for South Islands, a podium finish at the recent South Island rowing champs and a number of podium finishes at the South Island duathlon/triathlon champs.

Cultural – Cultural assembly last week. Filipino performance. Scrano practices to begin next term Thursday Pd 2. Performances in Week 10.

Commentary

The strong start to the year continues, especially around the smooth introduction of the timetable and lack of teachers ‘over code’ which has been far less stressful than previous years and the resulting lack of relief required is noticeable.

Unfortunately, the last month has seen a ‘spike’ in incidents of gross misconduct/continual disobedience which has resulted in a high number of stand downs/suspensions. I am firmly of the belief that this has been required in order to provide the appropriate consequences for such behaviour and reiterate the high standards which we expect at Waitaki Boys’.

Our challenge around staff now seems to be less around quality of teaching than around the consistent application of behaviour management practices. As a SLT we are looking at an individual support approach.

There have been a number of highlights this last month – most especially the improved final NCEA grades which see us well above the national boy’s average at both Level 2 and 3 and with a significant ‘top end’. The Sports survey results as above. As always, the Wanaka Show provided strong connections with the Old Boys network and on that note it is both encouraging and practical to see the Old Boys and HOM Trust consolidating their funds to be overseen by the Foundation. We are looking forward to the ‘opening’ of the refurbished Hall on Thursday April 9th. On a personal level we have just hosted a housemaster from our ‘brother’ school in Bangkok, and I am confident this will see Thai students return to us in 2027. The success of the Don House Open Day last Sunday is important to continue that momentum and growth in numbers in the hostel.

It would be fair to say staff are looking forward to a well-deserved break at the end of this week. Once again, thanks to the Board for your continued support.

Mr Darryl Paterson
Rector
Waitaki Boys’ High School

Next Meeting Date: Tuesday 28th April.

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

Overview

Refer the attached 2025 Variance Report.

4a. 2025 Variance Report

Lifting Achievement Levels – All students	Outcome	Analysis	Next Steps
<p>All staff</p>	<p>Year 9 Reading – (refer attached graph) Of the 38 students who met the criteria (of start and end of year assessment) 20 improved (53%) at least 1 curriculum ‘step’ or more (ie 3B to 3P). By the end of the year 60% were working at Level 4 or above. The average level for the cohort at the end of the year was 4P as compared to 3A at the start of the year.</p> <p>Year 9 Maths – (refer attached graph) Of the 64 students who met the criteria 43 improved (67%) at least 1 ‘step’ or more. By the end of the year 76% were working at Level 4 or above. Across the cohort the average score increased from 1515 points (4B) to 1557 points (4A).</p>	<p>The reading results were difficult to analyse as just over one third of the cohort sat both start and end of year tests. Of those 38 students 53% improved compared to 36% last year. This exceeded the goal of 50%. The goal of having the cohort average level at 4P was achieved.</p> <p>In 2025 the e-asTTle reading test was used which greatly depends on student authenticity and staff consistency. In 2026 we will be using the SMART tool for assessment.</p> <p>Both goals of more than 51% of boys improving (as the previous year) and that of improving on the 45% working at Level 4 or above were easily achieved which was pleasing. It was pleasing that across the cohort their was a significant average shift (+42 points). The most notable growth was the ‘floor’ of the cohort. The lowest performing students improved by 56 points, suggesting that intervention strategies were successful.</p>	<p>In 2026 the goal is to improve on the 53% and have the year average level exceeding 4P. With a school wide focus on the literacy co-requisite (see strategies above) and a strategic focus on improving literacy (refer 2026 Annual Plan and 2026 NELP). We will continue with silent reading time in whanau time to improve reading levels. In 2026 we are following the Ministry directive to use the SMART tool for assessment and are hopeful this will allow for more accuracy. 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 2026 we have been able to maintain our smaller classes (17-19 students), most with a TA attached. This year at Year 9 we have our LSC implementing a “Level up” intervention programme - working with small groups of boys in each class to improve their literacy.</p> <p>In 2026 the goal is to improve on the 67% improving and also have more than 76% of students working at Level 4 or above by the end of the year. In line with school policy the Maths department will move to using the SMART tool for assessment and this will provide a new baseline from 2026 but will also use asTTle testing in 2025 to compare this data against. 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 2026 we are continuing with the smaller classes in Year 9 which has had a positive impact.</p>

Year 10 Reading – (refer attached graph) Of the 40 students who met the criteria (of start and end of year assessment) 22 improved (55%) at least 1 curriculum ‘step’ or more (ie 3B to 3P). By the end of the year 49% of boys were working at Level 4A or better. The average level for the cohort at the end of the year was 4A as compared to 4B at the start of the year.

Year 10 Maths – (refer attached graph) (refer attached graph) Of the 63 students who met the criteria 36 improved (57%) at least 1 ‘step’ or more. By the end of the year 53% were working at Level 5 or above. Across the cohort the average score increased from 1551 points (4A) to 1589 points (5B).

The reading results were again difficult to analyse as just over one half of the cohort did not sit both the start and end of year tests. Of those 40 students who did 55% improved compared to 53% last year. This did not exceed the goal of 58%. The goal of having the cohort achieve an average curriculum level of 4A was achieved.

In 2025 the e-asTTle reading test was used which greatly depends on student authenticity and staff consistency. In 2026 we will be using the SMART tool for assessment.

The goal to have more than 65% of students improve was not achieved but achieving the goal of having 50% of the cohort working at Level 5 or above was pleasing (this being the recommended ‘benchmark’ for the numeracy co-requisite). By the end of the year, the Year 10 cohort was averaging roughly 32 points higher than the Year 9 cohort, indicating a steady progression in mathematical maturity as they approach NCEA Level 1.

In 2026 the goal is to improve on the 55% and have the year average level exceeding 4A. With a school wide focus on the literacy co-requisite (see strategies above) and a strategic focus on improving literacy (refer 2026 Annual Plan and 2026 NELP). We will continue with silent reading time in whanau time to improve reading levels. In 2026 we are following the Ministry directive to use the SMART tool for assessment and are hopeful this will allow for more accuracy. 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. This will be a challenge with only 4 Year 10 classes as opposed to 5 at Year 9. More experienced staff have been allocated these classes. Refer strategies under Level 1 NCEA.

In 2026 the goal is to improve on the 57% ‘improvers’ and also have more than 60% of students working at Level 5 or above by the end of the year. Strategies to achieve this align with the Year 9 Maths programme. Refer above.

The boys who did not improve have been identified and are in a bespoke Level 1 Numeracy class.

Level 1 NCEA

Results 2025 – 58.6 % pass rate with 36.2% achieving an endorsement.

This was an increase in both the pass rate (55.4%) and endorsement rate (26.1%) from the previous year.

With the new NCEA Level 1 curriculum being implemented for the second time this is the new baseline.

However we did not achieve our goal which was to be above the national boy's schools average (which was 70.3%) which was disappointing. We were also well below boys at comparative equity index band schools (67.4%). On the other hand our endorsement rate was very pleasing with a 10.1% increase from the previous year and well above comparative equity index schools (26.5%).

Analysing the 44 students out of 102 who did not achieve. 12 were ESOL students, 4 are in Learning Support, 2 were in our alternative education programme and 4 left during the year without achieving the qualification. 13 others were not at a curriculum level where NCEA Level 1 was a realistic qualification for them. Of these 31 students, 24 did not achieve their literacy/numeracy co-requisites. 13 quite simply 'underachieved' despite improved 'tracking' for these students. Based on this participation data the pass rate would have been 69% (58/84).

Level 1 – In 2026 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 70%. Once again this will be a challenge with a number of boys for whom NCEA is not an appropriate qualification (Of our current 89 participants - 8 attendance/Alt Ed; 1 Learning Support; 16 ESOL). Resource such as RTLB/LSC and Teacher Aides will be given to the smaller 'everyday' classes where the focus will continue to be on L1 literacy and numeracy standards. 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. It is our belief that more accurate coursing from the start of this year, particularly with our 'at risk' students will improve their academic outcomes. 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 2026 to improve both achievement and engagement. These changes include

- Senior students will continue to study only 5 subjects. This will limit the number of available credits and hopefully lessen the influence of 'credit counting'. This did result in greatly improved attendance at 2025 externals.
- The Period 5 programme has been modified to now include teaching periods on a Monday, Tuesday, Wednesday and Thursday as feedback indicated greater engagement at this time with teaching as opposed to other programmes.
- Literacy/Numeracy co-requisites. As indicated we have a large number of boys who did not pass these at Level 1 last year. A number of strategies have been implemented for 2026 to address this. Literacy and Numeracy co-ordinators have been appointed to work specifically with staff around CAA preparation; A Literacy 'intervention' class has been timetabled at Level 1; A schoolwide approach has been adopted with staff well aware of 'at risk' students. Many of these students have been coursed in subjects such as Agriculture and Geography where literacy standards

Level 2 NCEA

Results 2025 – 74% pass rate with 22.8% achieving an endorsement.

This pass rate was a 6.9 % increase on 2024 and a 14.7% decrease in the endorsement rate.

We did achieve our goal to improve on our 2024 pass rate (which was 67.1%) We did achieve our goal to be above the nbs average (which was 71.5%) which was pleasing. We were also 2.4% above comparable equity index boys' schools.

Analysing the 22 students out of 79 students who did not achieve Level 2. We would consider that 9 simply 'underachieved'. For the other students, 5 were ESOL students, 3 had attendance issues, 3 did not get Lit/Num (did get 60 credits), 1 was in Learning Support and and 1 left school (past Term 1) without completing the qualification. NCEA Level 2 was quite simply not an appropriate or achievable qualification for these students. Based on this participation data the pass rate would be 86.3 % (57/66)

Endorsement rates were disappointing- a 14.7% decrease and 4.6% below comparable equity index schools. It needs to be remembered that this cohort had a 55.4% pass rate at Level 1 with a 26.1% endorsement rate. More of this cohort got Excellence at Level 2 than last year at Level 1.

are available. There is also a numeracy 'inspire' class this year.

Level 2 – In 2026 our goal is to improve on the 74% pass rate as well achieving a pass rate above the nbs average which last year was 71.5%. Of our current 103 participants NCEA is not an appropriate qualification for a number of these students (2 are in Learning Support, 9 are in the ESOL programme, 1 is in the Alt Ed programme and a number are not an appropriate curriculum level).

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. A second vocational pathways class has been added and more boys are doing the ARA courses. With a new specialist Technology teacher employed this year we also have an extra construction class. Many of these learners have 'bespoke' timetables to meet their needs. As with Level 1, a real focus for 2026 will be the continued 'tracking of those students who 'underachieved' in 2025. 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.

See above (Level 1 Next Steps) for a number of significant changes we have made to our curriculum and daily structure in 2026 to improve both achievement and engagement.

Level 3 NCEA

Results 2025– 75.4% pass rate with 27.9% achieving an endorsement.

The pass rate was a 1.9% increase from 2024 and a 17.6% increase in the endorsement rate.

This was a very pleasing pass rate at Level 3 – our best in 7 years. We achieved our goal to improve the overall pass rate from the previous year (72.5%) and we were also above the nbs average (which was 68.7%) We were also 6.6 % above comparable equity index boys’ schools.

. Analysing the 14 students out of 57 students who did not achieve Level 3. 3 were in Learning Support, 3 left during the year for health reasons, 2 were only ‘short term’, 1 left for employment, and 1 was not studying Level 3. 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. We would consider that only 4 ‘underachieved’. Based on this participation data the pass rate would be 91% (43/47)

Endorsement rates at Level 3 were very pleasing, as with the pass rate the schools best in 7 years (by over 10%). This has been a motivated and talented cohort moving through the school. In fact, there endorsement rates were comparable to their Level 2 results.

Level 3 – In 2026 our goal is to at least maintain a pass rate of 75.4% 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 68.7%. This will be challenging with a larger cohort, a number of boys yet to achieve Level 2 and particularly for a large number of ESOL learners. Three years ago we introduced a number of new courses which will continue in 2026 which we believe better suit our learners needs – specifically Sports Studies, Construction, Pasifika Studies, Agricultural Science and from last year, Tourism. With a new specialist Technology teacher employed this year we also have an extra construction class. As with Level 1 and 2, a real focus for 2026 will be the need for more accurate ‘tracking’- particularly of those students who ‘underachieved’ in 2025. 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.

Last year there was no study option available for all courses (including vocational pathways) and this certainly seemed to have a positive effect.

See above (Level 1 Next Steps) for a number of significant changes we have made to our curriculum and daily structure in 2026 to improve both achievement and engagement.

**Lifting
Achievement
Levels – Māori &
Pasifika students**

Deans of Māori
students and Pasifika
students
All Staff

Year 9 English – Of the 3 Māori students who met the criteria (completed both start and end of year assessments) 1 improved by 4 curriculum ‘steps’ and 2 regressed by 1 ‘step’.during the year. Of the 4 Pasifika students who met the criteria, 3 improved at least 1 curriculum ‘level’ and 1 regressed by 1 ‘step’. All 4 were working at Level 4 by the end of the year.

Year 9 Maths – Of the 8 Māori students who met the criteria, 6 improved at least 1 curriculum ‘step’. By the end of the year, 4 were working at Level 4B or above. Of the 7 Pasifika students who met the criteria, 5 improved at least 1 curriculum ‘step’. By the end of the year, 4 were working at Level 4B or above.

Year 10 English – Of the 4 Māori students who met the criteria, 2 improved at least 1 curriculum ‘step’, 1 stayed the same and 1 regressed. By the end of the year 2 were working at Level 5B or above. Of the 6 Pasifika students who met the criteria, 3 improved at least 1 curriculum ‘step’, 2 stayed the same and 1 regressed. By the end of the year 4 were working at Level 4A or better.

Year 10 Maths – Of the 9 Māori students who met the criteria, 4 improved at least 1 curriculum ‘step’ and 3 stayed at. By the end of the year, 5 were working at Level 5B or above. Of the 10 Pasifika students who met the criteria, 6 improved at least 1 curriculum ‘step’ and 2 stayed at. By the

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

Overall, it was disappointing that more of our junior Māori and Pasifika students didn’t improve more curriculum ‘steps’. Maths results are slightly better than the English results.

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 2026.

<p>end of the year, 4 were working at Level 5B or above.</p> <p>Level 1 results 2025 – Māori 41.7% (12 students); Pasifika 27.3% (11 students).</p>	<p>The goal of improving the Māori pass rate above the national average (63.3%) was not achieved. This was very disappointing. Likewise, the Pasifika pass rate was well above the national average (56.8%).</p> <p>Taking into account these are relatively small cohorts. On closer analysis (as above for Level 1 NCEA) of the 7 Māori students who didn't achieve Level 1 for 3 of them they left school during the year without completing the qualification and 1 was not at the necessary curriculum level. 5 of the 7 did not pass the lit/num corequisite. Of the 8 Pasifika students who didn't achieve, 7 did not meet the Literacy requirement, and 1 left school during the year.</p> <p>For the start of 2026 we have 9 Māori and 12 Pasifika students.</p>	<p>Level 1 – The goal for 2026 is improve pass rates from 2025 levels as well as being above the national average which last year was 63.3% for Level 1 Māori and 56.8% 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. We have introduced a Te Reo option for all Year 9 students being taught by the Rector. Some senior students are doing Te Reo through Te Kura and we have 2 students engaged with Te Poha programme. 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. It is hoped a te komete Māori o akonga will be established during the year to drive this. Kapa Haka is looking at a 'reset' this year and building up with a group of dedicated junior students and influential senior students. A Kapa Haka tutor has been employed. This is now part of our 'Inspire' programme. This year we have employed an experienced Pasifika/ESOL teacher. A multilevel Pasifika studies class has been timetabled and most of these students are also being taught ESOL. This year we are offering a second line of ESOL. by this same teacher. A number of these same students are also in a targeted CAA class. This teacher is also offering a Pasifika 'inspire' class. We have 7 Māori and 13 Pasifika students enrolled in Level 1 at the start of 2026. 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 (including Matariki) and the performance groups will continue to provide a strong sense of cultural identity.</p>
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<p>Level 2 results 2025 – Māori 63. 2% (19 students); Pasifika 50% (18 students).</p> <p>Level 3 results 2025 – Māori 66.7% (6 students); Pasifika 77.8% (9 students).</p>	<p>Despite improvement from last year, these were somewhat disappointing results (taking into account the small cohorts), still below the national average (65.4%) and the equity index average (69.6%). Of the 7 Māori boys who did not achieve it should be worth noting 1 had attendance issues due to health, and 2 left during the year, 2 were well below the curriculum level required and did not achieve numeracy). The Pasifika pass rate was also well below the national average (66 %) and the equity index average (73%). Of the 9 Pasifika boys who didn't achieve 5 are ESOL students who are not yet at a curriculum level to pass their literacy co-requisite. With such small cohorts these factors do heavily impact the statistics.</p> <p>Difficult to assess with such small numbers and these are skewed markedly. It was pleasing to improve our pass rate for Māori from 60% last year, and be above both the national average (65.4%) and the equity index average (62.8%). Of the 2 Māori boys who didn't achieve 1 is in Learning Support and 1 left school early. With regards to the Pasifika pass rate it was below last year (only 5 students last year) but above both the national average (67.7%) and the equity index average (76%) which was pleasing. Of the 2 Pasifika who didn't achieve, both 'underachieved'.</p>	<p>Level 2 – The goal for 2026 is to improve the pass rates of 2025 and rise above the national averages which are currently 65.4% and 66% 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 2026 we have 12 Māori students and 11 Pasifika students at Level 2.</p> <p>Level 3 – The goal for 2026 is to improve on the pass rates of 2025 and rise above the national averages which are currently 65.4% and 67.7% 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 2026 we have 14 Māori students and 15 Pasifika students at Level 3.</p>
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Literacy and Numeracy targets

2025 results:
 Level 1 Literacy Year 11 – 77.1%
 Level 1 Numeracy Year 11– 88.6%

 Level 1 Literacy Year 12 – 87%
 Level 1 Numeracy Year12 – 89.6%

 Level 1 Literacy Year 13 – 91.2%
 Level 1 Numeracy Year 13– 96.5%

Common assessment data

Numeracy 2025 (2024 in brackets)
 Year 9 – 10 attempted, 10 achieved; 100% pass rate (26%)
 Year 10 – 54 attempted. 21 achieved; 38.9% pass rate (48%)
 Year 11 – 45 attempted, 14 achieved; 31.1% pass rate (80%)
 Year 12 – 1 attempted, 0 achieved; 0% pass rate (94%)

 Overall, in 2025 110 boys sat the Numeracy co-requisite of whom 45 passed for a 40.9% pass rate compared with a 2024 pass rate of 44.1%.

At all three levels of Numeracy (most pleasing a significant increase at Level 1), we were above the National average but for Literacy we were below. Refer to the strategies indicated in the Level 1 NCEA analysis we are implementing to improve our Literacy outcomes. The LSC team and the Assistant Rector will continue their work in ‘targeting’ specific students and working with the HOD’s to ensure specific programmes for these students. An increase in SAC support certainly made a difference for those particular students. As indicated above the continuation of ‘everyday’ classes with more specific literacy and numeracy skills standards rather than content driven assessments is hoped to make a positive difference.

The third 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 improvements were made in overall Reading (from 56.6% to 60.4%) but Writing was down significantly (from 67.1% to 40.9%). With regards to Numeracy the overall 2025 pass rate of 40.9% was below the 44.1% of 2024.

Despite these results I believe the school has seen a shift in attitude towards the CAA’s as a direct result of an Evaluation associates intervention called Te Manu Karere. For the first time specific staff PD was undertaken, a ‘targeted’ literacy intervention class was established small group tutoring for numeracy. We also were more selective in the students chosen to sit the CAA’s.

The goal for 2026 will be to at least maintain if not improve the 2025 pass rates and look to be above the national average at all levels of both literacy and numeracy. As per 2025 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’ ‘everyday’ course students. We also believe having smaller class sizes this year at both Year 9 and Year 11 with continued TA support across the school will improve learning outcomes in general.

In 2026 as per 2025 there will be two opportunities (Week 5 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. Boys without Lit/Num in Year 11 and above have been identified and pathways put in place, whether that’s through CAA’s or transitional achievement standards. The English department have adopted a more explicit focus on writing with a ‘writing 101’ approach in the junior school.

Refer Level 1 NCEA commentary for other strategies.

Literacy 2025

Reading

Year 10 – 87 attempted, 58 achieved, 66.7% pass rate (48%)

Year 11 – 37 attempted, 20 achieved, 54% pass rate (75%)

Year 12 – 9 attempted, 2 achieved, 22.2% pass rate (94%)

Year 13 – 1 attempted, 1 achieved, 100% pass rate (95%)

Overall, 134 students attempted, 81 passed (60.4% pass rate, up from 56.6% in 2024)

Writing

Year 10 – 87 attempted, 40 achieved, 46% pass rate (66.7%)

Year 11 – 31 attempted, 11 achieved, 35.5% pass rate (54%)

Year 12 – 8 attempted, 0 achieved, 0% pass rate (22.2%)

Year 13 – 1 attempted, 0 achieved, 0% pass rate (100%)

Overall, 127 students attempted, 51 achieved (40.9% pass rate, down from 67.1% in 2024)

.

Retention Rates

March 1 roll

Year 9 2026 – 93

Year 9 2025 – 96

Year 10 2026 – 99 (103%)

Year 9 2024 – 102

Year 10 2025 – 100 (98%)

Year 11 2026 – 91 (89%)

Year 9 2023 - 103

Year 10 2024 – 112 (109%)

Year 11 2025 – 105 (102%)

Year 12 – 2026 – 103 (100%)

Year 9 2022 – 100

Year 10 2023 – 98 (98%)

Year 11 2024 – 94 (94%)

Year 12 2025 – 79 (79%)

Year 13 2026 – 60 (60%)

Goal achieved – Our goal of over 440 students was achieved with a March 1 roll of 446 students (an increase of 10 students from 2025). Despite slightly fewer new boys to Year 9 the slight increase in numbers is due to more boys entering above Year 9 and improved retention rates in the senior school in particular from Year 11 into Year 12. There are fewer boys leaving school once the school year has started. During 2025 a total of 127 students left school (up from 112 in 2024). Year 9: – 12 leavers (11). Of the Year 9 leavers, 10 transferred to other schools here or overseas and 2 went to Te Kura; Year 10: - 11 leavers (8). Of the Year 10 leavers, 10 transferred to other schools here or overseas and 1 got an early leaving exemption; Year 11: - 14 leavers (22). Of the Year 11 leavers, 6 went directly into the workforce, 5 transferred to other schools here or overseas, 2 enrolled with Te Kura and 1 was expelled. Year 12: - 21 leavers (23), Of the Year 12 leavers, 8 went directly into the workforce, 5 went to apprenticeships and 8 went on to other education. Year 13: - 57 leavers (48). Of the Year 13 leavers (27 Tertiary, 2 other education, 1 other school, 16 workforce, 7 apprenticeships, 3 ‘gap’ year, 1 unknown). Attracting hostel numbers remains our major challenge – this year we have 13 new boys into the hostel compared to 9 last year. It was noticeable that a good number of hostel boys left before the end of the year for employment opportunities. This remains a major focus to increase the hostel numbers above 50 within the next 4 years. Once again the Board have made Hostel marketing and international marketing in particular a priority again this year. We began the year with 33 boys which is 4 less than in 2025.

Specific Year level retention goals as follows -

Year 9 – 10 (100%) achieved at 103%.

Year 10 – 11(95%) not achieved at 89%

Year 11 – 12 (>80%) achieved at 100%

Year 12 – 13 (>60%) achieved at 60%

During 2025 it was also noticeable that more boys are staying at school for Year 12 and 13 who may previously

The goal for 2027 will be the overall roll stabilise at 440 students. This may be a challenge with a smaller local year 8 cohort and aggressive marketing/recruitment from another local school. We also have a large cohort in Year 12, and a larger Year 13 group who will be leaving us. If we have a 2027 Year 9 intake of 100 and based on this year’s retention rates and prior knowledge we should have a school roll of 440 (100, 93, 95, 91, 61).

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’. It is very encouraging that we have 11 Year 9 boys in 2026 which is our largest intake in a number of years and early indications are we have a similar number looking for next year. With only 3 Year 13s this should see a marked increase in numbers for 2027. The 2026 hostel budget is based on 32 boys and a deal of rationalisation to fit this is already taking place. The new marketing campaign around being a “small giant” has been launched and a foundation funded international campaign continues. The school website has been updated as has marketing material. In terms of retention have 100% retention rates from Years 9 to 10; 95% from Year 10 to 11, maintain the year 11 to 12 retention rate to at least 90% and maintain the Year 12 to 13 retention rate at 60%. 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).

Engagement Figures - Attendance

Unjustified absence Junior

2024: Yr 9 – 6.8% and Year 10 – 7.4%

2025: Yr 9 – 6.3% and Yr 10 – 6.3%

Intermittent absence Junior

2024: Yr 9 – 8.7% and Yr 10 – 7.4%

2025: Yr 9 – 7.2% and Yr 10 – 7.3%

Justified absence Junior

2024: Yr 9 – 11.3% and Yr 10 – 11.3%

2025: Yr 9 – 11.0% and Yr 10 – 12.8%

Overall Junior

2024: Yr 9 – 73.0%

2025: Yr 9 – 75.3%

2024: Yr 10 – 73.7%

2025: Yr 10 – 73.3%

Unjustified absence Senior

2024: Yr 11 – 4.8%; Yr 12 – 3.0%, Yr 13 – 1.0%

2025: Yr 11 – 4.9 %; Yr 12 – 4.9%; Yr 13 – 3.5 %

Intermittent absence Senior

2024: Yr 11 – 5.5%; Yr 12 – 2.3%, Yr 13 – 2.4%

2025: Yr 11 – 6.1%; Yr 12 – 8.4%; Yr 13 – 2.2%

Justified absence Senior

2024: Yr 11 – 8.3%; Yr 12 – 7.7%, Yr 13 – 5.1%

2025: Yr 11 – 8.2%; Yr 12 – 8.0%; Yr 13 – 7.8%

had left for employment. This was seen more in Year 11 this year.

Goals (to improve from 2024)

Goal achieved for Year 9, Goal achieved for Year 10.

Goal achieved for both Year 9 and Year 10.

Goal achieved for Year 9 and not for Year 10.

Goal achieved for Year 9 and not achieved for Year 10.

Goal not achieved for all Year 11, 12 and 13.

Goal not achieved for Year 11 and 12 but achieved for Year 13.

Firstly, we would hope that the declining trend in attendance up until 2023 has been countered, as we have seen an improvement in attendance for the last 2 years. It is now achievable for us to aim for the target of 80% attendance across the school. The improvements in the 2025 attendance data appear to be linked to several strategic and pastoral shifts implemented by the school.

1. Shift in Pastoral Responsibility

The school pivoted by giving initial responsibility for attendance back to whanau group teachers.

Smaller Focus Groups: By reducing the number of students each teacher manages, the school aimed to make monitoring easier and more personal.

Whanau Engagement: The introduction of weekly email updates allowed families to see their student's attendance data in real-time.

Impact: This likely contributed to the Year 9 cohort achieving their goals across Unjustified, Intermittent, and Justified absence categories.

2. Enhanced Leadership and Monitoring

Structural changes within the leadership team allowed for a more granular focus on data.

Dedicated Oversight: In 2025, the Deputy Rector moved away from general school operations to focus specifically on attendance.

Data Utilization: The school utilized the 'Everyday Matters' attendance data and engaged in a monitoring project supported by the Education Review Office (ERO).

Impact: This focused approach helped the school maintain its recovery from the 2023 low of 73.4%, moving back toward more historic norms.

3. 'Case Management' by Deans

Overall Senior

2024:Yr 11 – 81.2%
2024:Yr 12 – 86.8%
2024:Yr 13 – 91.3%
2025: Yr 11 – 80.5%
2025: Yr 12 – 78.4%
2025: Yr 13 – 86.3%

Overall School

2021 – 82.3%
2022 – 78.9%
2023 - 73.4%
2024 – 77.7%
2025 – 78.0%

Goal achieved for Year 11 but not Years 12 and 13.

(Goals of 85%)
Goal not achieved for Year 11.
Goal not achieved for Year 12.
Goal achieved for Year 13.

Goal of 77.7% achieved. (Note justified absence at 9.8 % = 87.8%; In 2024 justified absence was 9.9% = 87.6%)

Pleasing that attendance has continued to improve over the past 4 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.

With the addition of three new Deans in 2025, the pastoral team was strengthened to handle more complex cases.

Targeted Support: Deans shifted toward a "case management" style for chronic truants.

External Collaboration: The school increased its involvement with external agencies and the local Secondary Schools attendance project.

Impact: While some senior goals (Years 11 and 12) were not yet met, the Year 13 cohort showed strong results with 86.3% attendance, suggesting that intensive pastoral support is effective for senior students.

4. Addressing Justified Absences

The school's commentary suggests a high level of student engagement in co-curricular activities, which technically counts against "raw" attendance.

Contextual Success: it is to be noted that if justified absences were included, the overall rate would be 87.8%.

Balanced Focus: While maintaining engagement in activities, the school's focus in 2025 remained on making learning itself engaging to naturally draw students to class.

In 2026, a focus on whanau communication and documentation will be at the forefront, as we are well aware that attendance is multifaceted and a significant portion of it does come down to family engagement.

Engagement figures - Positive awards ('Top' weekly notes)

Term 1 – 144 March 1 roll 436 = 33.2% (32.9%)
 Term 2 – 147 (June 1 roll 433 = 33.9% (30%)
 Term 3 – 112 (September 1 roll 429 = 26% (29.4%)
 Term 4 – n/a

(2024 figures in brackets)

Engagement figures – Well being survey

Having conducted a full school NZCER Wellbeing survey in 2024 it was decided that in 2025 a less extensive survey would be conducted but with some key questions that aligned with feedback from the previous year. As indicated in the 2024 Annual report a wide range of strategies/measures were introduced in 2025 to address a number of concerns raised. (Refer 2024 Annual report)

A summary of results from the 2025 survey are as follows:

Q – *'Do you feel like you have strong friendships at this school'* (73.6% agreed/strongly agreed and 22.2% were neutral) In 2024, 72% boys 'felt they belong at school'.

Q – *'Do you know where to go and who to talk to if you are having a problem or need emotional support'* (62.2% agreed/strongly agreed and 30.4% were neutral). In 2024, 51% 'felt they could either ask a teacher or a student for support'.

In 2023 we changed from 'top' fortnightly notes to 'top' weekly notes, so this is only the second year of this 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. The goal was to achieve over 33.3% each term and with a nice improvement this was achieved over the first two terms. Not sure what happened in Term 3. No data was collected in Term 4. This will be rectified in 2026.

On the basis of the feedback from the smaller 2025 wellbeing survey there appear to have been some positive shifts in belonging, support, respectful behaviour and safety. All the strategies implemented in 2025 are being continued along with some 'tweaks' to the daily structure. School assembly moved to Pd 2 on Monday. A 'pastoral' Year Level/House assembly added Thursday Pd 2. Whanau groups have been 'streamlined' to a max of 17 students. An additional whanau time has been added for more pastoral support. More 'inspire' options have been added.

In 2026 the goal is to see an increase across all results. Ideally over 33% at least of the school each term and to improve on the 2025 data, especially in Term 3. We are continuing with the weekly email home with the weeks 'effort' data for whanau to see.

For Term 1 2026 we had 152/446 = 34%, an improvement on last year.

As you can see a number of strategies/measures were put in place in 2025 to address feedback from the 2024 survey. In 2026 a full review team will undergo the same process as in 2024. We are obviously looking to see improvements in the feedback across the board to the same 'battery' of questions.

Q – *‘Do you feel safe and respected’*
(57.8% agreed/strongly agreed and 30.9% were neutral). In 2024, 43% said ‘students treat each other with respect’ and 43% said ‘students treat staff with respect’.

Q – *‘Do you feel bullied at school through put downs, name calling etc’*
27.4% agreed/strongly agreed and 28.3% were neutral. In 2024, 48% said ‘students put me down or call me names in a mean way on a daily or weekly basis’

Q – *‘Do you feel your opinions/suggestions are valued..’*(57.4% agreed/strongly agreed and 31.7% were neutral).

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

Overview

- Please refer the 2025 Annual Plan review (specifically 2.2 and 3.3) and also the NELP reporting (specifically refer 3.2 and 5) for 2026.
- In 2025 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. Six students accessed Kapa Haka achievement standards through the Te Hautonga group Term 2. In 2026 we are offering Te Reo Māori as an option to all Year 9 students.
- Refer Departmental plans for how Te Ao Maori is being reflected across the curriculum.
- Achievement/Progress for our Māori students specifically is included in the 2025 Variance report.
- In 2025 a staff PD focus was on culturally responsive practice. This included external PD delivered by Dr Russell Bishop. The staff reading focus for 2025 was on the Owen Eastwood book called “Belonging” and the concept of whakapapa. This reading was woven into weekly staff meetings throughout the year.
- In 2025 the cultural sub-committee (which had been established by the Board two years previously) 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 35 (32 FT and 3 PT) we have 13 females and 22 males. Of our current support staff of 23 we have 13 females and 10 males. In 2025 we employed 7 new teaching staff – 3 were females and 4 were males. We employed 5 new support staff – 2 were females and 3 were males.



Waitaki Boys High School

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

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](#)

Last review Term 2 2024

Topic type Core

7. Financial Reporting 2025

Overview

7) Special & Contestable Funding

Third-party funding received during 2025 was:

WBHS Foundation Advanced : \$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.

In December 2025, the total Advance amount was reduced to \$92,000 after the \$46,000 annual donation figure from WBHS Foundation for the 2025 year. This is shown in the financial statements.

Darcy Christopher Foundation : \$104,000

The Trustees of the Darcy Christopher Foundation forwarded the sixth five-yearly distribution as per the Darcy Christopher Foundation Trust Deed to Waitaki Boys' High School in April 2025.

With an opening balance of \$715 from the previous distribution, the funds received increased the balance to 104,715. At 31 December 2025, \$34,769 of this bequest was used against the purchase of an outdoor Digital Display Screen at the schools entrance, leaving a balance of \$69,947 at year end.

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 \$12,120 (excl GST). This funding is offsets the cost of employment of our Sports Co-ordinator.

For further financial information, please refer to Waitaki Boys' 1.0 Kiwipark Annuals 2025

WAITAKI BOYS' HIGH SCHOOL



ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2025

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:	admin@waitakibhs.school.nz

Accountant / Service Provider:

WAITAKI BOYS' HIGH SCHOOL

Annual Financial Statements - For the year ended 31 December 2025

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Waitaki Boys' High School

Statement of Responsibility

For the year ended 31 December 2025

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

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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2025 fairly reflects the financial position and operations of the School.

The School's 2025 financial statements are authorised for issue by the Board.

Full Name of Presiding Member

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 2025

Name	Position	How Position Gained	Term Expired/ Expires
Paul Edmondston	Presiding Member	Elected	Apr 2025
Stacey Hayes	Presiding Member	Elected	Sep 2028
Darryl Paterson	Rector	ex Officio	
Megan Innes	Parent Representative	Elected	Sep 2028
Erik van der Spek	Parent Representative	Elected	Sep 2028
Akuhata Pirere	Parent Representative	Elected	Sep 2028
Greg Familton	Staff Representative	Elected	Sep 2028
Quinn Neal	Student Representative	Elected	Sep 2026
Heather Martin	Parent Representative	Elected	Sep 2028
Kirsti Broad	Parent Representative	Elected	Aug 2025
Graham Hay	Parent Representative	Elected	Aug 2025
Daniel Isbister	Parent Representative	Elected	Apr 2025
Lachlan Wright	Student Representative	Elected	Aug 2025
Maiele Paia	Parent Representative	Co-opted	Feb 2025
Kelli Williams	Parent Representative	Co-opted	Aug 2025

Waitaki Boys' High School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2025

		2025	2025	2024
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Revenue				
Government Grants	2	6,597,455	6,656,952	6,518,834
Locally Raised Funds	3	754,133	219,417	652,700
Interest		36,057	33,000	56,496
Hostel	4	748,778	699,807	876,061
Total Revenue		8,136,423	7,609,176	8,104,091
Expense				
Locally Raised Funds	3	414,990	58,049	379,229
Hostel	4	734,344	703,043	801,547
Learning Resources	5	4,791,232	4,321,294	4,239,366
Administration	6	834,235	1,110,490	1,087,024
Interest		10,961	47,654	913
Property	7	1,430,809	1,422,115	1,357,207
Loss on Disposal of Property, Plant and Equipment		10,225	-	4,807
Total Expense		8,226,796	7,662,645	7,870,093
Net (Deficit)/Surplus for the year		(90,373)	(53,469)	233,998
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		(90,373)	(53,469)	233,998

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 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Equity at 1 January		1,956,162	1,956,162	1,693,143
Total comprehensive revenue and expense for the year		(90,373)	(53,469)	233,998
Contribution - Furniture and Equipment Grant		-	-	33,911
Movement in Trust Funds		-	-	(4,890)
Equity at 31 December		1,865,789	1,902,693	1,956,162
Accumulated comprehensive revenue and expense		1,865,789	1,902,693	1,956,162
Equity at 31 December		1,865,789	1,902,693	1,956,162

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 2025

		2025	2025	2024
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Current Assets				
Cash and Cash Equivalents	8	75,679	1,021,806	965,336
Accounts Receivable	9	511,308	387,002	387,002
GST Receivable		72,572	55,241	55,241
Prepayments		45,453	34,410	34,410
Inventories	10	18,250	20,300	20,300
Investments	11	739,045	502,793	502,793
Funds owing for Capital Works Projects	19	9,440	22,393	22,393
		<u>1,471,747</u>	<u>2,043,945</u>	<u>1,987,475</u>
Current Liabilities				
Accounts Payable	13	698,148	666,666	666,666
Borrowings	14	46,000	46,000	46,000
Revenue Received in Advance	15	109,490	211,382	211,382
Provision for Cyclical Maintenance	16	37,318	4,565	50,809
Finance Lease Liability	17	66,486	33,078	33,078
Funds held in Trust	18	42,274	78,261	78,261
Funds held for Capital Works Projects	19	17,441	148,059	148,059
		<u>1,017,157</u>	<u>1,188,011</u>	<u>1,234,255</u>
Working Capital Surplus		454,590	855,934	753,220
Non-current Assets				
Investments	11	75,861	130,861	130,861
Property, Plant and Equipment	12	1,675,133	1,234,740	1,351,120
		<u>1,750,994</u>	<u>1,365,601</u>	<u>1,481,981</u>
Non-current Liabilities				
Borrowings	14	46,000	83,755	83,755
Provision for Cyclical Maintenance	16	231,304	224,349	184,546
Finance Lease Liability	17	62,491	10,738	10,738
		<u>339,795</u>	<u>318,842</u>	<u>279,039</u>
Net Assets		<u>1,865,789</u>	<u>1,902,693</u>	<u>1,956,162</u>
Equity		<u>1,865,789</u>	<u>1,902,693</u>	<u>1,956,162</u>

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 2025

		2025	2025	2024
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		2,073,236	2,634,663	2,521,053
Locally Raised Funds		715,656	177,713	575,688
Hostel		655,919	699,807	885,004
International Students		48,110	41,704	10,389
Goods and Services Tax (net)		(17,331)	-	(43,592)
Payments to Employees		(1,450,119)	(1,314,084)	(1,416,041)
Payments to Suppliers		(1,971,614)	(2,098,059)	(2,168,281)
Interest Paid		(10,961)	(47,654)	-
Interest Received		36,229	33,000	53,078
Net cash from Operating Activities		79,125	127,090	417,298
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment		(483,982)	(70,620)	(92,197)
Purchase of Investments		(181,252)	-	(151,959)
Net cash (to) Investing Activities		(665,234)	(70,620)	(244,156)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	33,911
Finance Lease Payments		(63,342)	-	(49,881)
Repayment of Borrowings		(46,000)	-	(46,001)
Funds Administered on Behalf of Other Parties		(194,206)	-	(49,682)
Net cash (to) Financing Activities		(303,548)	-	(111,653)
Net (decrease)/increase in cash and cash equivalents				
		(889,657)	56,470	61,489
Cash and cash equivalents at the beginning of the year	8	965,336	965,336	903,847
Cash and cash equivalents at the end of the year	8	75,679	1,021,806	965,336

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 2025

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 2025 to 31 December 2025 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

The School qualifies for Tier 2 as the school is not publicly accountable and is not considered large as it falls below the 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. 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.

1.5. 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.

1.6. 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.

1.7. Inventories

Inventories are consumable items held for sale and comprised of livestock. They are stated at the lower of cost and net realisable value. 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.

1.8. 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.

1.9. 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

1.10. 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.

1.11. 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.

1.12. 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.

1.13. 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.

1.14. 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.

1.15. 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.

1.16. 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.

1.17. 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 initially recognised at fair value and subsequently measured at amortised cost using the effective interest method. Interest expense and any gain or loss on derecognition are recognised in surplus or deficit.

1.18. 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.

1.19. 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.

1.20. Budget Figures

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

1.21. Services received in-kind

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

2. Government Grants

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Government Grants - Ministry of Education	2,081,852	2,024,575	1,864,510
Teachers' Salaries Grants	3,636,014	3,313,580	3,313,580
Use of Land and Buildings Grants	623,090	708,709	708,709
Ka Ora, Ka Ako - Healthy School Lunches Programme	210,455	557,588	557,588
Other Government Grants	46,044	52,500	74,447
	<u>6,597,455</u>	<u>6,656,952</u>	<u>6,518,834</u>

3. Locally Raised Funds

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

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Revenue			
Donations and Bequests	166,747	61,500	116,478
Fees for Extra Curricular Activities	348,355	-	367,441
Trading	147,970	45,213	89,364
Fundraising and Community Grants	12,832	71,000	9,107
Other Revenue	29,608	-	19,042
International Student Fees	48,621	41,704	51,268
	<u>754,133</u>	<u>219,417</u>	<u>652,700</u>
Expense			
Extra Curricular Activities Costs	316,953	28,000	290,278
Trading	90,958	26,000	64,314
Fundraising and Community Grant Costs	2,369	-	17,250
International Student - Other Expenses	4,710	4,049	7,387
	<u>414,990</u>	<u>58,049</u>	<u>379,229</u>
<i>Surplus for the year Locally raised funds</i>	<u>339,143</u>	<u>161,368</u>	<u>273,471</u>

4. Hostel Revenue and Expenses

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Revenue			
Hostel Fees	514,863	536,605	590,581
Other Revenue	233,915	163,202	285,480
	<u>748,778</u>	<u>699,807</u>	<u>876,061</u>
Expenses			
Other Hostel Expenses	478,073	409,384	508,746
Depreciation	61,643	61,000	67,299
Employee Benefit - Salaries	194,628	232,659	225,502
	<u>734,344</u>	<u>703,043</u>	<u>801,547</u>
<i>Surplus/ (Deficit) for the year Hostel</i>	<u>14,434</u>	<u>(3,236)</u>	<u>74,514</u>

5. Learning Resources

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	153,646	185,300	162,737
Information and Communication Technology	104,394	93,500	95,653
Employee Benefits - Salaries	4,356,425	3,869,494	3,833,384
Other Learning Resources	2,975	7,000	3,563
Staff Development	52,116	40,000	36,244
Depreciation	121,676	126,000	107,785
	<u>4,791,232</u>	<u>4,321,294</u>	<u>4,239,366</u>

The Rector attended the Education NZ seminar in China and visited schools in Japan & Thailand. The trip cost \$7,500.

6. Administration

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fees	18,680	15,215	17,971
Board Fees and Expenses	63,116	37,070	34,956
Legal Fees	-	10,000	2,285
Ka Ora, Ka Ako - Healthy School Lunches Programme	210,455	557,588	557,588
Other Administration Expenses	133,560	98,745	97,164
Employee Benefits - Salaries	362,161	352,872	347,038
Insurance	38,063	35,000	26,147
Service Providers, Contractors and Consultancy	8,200	4,000	3,875
	<u>834,235</u>	<u>1,110,490</u>	<u>1,087,024</u>

7. Property

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Consultancy and Contract Services	186,219	180,000	8,309
Cyclical Maintenance	56,723	44,367	45,377
Heat, Light and Water	123,894	131,500	123,936
Rates	21,702	20,000	18,360
Repairs and Maintenance	171,706	107,900	107,489
Use of Land and Buildings	623,090	708,709	708,709
Other Property Expenses	55,072	57,000	52,704
Employee Benefits - Salaries	192,403	172,639	292,323
	<u>1,430,809</u>	<u>1,422,115</u>	<u>1,357,207</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

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Accounts	75,679	867,352	810,882
Short-term Bank Deposits	-	154,454	154,454
Cash and Cash Equivalents for Statement of Cash Flows	<u>75,679</u>	<u>1,021,806</u>	<u>965,336</u>

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

Of the \$75,679 Cash and Cash Equivalents and \$814,906 Investments, \$169,205 is subject to restrictions for the following reasons:

- \$100,445 of Other Revenue in Advance is held by the School. This is included in Revenue in Advance note 15.
- \$9,045 of International Student Fees relating to the 2026 school year have been collected by the School. This is included in Revenue in Advance in note 15.
- \$17,441 is held by the school on behalf of the Ministry of Education. The funds have been provided as part of the school's 5 Year Agreement Funding and is required to be spent on the school's buildings. See note 19.
- \$42,274 of Funds Held in Trust is held by the School, as disclosed in note 18.

9. Accounts Receivable

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	76,518	61,195	61,195
Receivables from the Ministry of Education	54,174	5,871	5,871
Interest Receivable	6,712	6,884	6,884
Teacher Salaries Grant Receivable	373,904	313,052	313,052
	<u>511,308</u>	<u>387,002</u>	<u>387,002</u>
Receivables from Exchange Transactions	83,230	68,079	68,079
Receivables from Non-Exchange Transactions	428,078	318,923	318,923
	<u>511,308</u>	<u>387,002</u>	<u>387,002</u>

10. Inventories

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Livestock	18,250	20,300	20,300
	<u>18,250</u>	<u>20,300</u>	<u>20,300</u>

11. Investments

The School's investment activities are classified as follows:

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Current Asset			
Short-term Bank Deposits	739,045	502,793	502,793
Non-current Asset			
Long-term Bank Deposits	75,861	130,861	130,861
Total Investments	<u>814,906</u>	<u>633,654</u>	<u>633,654</u>

12. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2025						
Land - School	413,000	-	-	-	-	413,000
Buildings - School	55,116	-	-	-	(9,967)	45,149
Building improvements - Crown	56,802	39,183	-	-	(8,322)	87,663
Furniture and equipment	99,114	91,006	(6,260)	-	(33,704)	150,156
Information and communication technology	39,772	161,326	(1,200)	-	(29,084)	170,814
Motor vehicles	-	74,021	-	-	(12,149)	61,872
Leased assets	29,510	33,575	-	-	(25,308)	37,777
Library resources	23,029	5,021	(2,895)	-	(3,143)	22,012
Work in Progress	-	34,769	-	-	-	34,769
Hostel	634,777	78,986	-	-	(61,842)	651,921
Balance at 31 December 2025	<u>1,351,120</u>	<u>517,887</u>	<u>(10,355)</u>	<u>-</u>	<u>(183,519)</u>	<u>1,675,133</u>

The net carrying value of equipment held under a finance lease is \$37,777 (2024: \$29,510)

The net carrying value of motor vehicles held under a finance lease is \$52,271 (2024: \$nil)

The net carrying value of information and communication technology held under a finance lease is \$76,130 (2024: \$nil)

The net carrying value of furniture and equipment held under a finance lease is \$10,214 (2024: \$12,614)

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.

	2025 Cost or Valuation \$	2025 Accumulated Depreciation \$	2025 Net Book Value \$	2024 Cost or Valuation \$	2024 Accumulated Depreciation \$	2024 Net Book Value \$
Land - School	413,000	-	413,000	413,000	-	413,000
Buildings - School	375,385	(330,236)	45,149	375,385	(320,269)	55,116
Building improvements - Crown	227,166	(139,503)	87,663	187,982	(131,180)	56,802
Furniture and equipment	1,010,088	(859,932)	150,156	991,291	(892,177)	99,114
Information and communication technology	303,988	(133,174)	170,814	244,538	(204,766)	39,772
Motor vehicles	187,902	(126,030)	61,872	140,710	(140,710)	-
Leased assets	84,304	(46,527)	37,777	133,757	(104,247)	29,510
Library resources	71,741	(49,729)	22,012	76,314	(53,285)	23,029
Work in Progress	34,769	-	34,769	-	-	-
Hostel	3,420,936	(2,769,015)	651,921	3,341,950	(2,707,173)	634,777
Balance at 31 December	<u>6,129,279</u>	<u>(4,454,146)</u>	<u>1,675,133</u>	<u>5,904,927</u>	<u>(4,553,807)</u>	<u>1,351,120</u>

13. Accounts Payable

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Creditors	212,221	258,338	258,338
Accruals	18,680	17,971	17,971
Employee Entitlements - Salaries	408,610	341,658	341,658
Employee Entitlements - Leave Accrual	58,637	48,699	48,699
	<u>698,148</u>	<u>666,666</u>	<u>666,666</u>
Payables for Exchange Transactions	698,148	666,666	666,666
	<u>698,148</u>	<u>666,666</u>	<u>666,666</u>

The carrying value of payables approximates their fair value.

14. Borrowings

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Borrowings due in one year	46,000	46,000	46,000
	<u>46,000</u>	<u>46,000</u>	<u>46,000</u>
Borrowings due after one year	46,000	83,755	83,755
	<u>46,000</u>	<u>83,755</u>	<u>83,755</u>

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

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Grants in Advance - Ministry of Education	-	33,989	33,989
International Student Fees in Advance	9,045	9,556	9,556
Hostel Fees in Advance	-	92,859	92,859
Other Revenue in Advance	100,445	74,978	74,978
	<u>109,490</u>	<u>211,382</u>	<u>211,382</u>

16. Provision for Cyclical Maintenance

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Provision at the Start of the Year	235,355	235,355	282,128
Increase to the Provision During the Year	56,723	44,367	45,377
Use of the Provision During the Year	(23,456)	(50,809)	(92,150)
Provision at the End of the Year	<u>268,622</u>	<u>228,913</u>	<u>235,355</u>
Cyclical Maintenance - Current	37,318	4,565	50,809
Cyclical Maintenance - Non current	<u>231,304</u>	<u>224,349</u>	<u>184,546</u>
	<u>268,622</u>	<u>228,914</u>	<u>235,355</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:

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
No Later than One Year	75,337	34,728	34,728
Later than One Year	67,868	11,063	11,063
Future Finance Charges	(14,228)	(1,975)	(1,975)
	<u>128,977</u>	<u>43,816</u>	<u>43,816</u>
Represented by:			
Finance lease liability - Current	66,486	33,078	33,078
Finance lease liability - Non current	62,491	10,738	10,738
	<u>128,977</u>	<u>43,816</u>	<u>43,816</u>

18. Funds Held in Trust

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Funds Held in Trust on Behalf of Third Parties - Current	42,274	78,261	78,261
	<u>42,274</u>	<u>78,261</u>	<u>78,261</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.

2025	Opening Balances	Receipts from MoE	Payments	Board	Closing Balances
				Contributions/Transfers	
	\$	\$	\$	\$	\$
Combined 5YA Projects #233318	(22,393)	74,695	(52,302)	-	-
Reroof Library, Tech Block, Shed Project #233317	41,257	53,701	(94,958)	-	-
Tech H & S Project #245233	5,698	3,207	(8,905)	-	-
HoM Upgrade # 249565 & #242476	101,104	1,043,209	(1,126,872)	-	17,441
Fire Alarm Remediation #255599	-	40,554	(40,554)	-	-
Block A and C Roofing Remediation #254349	-	-	(9,440)	-	(9,440)
Totals	125,666	1,215,366	(1,333,031)	-	8,001

Represented by:

Funds Held on Behalf of the Ministry of Education	17,441
Funds Receivable from the Ministry of Education	(9,440)

2024	Opening Balances	Receipts from MoE	Payments	Board	Closing Balances
				Contributions/Transfers	
	\$	\$	\$	\$	\$
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)

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.

	2025 Actual	2024 Actual
	\$	\$
<i>Board Members</i>		
Remuneration	4,316	4,670
<i>Leadership Team</i>		
Remuneration	1,353,395	1,268,590
Full-time equivalent members	10.55	10.00
Total key management personnel remuneration	1,357,711	1,273,260

There are 7 members of the Board excluding the Principal. The Board has held 13 full meetings of the Board in the year. The Board also has Finance 1, Hostel 1, Cultural 2 & Property 1 committees 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:

	2025 Actual	2024 Actual
	\$000	\$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	2025 FTE Number	2024 FTE Number
100 -110	7.00	6.00
110 -120	5.00	7.00
120 - 130	7.00	3.00
130 - 140	2.00	1.00
	<u>21.00</u>	<u>17.00</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:

	2025 Actual	2024 Actual
Total	\$ -	\$ -
Number of People	-	-

23. Contingencies

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

Holidays Act Compliance – Schools Payroll

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

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

Pay Equity and Collective Agreement Funding Wash-up

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

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

At 31 December 2025, the Board had capital commitments of \$105,435 (2024:\$131,065) as a result of entering the following contracts:

Contract Name	2025 Capital Commitment \$
HoM Upgrade #249565 & 242476	105,435
Total	105,435

(b) Operating Commitments

As at 31 December 2025 the Board has not entered into any operating contracts.

(Operating commitments at 31 December 2024: 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

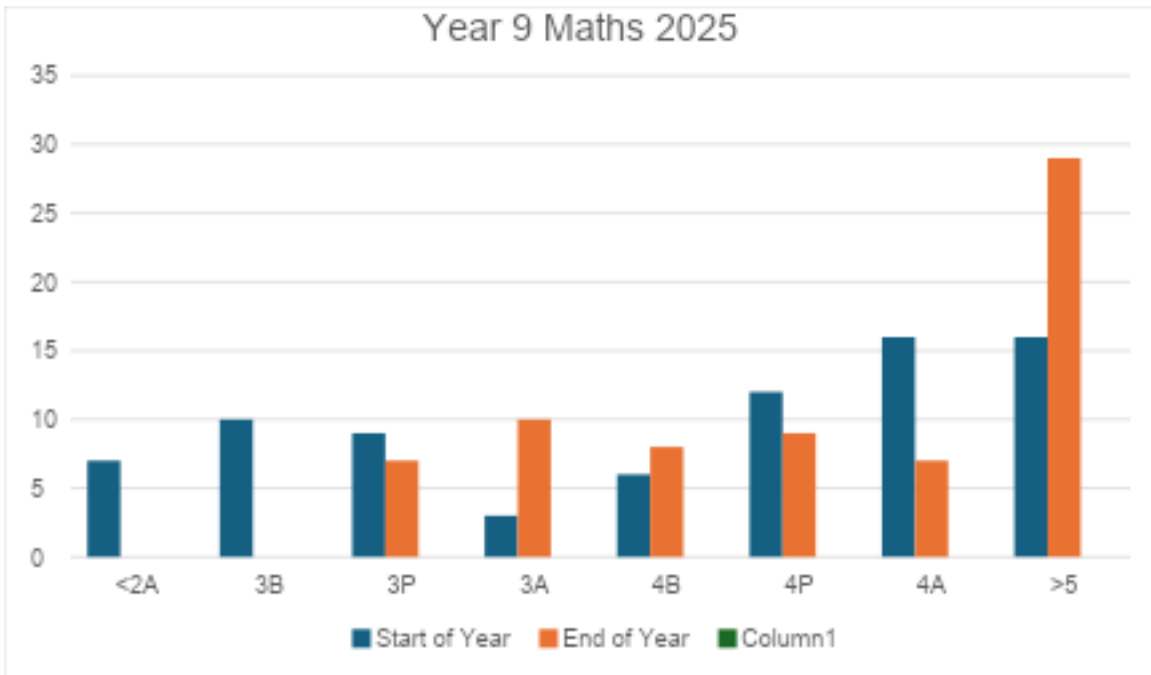
	2025 Actual	2025 Budget (Unaudited)	2024 Actual
Cash and Cash Equivalents	\$ 75,679	\$ 1,021,806	\$ 965,336
Receivables	511,308	387,002	387,002
Investments - Term Deposits	814,906	633,654	633,654
Total Financial assets measured at amortised cost	<u>1,401,893</u>	<u>2,042,462</u>	<u>1,985,992</u>

Financial liabilities measured at amortised cost

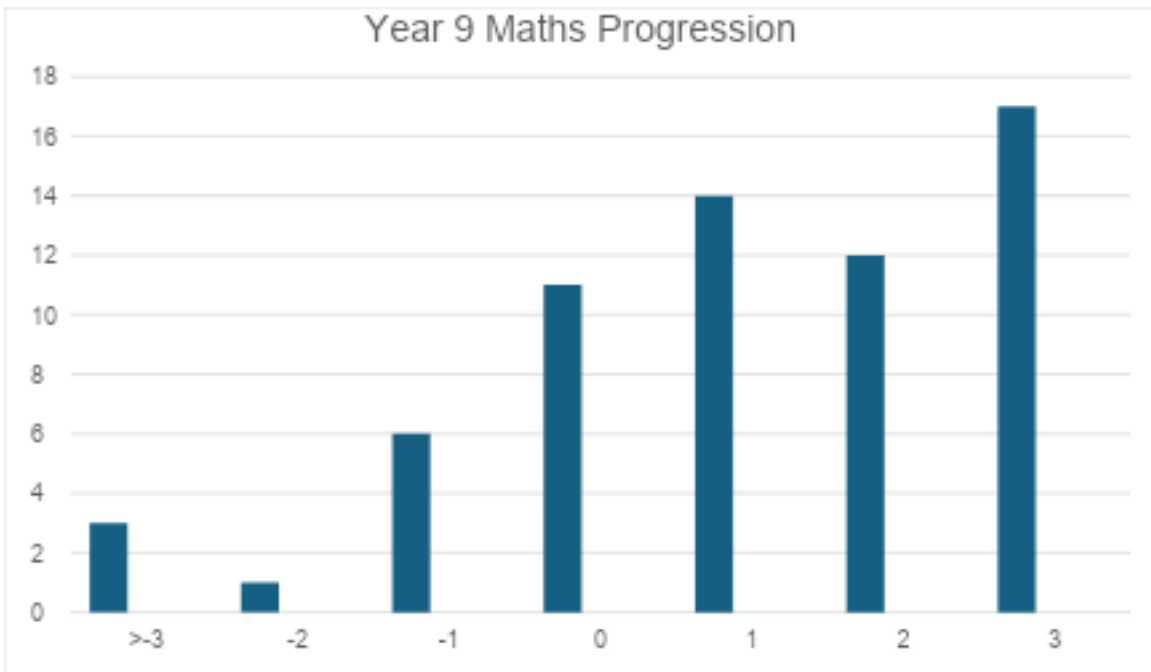
Payables	698,148	666,666	666,666
Advance	92,000	129,755	129,755
Finance Leases	128,977	43,816	43,816
Total Financial liabilities measured at amortised Cost	<u>919,125</u>	<u>840,237</u>	<u>840,237</u>

26. Events After Balance Date

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

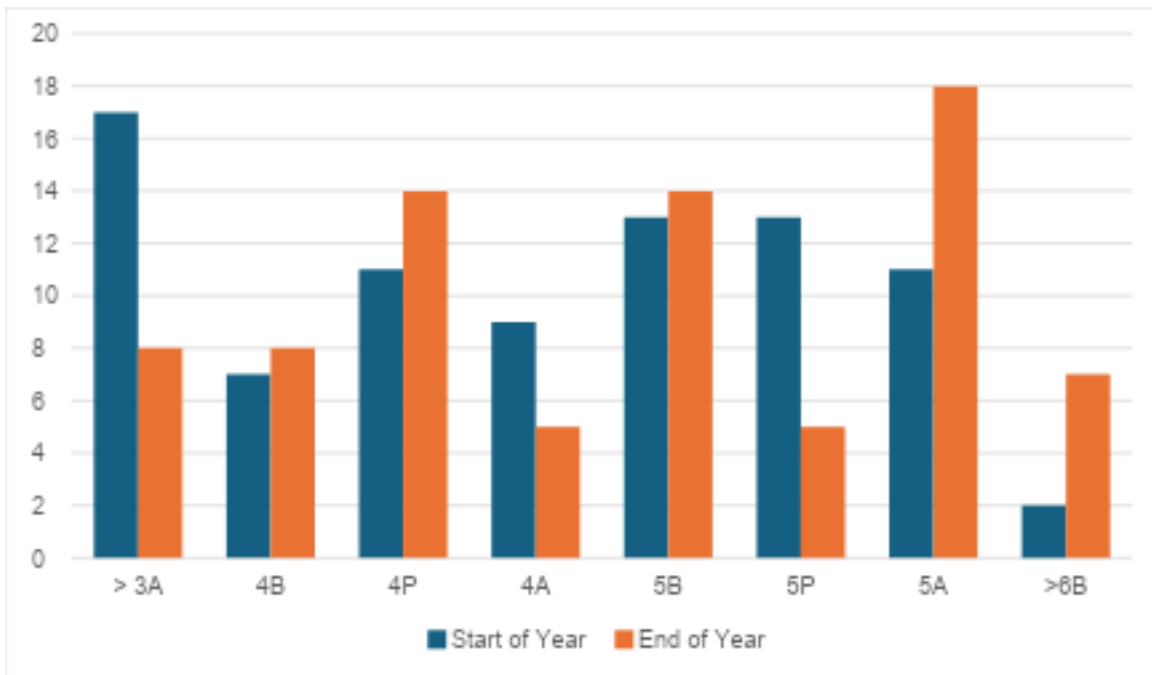


- Of the 64 students tested at both the start and the end of the year
- 43 improved at least 1 'step' (ie 3B to 3P)
- 11 stayed at the same level.
- 10 regressed at least 1 'step'.
- The average level of all Year 9 students at the start of the year was 4B as compared to 4A at the end of the year.

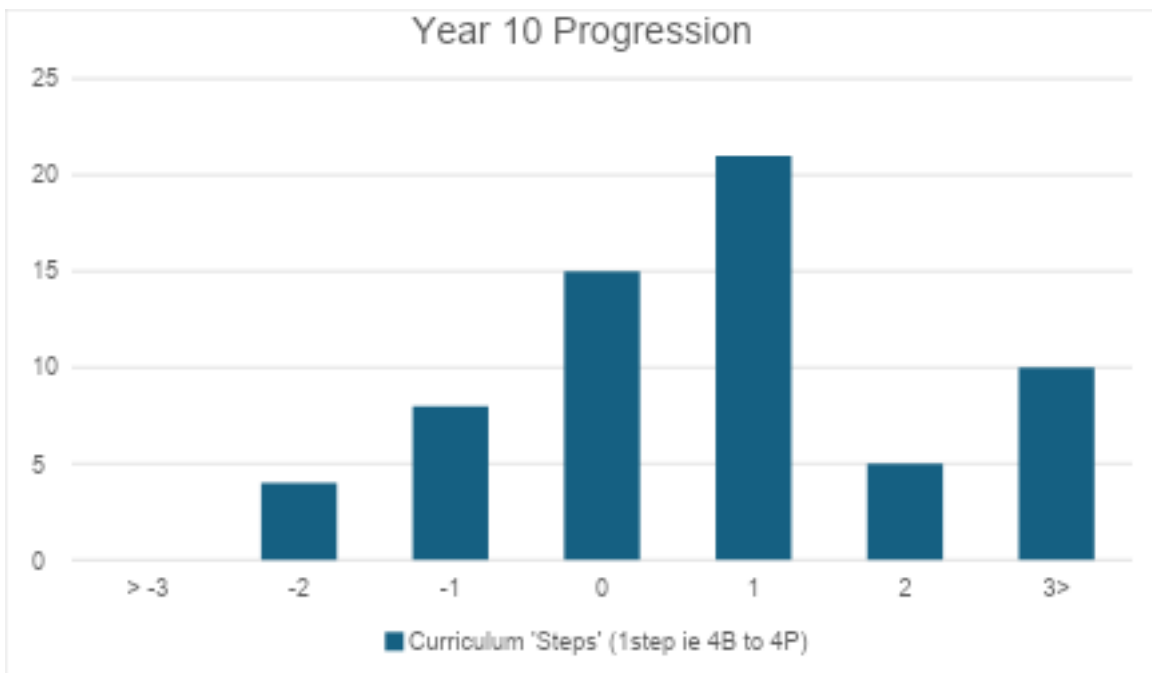


Curriculum 'Steps' (1 step – 4 B – 4P)

Year 10 Maths 2025



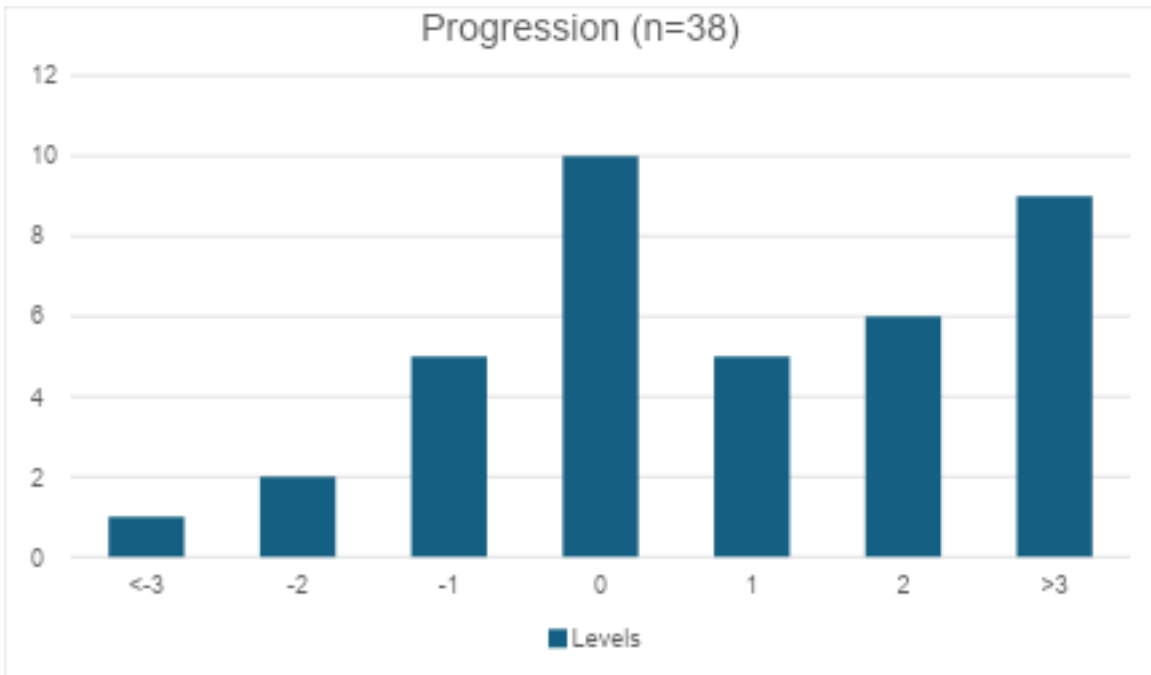
- Of the 63 students tested at both the start and the end of the year
- 36 improved at least 1 'step' (ie 4B to 4P)
- 15 stayed at the same level.
- 12 regressed at least 1 'step'.
- The average level of all Year 10 students at the start of the year was 4A as compared to 5B at the end of the year.

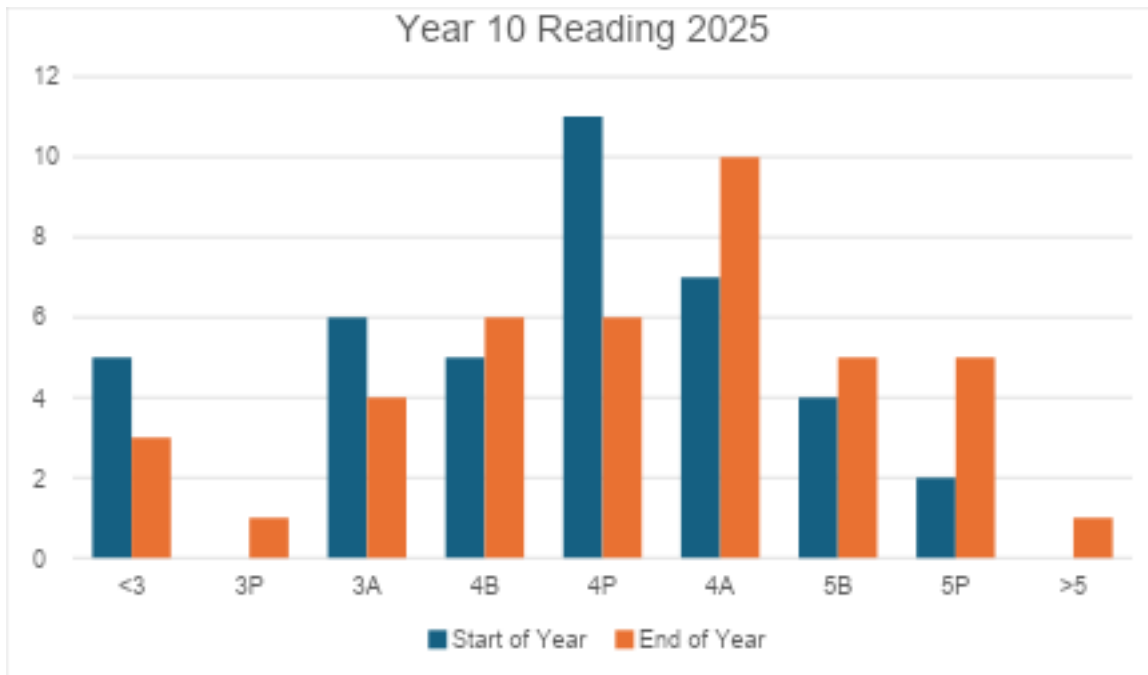


Students (n=63)



- Of the 38 students tested at both the start and the end of the year
- 20 improved at least 1 'step' (ie 3B to 3P)
- 10 stayed at the same level.
- 8 regressed at least 1 'step'.
- The average level of all Year 9 students at the start of the year was 3A as compared to 4P at the end of the year.





- Of the 40 students tested at both the start and the end of the year
- 22 improved at least 1 'step' (ie 4B to 4P)
- 11 stayed at the same level.
- 7 regressed at least 1 'step'.
- The average level of all Year 10 students at the start of the year was 4B as compared to 4A at the end of the year.

