

OPUNAKE HIGH SCHOOL

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2024

School Directory

Ministry Number: 181

Principal: Andrea Hooper

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Accountant / Service Provider:

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OPUNAKE HIGH SCHOOL

Annual Financial Statements - For the year ended 31 December 2024

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Opunake High School

Statement of Responsibility

For the year ended 31 December 2024

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

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

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

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

Andrew Mark Whitehead

Full Name of Presiding Member

Andrea Hooper Carr

Full Name of Principal



Signature of Presiding Member



Signature of Principal

30 May 2025

Date:

30 May 2025

Date:

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Opunake High School
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2024

		2024	2024	2023
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Revenue				
Government Grants	2	6,304,446	5,103,063	6,108,062
Locally Raised Funds	3	639,583	169,260	475,096
Interest		55,644	11,500	52,183
Other Revenue		4,030	-	-
Total Revenue		7,003,703	5,283,823	6,635,341
Expense				
Locally Raised Funds	3	461,243	125,700	207,064
Learning Resources	4	4,193,082	3,891,347	4,330,199
Administration	5	779,372	306,951	682,062
Interest		3,699	1,747	3,122
Property	6	1,353,374	968,554	1,169,444
Other Expenses	7	31,763	-	-
Loss on Disposal of Property, Plant and Equipment		927	-	228
Total Expense		6,823,460	5,294,299	6,392,119
Net Surplus / (Deficit) for the year		180,243	(10,476)	243,222
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		180,243	(10,476)	243,222

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

Opunake High School
Statement of Changes in Net Assets/Equity
For the year ended 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Equity at 1 January		1,321,424	1,102,219	1,078,950
Total comprehensive revenue and expense for the year		180,243	(10,476)	243,222
Contributions from the Ministry of Education - Distribution to MoE		(303,836)	-	-
Contributions from the Ministry of Education - Net Movement in Trusts		232	-	(748)
Contribution - Furniture and Equipment Grant		31,214	-	-
Equity at 31 December		1,229,277	1,091,743	1,321,424
Accumulated comprehensive revenue and expense		1,229,277	1,091,743	1,321,424
Equity at 31 December		1,229,277	1,091,743	1,321,424

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.

Opunake High School

Statement of Financial Position

As at 31 December 2024

		2024	2024	2023
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Current Assets				
Cash and Cash Equivalents	8	297,795	451,762	851,000
Accounts Receivable	9	363,394	267,382	304,731
GST Receivable		90,062	94,893	53,029
Prepayments		42,493	18,092	39,294
Investments	10	1,262,436	702,236	672,315
Funds Receivable for Capital Works Projects	16	23,708	-	100,457
		<u>2,079,888</u>	<u>1,534,365</u>	<u>2,020,826</u>
Current Liabilities				
Accounts Payable	12	593,053	391,939	445,639
Revenue Received in Advance	13	65,190	35,130	138,498
Provision for Cyclical Maintenance	14	291,877	334,528	276,705
Finance Lease Liability	15	23,237	24,226	17,391
Funds held for Capital Works Projects	16	168,543	-	170,965
Funds held on behalf of Transport Group Cluster	17	-	33,192	3,496
		<u>1,141,900</u>	<u>819,015</u>	<u>1,052,694</u>
Working Capital Surplus/(Deficit)		<u>937,988</u>	<u>715,350</u>	<u>968,132</u>
Non-current Assets				
Property, Plant and Equipment	11	361,407	415,860	401,645
Work in Progress		4,796	-	-
		<u>366,203</u>	<u>415,860</u>	<u>401,645</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	14	56,566	39,467	33,507
Finance Lease Liability	15	18,348	-	14,846
		<u>74,914</u>	<u>39,467</u>	<u>48,353</u>
Net Assets		<u>1,229,277</u>	<u>1,091,743</u>	<u>1,321,424</u>
Equity		<u>1,229,277</u>	<u>1,091,743</u>	<u>1,321,424</u>

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

Opunake High School

Statement of Cash Flows

For the year ended 31 December 2024

		2024	2024	2023
	Note	Actual \$	Budget (Unaudited) \$	Actual \$
Cash flows from Operating Activities				
Government Grants		1,659,545	1,625,418	1,605,881
Locally Raised Funds		540,397	169,260	560,495
Goods and Services Tax (net)		(21,371)	-	41,864
Payments to Employees		(878,381)	(908,455)	(815,356)
Payments to Suppliers		(1,095,555)	(679,767)	(1,027,269)
Interest Paid		(3,699)	(1,747)	(3,122)
Interest Received		47,048	-	48,476
Net cash from/(to) Operating Activities		247,984	204,709	410,969
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(267,134)	(94,000)	(44,340)
Purchase of Investments		(600,121)	-	(79)
Proceeds from Sale of Investments		10,000	-	30,000
Net cash from/(to) Investing Activities		(857,255)	(94,000)	(14,419)
Cash flows from Financing Activities				
Furniture and Equipment Grant		31,214	-	-
Contributions from Ministry of Education		232	-	(748)
Finance Lease Payments		(19,142)	(28,113)	(19,815)
Funds Administered on Behalf of Other Parties		43,762	-	105,847
Net cash from/(to) Financing Activities		56,066	(28,113)	85,284
Net increase/(decrease) in cash and cash equivalents		(553,205)	82,596	481,834
Cash and cash equivalents at the beginning of the year	8	851,000	369,166	369,166
Cash and cash equivalents at the end of the year	8	297,795	451,762	851,000

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.

Opunake High School

Notes to the Financial Statements

For the year ended 31 December 2024

1. Statement of Accounting Policies

a) Reporting Entity

Opunake 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.

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

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

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment, as disclosed in the significant accounting policies, are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 11.

Critical Judgements in applying accounting policies

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

Classification of leases

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

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 15. Future operating lease commitments are disclosed in note 22b.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

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

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

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Operating Lease Payments

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

e) 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.

f) 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.

g) 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.

h) Inventories

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

i) 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.

j) 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 are depreciated over their estimated useful lives on a straight line 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	20 years
Furniture and Equipment	5-15 years
Information and Communication Technology	5 years
Motor Vehicles	5 years
Library Resources	8 years
Leased Assets held under a Finance Lease	Term of Lease

k) 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 and intangible assets 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 for 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. The valuation is based on a comparison to recent market transactions.

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 surplus or deficit.

The reversal of an impairment loss is recognised in 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.

l) 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.

m) 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 and 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 surplus or deficit in the period in which they arise.

n) 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 students, should the School be unable to provide the services to which they relate.

o) 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.

p) 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.

q) Shared Funds

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. In instances where funds are outside of the School's control, these amounts 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.

r) Provision for Cyclical Maintenance

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

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

The School carries out painting maintenance of the whole school over a 7 to 10 year period. The economic outflow of this is dependent on the plan established by the School to meet this obligation and is detailed in the notes and disclosures of these accounts.

s) 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.

Investments that are shares are categorised as 'financial assets at fair value through other comprehensive revenue and expense' for accounting purposes in accordance with financial reporting standards. On initial recognition of an equity investment that is not held for trading, the School may irrevocably elect to present subsequent changes in the investment's fair value in other comprehensive revenue and expense. This election has been made for investments that are shares. Subsequent to initial recognition, these assets are measured at fair value. Dividends are recognised as income in surplus or deficit unless the dividend clearly represents a recovery of part of the cost of the investment. Other net gains and losses are recognised in other comprehensive revenue and expense and are never reclassified to surplus or deficit.

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

t) 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.

u) 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 statement of cash flows.

Commitments and contingencies are disclosed exclusive of GST.

v) Budget Figures

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

w) Services received in-kind

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

2. Government Grants

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Government Grants - Ministry of Education	1,633,072	1,578,672	1,575,184
Teachers' Salaries Grants	3,191,956	2,835,168	3,261,103
Use of Land and Buildings Grants	980,068	636,112	827,918
Ka Ora, Ka Ako - Healthy School Lunches Programme	439,239	-	379,543
Other Government Grants	60,111	53,111	64,314
	6,304,446	5,103,063	6,108,062

3. Locally Raised Funds

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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Revenue			
Donations and Bequests	37,843	-	40,054
Curriculum related Activities - Purchase of goods and service	72,174	97,000	200,920
Fees for Extra Curricular Activities	347,938	400	87,531
Trading	870	860	696
Fundraising and Community Grants	180,758	71,000	145,895
	639,583	169,260	475,096
Expense			
Extra Curricular Activities Costs	452,071	125,550	198,445
Trading	-	150	-
Fundraising and Community Grant Costs	9,172	-	8,619
	461,243	125,700	207,064
Surplus for the year Locally Raised Funds	178,340	43,560	268,032

During the year ended December 2024, the School undertook a tour to Japan at a cost of \$281,169. It enabled the students to experience a completely different culture. The trip was funded through locally raised funds.

4. Learning Resources

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Curricular	319,572	346,000	385,492
Employee Benefits - Salaries	3,698,014	3,387,849	3,760,785
Staff Development	9,783	19,150	19,545
Depreciation	140,998	119,148	142,228
Other Learning Resources	5,134	4,400	4,269
Consumables	19,581	14,800	17,880
	4,193,082	3,891,347	4,330,199

5. Administration

	2024	2024 Budget	2023
	Actual	(Unaudited)	Actual
	\$	\$	\$
Audit Fees	12,956	7,500	6,912
Board Fees and Expenses	14,663	14,600	16,114
Other Administration Expenses	59,660	63,550	50,152
Employee Benefits - Salaries	211,751	187,601	193,466
Insurance	22,047	18,000	18,475
Service Providers, Contractors and Consultancy	19,056	15,700	17,400
Ka Ora, Ka Ako - Healthy School Lunch Programme	439,239	-	379,543
	779,372	306,951	682,062

6. Property

	2024	2024 Budget	2023
	Actual	(Unaudited)	Actual
	\$	\$	\$
Cyclical Maintenance	38,231	39,969	46,802
Heat, Light and Water	65,389	50,000	56,965
Rates	2,630	2,400	2,413
Repairs and Maintenance	60,862	45,000	48,582
Use of Land and Buildings	980,068	636,112	827,918
Employee Benefits - Salaries	172,359	168,173	155,790
Other Property Expenses	33,835	26,900	30,974
	1,353,374	968,554	1,169,444

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

7. Other Expenses

	2024	2024 Budget	2023
	Actual	(Unaudited)	Actual
	\$	\$	\$
Transport	31,763	-	-
	31,763	-	-

8. Cash and Cash Equivalents

	2024	2024 Budget	2023
	Actual	(Unaudited)	Actual
	\$	\$	\$
Bank Accounts	225,644	379,611	308,849
Short-term Bank Deposits	72,151	72,151	542,151
Cash and cash equivalents for Statement of Cash Flows	297,795	451,762	851,000

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

Of the \$297,795 Cash and Cash Equivalents, \$168,543 is held by the School on behalf of the Ministry of Education. These funds have been provided by the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings and include retentions on the projects, if applicable. The funds are required to be spent in 2025 on Crown owned school buildings.

Of the \$297,795 Cash and Cash Equivalents, \$65,190 of Revenue Received in Advance is held by the school, as disclosed in note 13.



9. Accounts Receivable

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	34,642	15,137	4,479
Receivables from the Ministry of Education	21,708	-	-
Interest Receivable	20,594	8,291	11,998
Teacher Salaries Grant Receivable	286,450	243,954	288,254
	363,394	267,382	304,731
Receivables from Exchange Transactions	55,236	23,428	16,477
Receivables from Non-Exchange Transactions	308,158	243,954	288,254
	363,394	267,382	304,731

10. Investments

The School's investment activities are classified as follows:

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Current Asset			
Short-term Bank Deposits	1,262,436	702,236	672,315
Total Investments	1,262,436	702,236	672,315

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2024	\$	\$	\$	\$	\$	\$
Building Improvements	47,637	-	-	-	(5,945)	41,692
Furniture and Equipment	195,728	40,531	-	-	(61,540)	174,719
Information and Communication Technology	84,221	24,330	(719)	-	(35,638)	72,194
Motor Vehicles	31,474	-	-	-	(8,000)	23,474
Leased Assets	31,421	34,195	(208)	-	(26,531)	38,877
Library Resources	11,164	2,631	-	-	(3,344)	10,451
	401,645	101,687	(927)	-	(140,998)	361,407

The net carrying value of equipment held under a finance lease is \$38,877 (2023: \$31,421)

Restrictions

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

	2024	2024	2024	2023	2023	2023
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	360,916	(319,224)	41,692	360,916	(313,279)	47,637
Furniture and Equipment	1,297,401	(1,122,682)	174,719	1,258,139	(1,062,411)	195,728
Information and Communication Technology	980,162	(907,968)	72,194	957,289	(873,068)	84,221
Motor Vehicles	150,797	(127,323)	23,474	150,797	(119,323)	31,474
Leased Assets	85,474	(46,597)	38,877	92,069	(60,648)	31,421
Library Resources	104,984	(94,533)	10,451	102,354	(91,190)	11,164
	2,979,734	(2,618,327)	361,407	2,921,564	(2,519,919)	401,645

12. Accounts Payable

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Creditors	273,576	134,239	141,799
Accruals	12,956	4,474	4,608
Employee Entitlements - Salaries	286,450	243,954	288,254
Employee Entitlements - Leave Accrual	20,071	9,272	10,978
	<u>593,053</u>	<u>391,939</u>	<u>445,639</u>
Payables for Exchange Transactions	593,053	391,939	445,639
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>593,053</u>	<u>391,939</u>	<u>445,639</u>

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Grants in Advance - Ministry of Education	6,779	-	7,516
Other Revenue In Advance	58,411	35,130	130,982
	<u>65,190</u>	<u>35,130</u>	<u>138,498</u>

14. Provision for Cyclical Maintenance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Provision at the Start of the Year	310,212	334,026	380,134
Increase to the Provision During the Year	40,919	39,969	37,512
Use of the Provision During the Year	-	-	(116,724)
Other Adjustments	(2,688)	-	9,290
Provision at the End of the Year	<u>348,443</u>	<u>373,995</u>	<u>310,212</u>
Cyclical Maintenance - Current	291,877	334,528	276,705
Cyclical Maintenance - Non current	56,566	39,467	33,507
	<u>348,443</u>	<u>373,995</u>	<u>310,212</u>

Per the cyclical maintenance schedule, the School is next expected to undertake painting works during 2025. This plan is based on the schools 10 Year Property plan / painting quotes.

15. Finance Lease Liability

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

	2024	2024	2023
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
No Later than One Year	25,854	24,226	19,137
Later than One Year and no Later than Five Years	19,522	-	15,604
Future Finance Charges	(3,791)	-	(2,504)
	<u>41,585</u>	<u>24,226</u>	<u>32,237</u>
Represented by			
Finance lease liability - Current	23,237	24,226	17,391
Finance lease liability - Non current	18,348	-	14,846
	<u>41,585</u>	<u>24,226</u>	<u>32,237</u>

16. Funds Held for Capital Works Projects

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

	2024	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
Clad & Roof		204283	(42,142)	65,345	(162,936)	139,733	-
SIP: Longfellow Entry		222680	20,144	(19,363)	(781)	-	-
F: Hospitality Pantry		222666	20,522	(19,742)	(780)	-	-
Music Practice Rooms		234299	(100)	110	(10)	-	-
Wharekura Deck & Mahau		222672	412	11,259	(11,671)	-	-
K: Rationalisation		217601	(24,446)	26,396	(1,950)	-	-
B,C,CW Roofing & Cladding		234298	129,887	-	-	-	129,887
J: Wharekura Refurb		234296	(32,225)	170,506	(465,825)	303,836	(23,708)
Heater & Boiler Replacement		234295	(1,544)	40,200	-	-	38,656
Totals			70,508	274,711	(643,953)	443,569	144,835

Represented by:

Funds Held on Behalf of the Ministry of Education	168,543
Funds Receivable from the Ministry of Education	(23,708)

Clad & Roof costs exceeded Ministry funding, and therefore, the Board provided \$-139,733 of funding to complete and close out the project from retained surpluses. The \$-139,733 was treated as a donation to the Ministry of Education via a distribution through equity.

	2023	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
New Project			1,229	-	(1,229)	-	-
Clad & Roof		204283	(122,257)	-	182,434	102,319	(42,142)
SIP: Longfellow Entry		222680	20,034	-	110	-	20,144
F: Hospitality Pantry		222666	20,632	-	(110)	-	20,522
Music Practice Rooms		234299	41,990	-	(42,090)	-	(100)
Wharekura Deck & Mahau		222672	(6,973)	-	7,385	-	412
K: Rationalisation		217601	(1,089)	-	(23,357)	-	(24,446)
B,C,CW Roofing & Cladding		234298	-	256,501	(126,614)	-	129,887
J: Wharekura Refurb		234296	-	-	(32,225)	-	(32,225)
Heater & Boiler Replacement		234295	-	-	(1,544)	-	(1,544)
Totals			(46,434)	256,501	(37,240)	102,319	70,508

Represented by:

Funds Held on Behalf of the Ministry of Education	170,965
Funds Receivable from the Ministry of Education	(100,457)

17. Funds held on behalf of Transport Group Cluster

Opunake High School is the lead school funded by the Ministry of Education to provide x services to its cluster of schools.

	2024 Actual \$	2024 Budget \$	2023 Actual \$
Funds Held at Beginning of the Year	3,496	33,192	33,191
Funds Received from Cluster Members			
Funds Received from MOE	1,040,002	-	940,048
Total funds received	1,043,498	33,192	973,239
Funds Spent on Behalf of the Cluster	1,043,498	-	969,743
Funds remaining	-	33,192	3,496
Distribution of Funds			
Auroa School	-	-	-
Opunake High School	-	-	-
Rahotu School	-	-	-
Opunake Primary School	-	-	-
Funds Held at Year End	-	33,192	3,496

18. Related Party Transactions

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

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

19. Remuneration

Key management personnel compensation

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

	2024 Actual \$	2023 Actual \$
<i>Board Members</i>		
Remuneration	4,235	4,070
<i>Leadership Team</i>		
Remuneration	1,225,814	1,470,486
Full-time equivalent members	11.00	12.00
Total key management personnel remuneration	<u>1,230,049</u>	<u>1,474,556</u>

There are 8 members of the Board excluding the Principal. The Board has held 8 full meetings of the Board in the year. The Board also has Finance (2 members) and Property (3 members) committees that met 7 and 5 times 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 1

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

	2024 Actual \$000	2023 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	170 - 180	160 - 170
Benefits and Other Emoluments	5 - 6	5 - 6
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2024 FTE Number	2023 FTE Number
100 - 110	6.00	6.00
110 - 120	7.00	10.00
120 - 130	3.00	1.00
130 - 140	2.00	2.00
140 - 150	0.00	1.00
	<u>18.00</u>	<u>20.00</u>

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

20. Compensation and Other Benefits Upon Leaving

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

	2024 Actual	2023 Actual
Total	\$0	\$0
Number of People	0	0

21. Contingencies

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

Holidays Act Compliance – Schools Payroll

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

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

Pay Equity and Collective Agreement Funding Wash-up

In 2024 the Ministry of Education provided additional funding for both the Support Staff in Schools' Collective Agreement (CA) Settlement and the Teacher Aide Pay Equity Settlement. At the date of signing the financial statements the School's final entitlement for the year ended 31 December 2024 has not yet been advised. The School has therefore not recognised an asset or liability regarding this funding wash-up, which is expected to be settled in July 2025.

22. Commitments

(a) Capital Commitments

As at 31 December 2024, the Board had capital commitments of \$638,012 (2023: \$364,407) as a result of entering the following contracts:

Contract Name	Remaining Capital Commitment \$
B,C,CW Roofing & Cladding	162,485
Heater & Boiler Replacement	401,059
LSPM B,C,F,U Access Mod	74,468
Total	638,012

The Board receives funding from the Ministry of Education for Capital Works which is disclosed in note 16

(b) Operating Commitments

There are no operating commitments as at 31 December 2024 (Operating commitments at 31 December 2023: nil).

23. Financial Instruments

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

Financial assets measured at amortised cost

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Cash and Cash Equivalents	297,795	451,762	851,000
Receivables	363,394	267,382	304,731
Investments - Term Deposits	1,262,436	702,236	672,315
Total financial assets measured at amortised cost	1,923,625	1,421,380	1,828,046

Financial liabilities measured at amortised cost

Payables	593,053	391,939	445,639
Finance Leases	41,585	24,226	32,237
Total financial liabilities measured at amortised cost	634,638	416,165	477,876

24. Events After Balance Date

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

25. Comparatives

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

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INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF OPUNAKE HIGH SCHOOL FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2024

The Auditor-General is the auditor of Opunake High School (the School). The Auditor-General has appointed me, Mark Fraser using the staff and resources of Silks Audit Chartered Accountants Limited, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 22, that comprise the *statement of financial position* as at 31 December 2024, the *statement of comprehensive revenue and expense*, *statement of changes in net assets/equity* and *statement of cash flows* for the year ended on that date, and the *notes to the financial statements that include accounting policies and other explanatory information*.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2024; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Tier 2 PBE Accounting Standards (PBE IPSAS) Reduced Disclosure Regime.

Our audit was completed on 30 May 2025. This is the date at which our opinion is expressed.

The basis for our opinion is explained below. In addition, we outline the responsibilities of the Board and our responsibilities relating to the financial statements, we comment on other information, and we explain our independence.

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

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

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board.

- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.
- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the school payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the information included on pages 1, 27 to 53, but does not include the financial statements, and our auditor's report thereon.

Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information. In doing so, we consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit, or otherwise appears to be materially misstated. If, based on our work, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

Independence

We are independent of the School in accordance with the independence requirements of the Auditor-General's Auditing Standards, which incorporate the independence requirements of Professional and Ethical Standard 1 *International Code of Ethics for Assurance Practitioners (including International Independence Standards) (New Zealand) (PES 1)* issued by the New Zealand Auditing and Assurance Standards Board.

Other than the audit, we have no relationship with, or interests in, the School.

Mark Fraser

Mark Fraser
Silks Audit Chartered Accountants Limited
On behalf of the Auditor-General
Whanganui, New Zealand

Opunake High School

Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Andy Whitehead	Presiding Member	Co-opted	Sep 2025
Elizabeth Gasson	Presiding Member	Elected	Apr 2024
Andrea Hooper Carr	Principal	ex Officio	
Amie Heatherton	Parent Representative	Elected	Sep 2025
Andreas Danz	Parent Representative	Elected	Sep 2025
John Hooker	Parent Representative	Elected	Feb 2024
Kylie Brophy	Parent Representative	Elected	Sep 2025
Lloyd Morgan	Parent Representative	Elected	Sep 2025
Megan Symons	Parent Representative	Elected	Sep 2025
Michael Griggs	Staff Representative	Elected	Sep 2025
Cheska Centeno	Student Representative	Elected	Aug 2024
Gerald Torres	Student Representative	Elected	Aug 2025

Opunake High School

Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2024, the school received total Kiwisport funding of \$8,037 (excluding GST). The funding was spent on sporting endeavours.

Statement of Compliance with Employment Policy

For the year ended 31st December 2024 the Opunake High School Board:

- Has developed and implemented personnel policies, within policy and procedural frameworks to ensure the fair and proper treatment of employees in all aspects of their employment.
- Has reviewed its compliance against both its personnel policy and procedures and can report that it meets all requirements and identified best practice.
- Is a good employer and complies with the conditions contained in the employment contracts of all staff employed by the Board.
- Ensures all employees and applicants for employment are treated according to their skills, qualifications and abilities, without bias or discrimination.
- Meets all Equal Employment Opportunities requirements.

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**Ōpunakē High School
Te Kura Tuarua o Ōpunakē
Analysis of Variance 2024**

Our Vision: *Growing Good People for a Rapidly Changing World*

Our Values: *DREAMS - Diligence, Respect, Exceeding Expectations, Aroha, Mana & Sustainability*

2024 Annual Goal: *Our learning community will work collectively to engage students' in their learning by offering authentic, contextually relevant, learning opportunities so they can achieve their personal best, particularly our Māori students.*

Principals' endorsement:	
School Boards' endorsement:	
Submission date to Ministry of Education:	31 March 2025

Ōpunakē High School

Te Kura Tuarua o Ōpunakē



STRATEGIC PLAN 2023-

GROWING GOOD PEOPLE FOR A RAPIDLY CHANGING WORLD
HE WAIHANGATANGA O TE TANGATA PAI I ROTO I TENEI AO HURIHURI

VISION: To see Ōpunakē High School students aspire to be self-motivated, resilient, life-long learners, who show empathy for others with a strong connection to culture and community.

HUARAHI WHAI HUA | PATHWAYS

- To open individual learning pathways that support student success
- Provide an innovative curriculum and responsive approaches to teaching and learning
- Promote opportunities to develop staff capacity

HAUORA | WELLBEING

- To provide a sustainable environment where all members of Ōpunakē High School feel safe, supported, connected, included and respected.

HAPORI | COMMUNITY CONNECTIONS

- Enhance relationships with local Māori, whanau and iwi

- Strengthen and grow connections and partnerships that support learning for all our students
- Build inclusive relationships within our kura and with our community



OBJECTIVES

1

LEARNERS AT THE CENTRE

Learners with their whānau are at the centre of education

2

BARRIER FREE ACCESS

Great education opportunities and outcomes are within reach for every learner

3

QUALITY TEACHING AND LEADERSHIP

Quality teaching and leadership make the difference for learners and their whānau

4

FUTURE OF LEARNING AND WORK

Learning that is relevant to the lives of New Zealanders today and throughout their lives

VALUES



Implementation of the Statement of National Education and Learning Priorities (NELPs) in schools and kura

Boards of schools and kura must have particular regard to the NELP, including when developing or renewing their charters, for example by ensuring their strategic goals align to the NELP priorities.

	Objective	Actions for schools and kura		
LEARNERS AT THE CENTRE Learners with their whānau are at the centre of education	1. Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying	1.1 Ask learners/ākonga, whānau and staff about their experience of racism, discrimination and bullying, and use that information to reduce these behaviours	1.2 Have processes in place to promptly address and resolve any complaints or concerns about racism, discrimination and bullying	1.3 Create a safe and inclusive culture where diversity is valued and all learners/ākonga and staff, including those who identify as LGBTQIA+, are disabled, have learning support needs, are neurodiverse, or from diverse ethnic communities, feel they belong
	2. Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures	2.1 Partner with family and whānau to equip every learner/ākonga to build and realise their aspirations	2.2 Help staff to build their awareness of bias and low expectations, and of how these impact learners/ākonga, staff and whānau Identify and respond to learner/ākonga strengths, progress and needs, and learner/ākonga and whānau aspirations	2.3 Build relationships with Māori, involve them in decision making, and partner with them to support rangatiratanga, and Māori educational success as Māori Collaborate with Māori communities to invest in, develop and deliver Māori medium learning
BARRIER FREE ACCESS Great education opportunities and outcomes are within reach for every learner	3. Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs	3.1 Make use of targeted Ministry of Education funding to reduce parental fees and help address other financial barriers, such as food, clothing and transport, and support whānau and Pacific families to apply for funding available to reduce the costs of ECE	3.2 Ensure disabled learners/ākonga and staff, those with learning support needs, and neurodiverse learners/ākonga, are safe and included in their early learning service, and their needs are supported	3.3 Work with whānau and Pacific families to identify and understand barriers that may prevent learners/ākonga from accessing and participating in early learning
	4. Ensure every learner/ākonga gains sound foundation skills, including language*, literacy and numeracy	4.1 Ensure all learners/ākonga have ongoing opportunities to develop key capabilities, including communication, problem solving, critical thinking and interpersonal skills	4.2 Identify learners/ākonga who are not making sufficient progress in key foundation skills, and adjust learning opportunities, teaching approaches and supports, including seeking additional support from specialists	4.3 Value the heritage languages spoken by Pacific learners/ākonga, and provide opportunities to use and to build on them
QUALITY TEACHING AND LEADERSHIP Quality teaching and leadership make the difference for learners and their whānau	5. Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning	5.1 Seek advice from Māori on how best to include tikanga Māori in values, practices and organisational culture	5.2 Use development opportunities for teachers/kaiako and leaders to build their teaching capability, knowledge and skills in te reo Māori and tikanga Māori	5.3 Talk with learners/ākonga and staff about why correct pronunciation of te reo Māori is important, and provide them with opportunities to learn and practice without judgement
	6. Develop staff to strengthen teaching, leadership and learner support capability across the education workforce	6.1 Identify gaps in teaching capability and invest in opportunities for teachers/ kaiako and staff to strengthen teaching, leadership and learning support	6.2 Develop teacher/kaiako confidence and competence to teach diverse learners/ākonga with varying needs, and to appropriately modify teaching approaches	6.3 Expect and support teachers/ kaiako to build their understanding of learners'/ākonga contexts, including languages spoken at home, histories, stories and cultural values, to provide culturally responsive teaching
FUTURE OF LEARNING AND WORK Learning that is relevant to the lives of New Zealanders today and throughout their lives	7. Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work	7.1 Support learners/ākonga to see the connection between what they're learning and the world of work	7.2 Break down ethnic, gender and socioeconomic stereotypes around education and career pathways, including for girls and young women	7.3 Collaborate with industries, employers and tertiary education providers to plan for successful transitions to enable all learners/ākonga to succeed in education

2022 Plan	DILIGENCE	RESPECT	EXCEEDING EXPECTATIONS	AROHA	MANA	SUSTAINABILITY
STUDENTS	<i>Focussing on success in all aspects of their lives. Setting goals and giving 100% to achieve them.</i>	<i>Fostering positive relationships with our peers, teachers, community and environment.</i>	<i>Doing more than what's expected, not just meeting standards.</i>	<i>Caring for ourselves, our peers and our community. Helping to ensure no-one falls out of the waka</i>	<i>Having pride in myself and my school. Through actions, develop the mana of our peers and school.</i>	<i>Showing care and aroha for their learning environments. Recognising and respects Aotearoa's bicultural and natural heritage.</i>
STAFF	<i>Demonstrating a continued focus on ensuring the development of the curriculum is future focussed, both inside and outside of the classroom.</i>	<i>Inquiring into our practise by reviewing, reflecting and improving our teaching" to ensure the diverse needs of our learners are met.</i>	<i>Setting and planning for high expectations of student achievement, wellbeing and citizenship. Continually seeking improvement in all that we do.</i>	<i>Embracing Tikanga māori, embedding culturally responsive pedagogies and understanding the deep history of Taranaki and Ngā Ruahine tangata whenua.</i>	<i>Ensuring each student develops their talents and passions and utilises their individual strengths to grow the community's mana through individual pathways.</i>	<i>Giving opportunities for students to act as kaitiaki of their rohe, be that in school, locally, nationally or on the global stage. Support each other with a working environment which sustains hauora.</i>
BOARD	<i>Setting and overseeing of the school's direction which is strategic, inclusive and collaborative</i>	<i>Being responsive to the students, community and society's needs. Always being future focussed, open and reviewing past, present and future</i>	<i>Using robust self-review practices to evaluate the effectiveness of the Board and direction of the kura.</i>	<i>Ensuring the highest levels of academic, sporting and cultural achievements are reached by all akonga. Motivating and celebrating the achievements of our community</i>	<i>Promoting the mana of our akonga, school and community. Focusing on increasing the mana and success of our priority learners.</i>	<i>Supporting, promoting, and creating environmentally stable, and sustainable systems, spaces, and opportunities.</i>

Strategic Area + Objective	Baseline Data	Targets	NELPs	Tasks	Planning and Implementation & Evaluation 2024				Success indicators	NELP check	Objective
					T1	T2	T3	T4			
HUARAHI WHAI HUA / PATHWAYS We will use data, structures and teaching strategies to effectively raise overall achievement in NCEA, literacy and numeracy. Strategies will be put in place to ensure continuing focus on target and priority learners, including endorsements at level 1,2, 3 and scholarships. We chose this strategic objective because although our NCEA results sit	See tabs	1.1 Increase NCEA overall achievement: Level 1 - from 88.3 % in 2023 to 95% Level 2 - from 85.2 % in 2023 to 95% Level 3 - from 91.5 % in 2023 to 95%	A2 B3	Excellence in the next 5 mins - school wide focus/3Ps/Phones off brains on Obtain increased TA staffing to support increased student learning needs. Support Scholarship students Support staff around NCEA refresh implementation Staff upskill on teaching to M/E, and identify students with M/E capability and support to success.				95% success numeracy for year 11 students who remained at school 2024 Numeracy Minutes CAA Results 92% currently enrolled Year 11 students have Literacy 70% of Year 11 students achieved their Level 1 Literacy through the CAA		A:LEARNERS AT THE CENTRE Learners with their whānau are at the centre of education	1.Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying
		1.2 Increase NCEA Māori achievement: Level 1 - from 86 % to 95% Level 2 - from 77% to 95% Level 3 - from 88% to 95%	A2 B3 B4								2. Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures
		1.3 Increase merit and excellence (combined) endorsements to 30% at NCEA Level 1, 2 and 3, with a greater focus on excellence.	A2 B4		Using the assessment timetable for int/ext opportunities:CAA Whole School Planning Dates0 Scholarship - review 2023, planning for success. 2024schol plan... Wind farm demo for year 11, science - extension Identified M/E to target for success.Identifying Merit/Excellence students	Study opportunities made, available from week 5 Study spreadsheet term 2 - 2024 Coding elective begun, and high turn out to extension science elective	Year 11 Tracking Y12, Tracking 2024 Year 13 Data, 2024.xlsx Study spreadsheet term 3 - 2024				3. Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs

<p>Our NCEA results sit above the national average, our longitudinal data shows that a significant number of students coming in at Year 9 don't have the literacy/numeracy capability to be on track to achieve Level 1 literacy/numeracy in Year 11. Māori students are consistently over represented each year, in this data</p>		<p>1.4 Identify and use effective and consistent literacy strategies across the curriculum in year 9 and year 10, involving whanau in the korero</p> <p>Use literacy data to highlight what is working and what is not working and for whom.</p>	<p>B4 C6</p> <p>Year 11 at risk of not passing level 1 identified. Parents informed. Pathways in place</p> <p>Year 11 in need of support identified. Parents informed, supports in place.</p> <p>AsTTle testing in term 1: For year 9 students, week 1, staff to mark as pd. Results discussed at IDPs</p> <p>AsTTle testing in term 4: For year 9 and 10, results discussed at year 9 course selection. Year 10 underpin pathways for year 11.</p> <p>Booster group formed, and lead to liaise with whanau and lit committee.</p> <p>Literacy reports given out at IDPs.</p> <p>Global focus on Explain: paragraphs, and organisation, staff using performance indicators for pedagogical practice.</p> <p>Principal observations for staff PGC, Principal to have overview of all junior students, and a line of site for literacy pathways - part of Principal's PGC.</p> <p>2-3 WTE tasks per trimester for each curriculum area.</p> <p>Targeted staffing</p> <p>Acquire funding for Kapa Haka tutor</p> <p>Offer support for scholarship for bilingual students</p> <p>Whole school tikanga/waiata development with an increased focus on junior school</p> <p>Whole staff kapa korero/Te Kahui whetu</p> <p>Increase options for engaging with te reo/matauranga maori</p> <p>Increase number of electives which have a tikanga maori/toi maori/matauranga maori/te reo maori skill base</p> <p>Deliver extension in Science - identified students (Sci Fair opportunities & Scholarship)</p> <p>Deliver extension in Te Reo - identified students</p> <p>Constantly be alert to, and respond with opportunities to areas of extension, and passion</p>	<p>Literacy marking rubric - whole staff</p> <p>Timeline: Lesson on marking boardroom/staffroom Wed 21st 3:15pm (Optional)</p> <p>Mark yourself by Fri 23rd Feb 9am</p> <p>Swap with moderator buddy on Fri 23rd Feb 9am</p> <p>Mark buddies separately by Mon 26th Feb 3pm</p> <p>Moderate by discussion at Staff hui 26th Feb 3:15pm</p> <p>Back to JH pigeon hole by 26th Feb 5pm</p> <p>Literacy best practice</p>	<p>literacy for hofs</p> <p>Yr 10 Lit data, planning pathway</p> <p>Alternative, personalised pathways for year 11 literacy success.</p> <p>Literacy and Numeracy results in, pathways for individuals being constructed.</p> <p>Numeracy at year 11 38% success, Writing 65% success, Reading 70% success.</p> <p>Tracking & support lit/num year 11</p> <p>Employing 2 x TAS - young, ex-students/relatable - support on lit/num/NCEA and in class behaviours</p> <p>Using the assessment timetable for int/ext opportunities: CAA</p> <p>Action from data around improving use and engagement of WTE tool, support needed and embedding in Unit Plan</p> <p>While not all are necessarily where we want them to be yet, so far in 2024:</p> <p>* Sentence length has increased</p> <p>* The number of words in a paragraph has increased</p> <p>* The average words per piece written has increased</p> <p>* The precision score has increased</p> <p>* The value add (average increase in writing strength) has improved a lot. This is a response to 2023 vs. 2024 WT data</p> <p>https://docs.google.com/document/d/1AmZAwqkvNYPQ8LICwMUYAY2S43q3qJngxogE5XqJpJn/edit?tab=t.0</p>	<p>Literacy report</p>	<p>Literacy results at year 11 underpin success</p> <p>See previous columns for success outcomes - now to expand whole school into numeracy. Elective for science good buy in, science fair successful for a few. Kapa haka group/Te Haumoana represented with pride in several events. 2 students..... scholarship. Literacy tasks achieved.</p>	<p>B: BARRIER FREE ACCESS Great education opportunities and outcomes are within reach for every learner</p>																																																																																																																																																																																																																																																																																																																																																																																																																																																																												
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	1.5	Grow TWK as an avenue for academic success for our maori students,, and normalise use of te reo and tikanga across the school		Streamline WhyOra, and target students		Practicing for Te Kahui Whetu commenced Aonghus Voice and Keegan Paton on Outward Bound - scholarship	Te haumoana representing at Oeo Marae for Kuranui exchange. Weekend at Ratana to practice for Matitini. Performance by staff to iwi and at Te Kahui Whetu. Whole staff roopu. 2 High achievers in science fair taking out 4 top awards - investigation, journalism, environmentalism. Several students with certificates of achievement in above.	An awesome group of year 9 and 10 Māori students had the opportunity of going to the pūtaiao exposition hosted by Whyora in New Plymouth. All the other Taranaki schools were present and the Opunake High School were particularly engaged and demonstrated the DREAMS values at all times. The activities included: a PKW activity on river water, how AI is being used to track native fauna, psychology, virtual reality and a Physics interactive demonstration on electricity generation. Hopefully this will help ākonga make science part of their education as they move into year 11 and beyond, as it not only opens up career opportunities but provides a critical lens to help you see the world through.	Space open for 2025 for learning in a maori environment/cultural setting. Next steps to develop kapa korero now a change in staff temporarily. Upskilling for centenary of staff and students - pepeha/waiata/fourth verse.	C: QUALITY TEACHING AND LEADERSHIP Quality teaching and leadership make the difference for learners and their whānauC	5. Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning
	1.6	Extend gifted and talented to learning beyond school curriculum, support in response to current student capability.	A2, B4, C5		Year 9 Kapa haka started	Employed ML to work on resilience, team building, leadership, Hillary and D of E. Leadership development, thus offering more electives. Electives 2024	Coding elective supported by Andrew Hornblow. Why Ora visit week 6. 2nd/3rd/merits for Science Fair Brody Nielsen 2nd in IHC photo award	High take up of electives. Scholarships.....	6. Develop staff to strengthen teaching, leadership and learner support capability across the education workforce		
		1.7	Increase opportunities for learning outside the classroom, and collaboration with employers and organisations, along with in school trades based learning.	A2, D7	Establish a more effective system around work experience. Opportunities to gain NCEA through alternative pathways		Work experience data		Not a high take up, needs review and improvement	D: FUTURE OF LEARNING AND WORK Learning that is relevant to the lives of New Zealanders today and throughout their lives	7. Collaborate with industries and employers to ensure learners/ ākonga have the skills, knowledge and pathways to succeed in work

				D7	<p>alternative pathways.</p> <p>Establish more whole day courses to align with trades/work routines.</p> <p>Create a lead for Trades development on site at kura: Kaiarahi Mahi Ringa Raupā.</p> <p>Develop on site real world learning in Agriculture.</p>	<p><u>WST position focusing on Trades pathways in junior school for 'hands on students' plan</u></p> <p><u>career planning has been laid out for kaimanaaki opt</u></p> <p><u>Wahine in the work place, Health and safety and first aid courses taken place for gateway students. This is the focus of the WST staff focus.</u></p> <p><u>Nearly a ½ of school involved in electives https://docs.google.com/forms/d/e/1FAIpQLS.../formview?id=1FAIpQLS...</u></p> <p><u>2024Maybe introducing dance elective and coding elective as a response to student passions.</u></p>	<p><u>Funding for Kihini to Toi</u></p> <p><u>Growing trades First meeting</u></p>	<p>REC whole day course. Ag developing working farm - chainsawing surrounding bush to create a quad run. Chain saws funded by Home and School. Witt open day, all year 11 attended.</p> <p>\$7100 for Tiny Homes support from Mayoral task force</p> <p>LA Alexander \$23000 towards fencing of Agricultural school farm development project</p> <p>9 students to Vertical Horizons who all completed and passed the 2 day course obtaining a OSH Forklift Operator Certificate.</p> <p>Moved Tiny Home off site to client's property</p> <p>Tamzyn Smith Top Student L3 Ag Course Witt</p> <p>Brooke McDonald Most Improved L3 Cookery Witt</p>	<p>Huarahi ke te Mahi was a power hour of information for Y11-13. Speakers from WITT, PKW, Te Wananga o Aotearoa and Why Ora outlined what they offer and how they support students through pathways, scholarships, and grants. The overall feedback from students, staff and the presenters has been very positive. Six students engaged straight afterwards. One spoke to WITT, two spoke to Why Ora, and one Y12 and two Y13 students sought more information and contact details for PKW around financial support for their tertiary education/pathway.</p> <p>The following 5 boys are on the electrical STAR course at WITT</p> <p>Alex Harvey</p> <p>Kiamu Wallace</p> <p>Kiam Robbins</p> <p>Cylus Courtney</p> <p>Riley Flynn</p>	<p>Funding for real life farm, gained and implemented. Plan moving forward. Trades lead allocated, Tiny Home completed, some issues moving forward with student buy in. Coffee cart purchased to grow hospitality trades. Could not change timetable to several whole day courses as not the buy in for TH for 2025.</p>		
	1.8	Support students to be self motivated, resilient, reflective, knowledgeable and self managing to enable access to careers of choice.	A1, C5	<p>Whole staff focus on PB4L</p> <p>Whole staff focus on RJ</p> <p>Strengthen Manakitanga time through Deans support and learning conversations around hauora, diversity, inclusion, pathways, dreams and learning relationships</p> <p>100% uptake of mana tane/wahine camps</p> <p>Hauora coach</p>	<p><u>Mana tane/wahine camp - 75% attendance, but much lower drop out rate. Only 2 students from mana tane.</u></p> <p><u>Hauora coach also employed as WST, along with 2 other staff - WST foci</u></p> <p><u>swim sports - large turn out to kura, but not a very big representation in comps to review. Sports day high turn out and large awina representation.</u></p>	<p><u>Employed ML to work on resilience, team building, leadership, Hillary and D of F. Leadership development</u></p>	<p><u>Review of rewards system presentation</u></p> <p><u>Deans observations</u></p> <p><u>Kaimanaaki best practice.</u></p> <p><u>Funding for Mana tane/wahine camps secured.</u></p> <p><u>Hauora support through: DC 1 day/fortnight, Mau Rakau, Yellow brick Road, Blue Couch, Jeremiah Ministries,</u></p> <p><u>MT survey; MT survey</u></p>	<p>Review of rewards scheme commenced. Strong focus in 2025 on consistency of practice. MT time to be written in less on plan format. Focus on tuakeina teina, career planning, developing values - explicit teaching of DREAMS. Hauora coach and AMAA coach to continue into 2025, part time basis only</p>				

Strategic Area + Objective	Baseline Data	Targets	NELPs	Tasks	Planning and Implementation & Evaluation 2024				success indicators	NELP check	Objective
					T1	T2	T3	T4			
HAUORA / WELLBEING We will use PB4L, ka ora ka ako, greater kaiako cultural capability, strengthening feeder school connections, kaimanaaki programmes and opportunities for māori to succeed as māori, to increase student resilience, presence, engagement, and academic success with a particular focus on Māori students. Our attendance continues to be low for all, with a 5% gap between maori and pakeha.		2.1	A1 A2 B3 C5 C6	Strengthen attendance system and realise through deans and kaimanaaki. Engaging junior curriculum which supports and challenges ākonga Use a rewards (pb4l) based system (through my mahi) to promote and celebrate consistent attendance Effective use of Attendance coordinators Utilise Awhi mai, awhi atu to support ākonga with engagement	https://docs.google.com/spreadsheets/d/18-oYHj-Q2LzKkyqzJSSlvrGnmY5yoZ-JqX-KZlroQY/edit?gid=0#gid=0 - Deans review data Deans review notes: https://docs.google.com/document/d/16GHQwA4eecyC9PoPnUZTSJbVRmjwcuZL6eFbuScb0o0/edit?tab=L0 Moving forward with MT time: feedforward			https://docs.google.com/spreadsheets/d/18-oYHj-Q2LzKkyqzJSSlvrGnmY5yoZ-JqX-KZlroQY/edit?gid=0#gid=0 - Deans review data Deans review notes: https://docs.google.com/document/d/16GHQwA4eecyC9PoPnUZTSJbVRmjwcuZL6eFbuScb0o0/edit?tab=L0 Moving forward with MT time: feedforward	Attendance improved by 5% across the board. Gap still remains between maori and pakeha. Chronic attendance decrease, regular attendance increased. However targets not met. To continue with...	A:LEARNERS AT THE CENTRE Learners with their whānau are at the centre of education	1.Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying
					Yr 9 tracking Year 13 tracking, Year 10 tracking, Attendance - Year 11, Term 1, 2024, Year 12 Attendance 2024 Have acquired Awhi Mai, Awhi Atu Mentor for 1 day a fortnight for terms 2/3		Hauora Survey survey Y9 TRACKING 2024 Year 10, Manaakitanga Groups (2023 Cohort) Attendance - Year 11, Term 1, 2024, Year 12 Attendance 2024. ATTENDANCE Positive feedback from Taranaki retreat around our students and staff.	Another compliment for our wonderful ākonga came from the umpire of our hockey teams' game in Stratford: "it was great that the whole team went over and shook the opponents hands and thanked them after the game. So a great game tonight on the field and great sportsmanship off the field well done team." Hauora Survey Report AH Report 23 August 2024.xlsx Personal trainer working with students and staff for training plans, improve health, reduce absenteeism, and specialised programmes for student teams	Attendance stats term 2 data many layered interventions, no shift in data. Reinforce 90% for electives, whole school media, phone homes for parent/teacher interviews.	Awhi mai, awhi atu mentors erratic, pb4l system to be strengthened. No attendance coordinator, but continued with attendance service.	2. Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures

2.2	<p>Grow good people, build inclusive relationships within school and wider local and global community.</p> <p>Grow robust conversations around PGC with a focus on feedforward and high expectation relationships, and student resilience.</p>	<p>A1 A2</p> <p>D7</p> <p>A1</p>	<p>Offer kapa haka, te reo, and matauranga māori, waka ama, blue light. Look at effects of these on increased engagement, achievement, attendance and resilience in school.</p> <p>Offer Trades based opportunities in junior curriculum</p> <p>Focus on other countries during Manaakitanga time (diversity day)</p> <p>Grow expertise in middle management to promote reflective, practice sharing conversations on teaching practice through medium of RBL</p> <p>Undertake overseas cultural and sporting tour</p>	<p>Blue light has 12 year 10s - have t-shirts to increase mana. Positive feedback from police around these young men.</p> <p>Kaiarahi Mahi Ringa Raupā growing a junior trades academy to enable jnr access to trades skillsets.</p> <p>Race Unity Flags Questions + Answers underpin diversity day preparation</p> <p>Nearly a third of the school involved in electives list</p> <p>Tiny Homes Student Tracker</p> <p>Cross Country Review</p> <p>Athletics Sports Review</p> <p>Swimming Sports Review</p> <p>6 X Netball</p> <p>7 X Bball in the OBA league - which will be 4 or 5 teams in the TSS league</p> <p>2 X Soccer</p> <p>2 X Hockey</p> <p>2 X Volleyball</p> <p>1 x surf team</p> <p>1 x 1stXV, 1 x sevens wahine, boys jnr team in the planning</p> <p>Looking to having 2 x waka ama teams</p> <p>Prefect camp a great success, working with outside adventure race team, and high ropes activities.</p>	<p>The AST working with HOFs on RBL practices https://drive.google.com/drive/u/0/recent</p> <p>Race Unity meeting with year 12s: planning to develop Flag program: race unity planning</p> <p>Use of Te Ara Pae to support hauora</p> <p>Real programme Starting on Wednesday 29 May two groups of five students will be attending the workshops on site. Group 1 will run from 10-11am and Group 2 will run from 2-3pm. This will be a seven week programme.</p> <p>Whole school survey around hauora: hauora update & survey</p>	<p>Open day a great success - very positive feedback. Puanga celebration with primary school well attended by staff, and solid student representation. Performed kapa haka with Work experience</p> <p>RBL obs by SLT of HOFs completed. Moving into PGC korero with ANH for term 3. Meeting with all staff re: intentions and blue sky thinking for our students. copy of staff intentions pic</p> <p>Employment of English HoF specialises in English and drama. Japan trip exposed students to high level sports.</p> <p>Kuranui exchange solid tie.</p>	<p>Mental health summary for term report</p> <p>All school in community doing a litter pick up during Hapu - week 4</p> <p>Duke of Edinburgh students doing litter clean up at beach</p> <p>Voice collection: 2024 voice enablers and barriers</p> <p>Mental health week Summary ppt</p> <p>Destination data tracking</p>	<p>Great success with blue light, national acclaim and many students succeeding in camp. Trades based opportunity adhoc at end of year, more targeted in 2025. Diversity day, great success, more lead in required in future. RBL obs. of all staff by middle management took place. Japan amazeballs.</p>	<p>B: BARRIER FREE ACCESS Great education opportunities and outcomes are within reach for every learner</p>	<p>4. Ensure every learner/ ākonga gains sound foundation skills, including language*, literacy and numeracy</p>
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See tabs

2.3	<p>Increase opportunities for students in sports teams, performing arts, and leadership at both low and high levels. Increase exposure as well as excellence.</p>	A2	<p>Have junior/senior boys and girls teams in many codes.</p> <p>Have a musical/performing arts event.</p> <p>Grow size band/choir.</p> <p>Promote leadership opportunities to students, and seek out/create opportunities for ākonga</p> <p>Undertake overseas cultural and sporting tour</p> <p>Expose students to the arts</p>	<p>Students perform in Sheila Winn - King Lear</p> <p>75% attendance to fully funded mana tane/wahine camp. 6 students dropped out of wahine camp.</p> <p>60 students turned out for netball trials.</p> <p>Womad exhibition for 4 students</p> <p>Mural to be designed by OHS students for rohe.</p> <p>Hori Hohepa with us working with some Y11 students on a mural and personal art piece. He has been brought in by Ministry of Maori Affairs to work on areas indentified cause for concern amongst our youth. Areas were identified by a survey from Taranaki to West Coast, SI While not directly worth credits, the work done will contribute to their body of work which is worth credits, and the personal art piece also relates to another standard. Students will be working with Hori on positive & negative mindsets, relating to positive & negative space. Hopefully some resilience gets touched on also.</p> <p>OHS surf comp - first one in many years. Growing the surf team.</p>	<p>Basketball: Aotearoa Maori Squad Paige Taylor - Selected in the the squad to travel to Phoenix Arizona to play in the Native American Basketball Invitational tournament in July Basketball Taranaki Representative - U16 Joshua Ramos Yeckiel Ramos Kobe Lark Brycen-Rome Rangiwananga</p> <p>Basketball Taranaki Representative Team - U18 Tessa Cook Lilly Bright Alex Moss</p> <p>New Plymouth Basketball Association Representative Mel Young Tournament U13 - Lacie Taylor U16 - Erban Germino</p> <p>Will Plunkett on International leadership trip to UK through Blue Light</p> <p>Celebrate music month with 2 x concerts</p> <p>Race Unity hui with year 12s - outcomes to develop diversity day/flags programme</p> <p>Blue light students graduate: Blue light feedback</p> <p>Horses for humans took 5 at risk students - sponsored experience.</p>	<p>Tough guy n gal. N. Island silver placing for girls. All students M/E except 2.</p> <p>Gym refurbishment completed for training sessions at lunch and after schools. PT employed.</p> <p>Employment of HoF Eng also specialist in dance and drama. Japan trip exposed our students to high level professional sports.</p> <p>Kuranui exchange https://docs.google.com/document/d/13eIlW1f_3PaId5H-kjqu29OrRKAR7_V-u3043fHU/edit</p> <p>\$1500 to gym refurb from home and school</p> <p>Employ a personal trainer to support sporting excellence. TA working at lunch times to oversee gym - bball Working with PEI to have overseas teachers working at our kura for 6 weeks. Increase staffing expertise.</p> <p>Also TA expertise in Bball to oversee lunch time practice/freestyle</p> <p>Gym schedule</p> <p>Apply for Te Aho Poutiaki grant for lights.</p> <p>Apply for Alumni trust through Taranaki Foundation</p> <p>https://www.asianz.org.nz/opunake-students-receive-kai-koha-and-kindness-on-japan-visit</p>	<p>Intentions korero with all staff have involved a lot of creative and blue sky thinking for bettering student outcomes</p> <p>Snr/jnr boys bball going to represent at regionals.</p> <p>Snow camp Senior Boys 1st XV Premier League champions Junior Boys BBNZ open grade champions</p> <p>Senior boys 10th in tournament</p> <p>TSSA STATS</p> <p>https://mail.google.com/mail/u/0/#starred/FMcbzQXKhPKtyv/MXMREWBxwBQZwtlg?projector=1&messagePartid=0.2. TSSA stats - overall increase of 14% involvement</p>	<p>Huge representation in sport in junior school. Boys won regional basketball. Teams in all codes. Volleyball focus next year. Band/choir/performance did not happen. Staffing in place for next year. Students visited Wellington, art exhibitions, musical in New Plymouth, Shakespeare performed here - focus to grow. Band performed at PG, but staff lead singing.</p> <p>Have a sports plan for 2025</p>	<p>5. Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</p>
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	2.4	Real world sustainable/agricultural issues addressed and resolved, across curriculum, and for ka ora ka ako programme	A1, B3, 7D	<p>Employ a Sustainability Coordinator - work with depts on deepening sustainable values and actions</p> <p>Agriculture/Sustainability/Tech nology/Science - collaborate on projects for sustainability/trades</p> <p>Apply for Curious Minds funding for Soil Science project</p> <p>Sustainability elective development into real life projects/career pathways</p>	<p>Compost bins in place, supported by experts from curious minds.</p> <p>Gained Curious Minds Funding 20k</p> <p>Wind technology intro to the kura with year 11.</p> <p>Fencing around food forest to be established this term</p> <p>Bins delivered week 6, EFS activities to support design, use, and system delivered by experts to EFS group.</p> <p>Fruit tree order is into Mitre 10.</p> <p>A fencing contractor onsite now waiting on his quote. Am hoping to have this mahi done over the holidays.</p> <p>22/3 EFS went to visit Tuhi Ao Bailey and Urrs Signer's food forest at Pungarehu. This was a bit mind blowing. So much inspiration! This is a great connection for the students as Tuhi Ao and Urrs are the head gardeners at Parihaka, organise the Student Strikes 4 Climate, and are real movers and shakers on the Taranaki sustainability space.</p> <p>25/3 EFS class harvested potatoes from the Maize field. These were stored away for the gala/hangi</p> <p>27/3 EFS class went to Ballymullin Farm on Patiki road to harvest potatoes, which the Mullin whanau were donating to the gala. This connection was built from the kai resilience course we went to a few weeks back.</p> <p>We contacted Landscape Essentials Nursery in Hawera and they will deliver the 1000 native trees for the Loop Trail a week before the Ball. We can use those trees to dress the venue into an Enchanted Forest!</p>	<p>Ella, James and Daniel are now making a biodegradable laundry detergent for the foodtech department. 20 litres at a time. Massive cost saving and also doing our bit to save the planet. Sarah likes it and we shall rock on.</p> <p>The composting is well underway-we have filled one bay already!</p> <p>We have begun planting the food forest. Some fruit trees have been planted- each one with comfrey around it. Permaculture. The students have begun shaping beds around them, laying down cardboard and mulch. Thanks to Ian Armstrong for the mulch. More mulch going on next week (thanks to Bruce Clement) and the following week (thanks to Ross Sinclair). Squeak is setting up a Sea45 bin over there. More trees turning up from Mitre 10 soon. All go.</p> <p>The 1000 trees for the Loop Trail turned up on Thursday. On Friday the Sustainability elective marched them to the event centre and helped to dress the venue for the ball. Brian Gasson is prepping the site for the Puanga planting and we are good to go from our end. EFS class will organise the planting day, tools, plants to site etc.</p>	<p>Meeting around Trades and how to move forward in this space: notes</p>	<p>High uptake in sustainability elective. Real life projects manifesting, fruit forest, support loop track, recycling. Employed full time teacher.</p>	<p>C: QUALITY TEACHING AND LEADERSHIP Quality teaching and leadership make the difference for learners and their whānauC</p>	<p>6. Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p>
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Strategic Area + Objective	Baseline Data	Targets	NELPs	Tasks	Planning and Implementation & Evaluation 2024				success indicators	NELP check	Objective
					T1	T2	T3	T4			
HAPORI / COMMUNITY CONNECTIONS To use kaimanaaki programmes and community based events and experts to increase community involvement in our kura, along with our kura's involvement in community, with a particular focus on engagement of Māori whānau.with a particular focus on engagement of Māori whānau. We chose this strategic objective because research shows that parental engagement in developing learning pathways has a significant impact on outcomes. While we had an increase in uptake in whānau engagement in planning learning pathways for both our Maori and European students, we did not meet our targets in 2024 for all ākongā.		3.1	Continue with IDP engagement of Māori whānau at 90% Continue with 90%+ of KRT engagement Ensure communication with whanau is data driven, based on accurate feedback, and feedforward. Ensure all students having high calibre IDPs.	A1 A2 B3 Create whanau friendly space and time around IDPs Strategic staffing of whānau Awhina, double staffing in places Increase Maori representation on Guidance team PD and upskilling around IDP conversations for all staff. Robust, timelined, accurate reporting with priority on numeracy and literacy.	Have Maori staff represented throughout Awhina. Our year 11 dean is maori. Our leadership staffing has maori representations.		IDPs term 2 2024	Maori represented in Guidance. Reports timely. Japan made significant positive impact on maori whanau feeling comfortable to come on site. Statistically same percentage of awhina attending IDPs in both term 2 and 3 cf KRT: 79 and 84%.	A:LEARNERS AT THE CENTRE Learners with their whānau are at the centre of education	1.Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying	
					Reports given out in term 2 in timely manner, followed by IDPs. Numeracy reports given out at beginning of term 2.	Parent teacher interviews: 20% of kura attended	Big events well attended. High attendance to IDPs, except year 12. Maori/pakeha similar engagement.	2. Have high aspirations for every learner/ākongā, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures			
						Pre-empting course selection with Expo visit for year 10/11s, pathway planning korero with dean and MTs, course selection presentation/online video at MT time for year 10s	Develop career pathway delivery, strengthened with online videos, need to increase quality of korero in idps and course selection.	3. Reduce barriers to education for all, including for Māori and Pacific learners/ākongā, disabled learners/ākongā and those with learning support needs			
	3.2	Increase whānau attendance at school events, promote an open, welcoming, all inclusive kura.	A1 A2 B3 Have a hangi once a term Re-establish gala day Involve other school supporters to organise school events Timely and appropriate marketing, raising of awareness Re-establish Diversity day	Several hangi this year to date due to Japan funding raising. All of which have sold out. Gala day set for 28/3. Meet the teachers approx 30 whanau represented, approx 50% maori. Incredibly high turn out at gala 12k raised Japan fundraiser, again large turn out, up to 25k raised. Japan team made approx \$1400 at Americarna, well supported by community At least 30 whanau, approx 50% maori attended meet the teachers eve				B: BARRIER FREE ACCESS Great education opportunities and outcomes are within reach for every learner	4. Ensure every learner/ ākongā gains sound foundation skills, including language*, literacy and numeracy		
									5. Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning		
	3.4	Create more opportunites for connections with feeder schools. , and high profile our ākongā in the rohe, and increase participation/run community events.	A2 Prefect organised events Creation of a Transitions Director Re-connect around literacy Continue with Coastal leaders event, and other prefect organised events. Pitch Week Enrolment Coaching students around sport Junior Technology improvement	Significant fund raising taking place over summer holidays. Beach carnival, hangi, Camper club, wood selling, baking stalls, potatoe picking, building. All building positive relationships with community. New technology teacher - expert in the field. Prefect camp working on problem solving and team building - great success using vertical horizon and adventure race coordinators. Our Kapa Haka group supporting Primary school with their powhiri - requested by primary Principal.	Represented in both Manaia and Opunake Anzac day. Community bingo night huge participation. Pitch week a great success	Magazine distributed Pitch week well attended, positive feedback Coastal leaders preparation with prefects Japan trip high profiled kura locally and nationally Thank you JAPAN SPORTS AND CULTURAL TOUR 2024 AE boys supporting OPS with hangi pit Enviro & D of E group planting, gardening, and sharing kai with community.	Coastal leaders well delivered, OPS not present. Focus on literacy/numeracy with feeder schools next year. 3 new principals should contribute to closer relationships.	C: QUALITY TEACHING AND LEADERSHIP Quality teaching and leadership make the difference for learners and their whānauC	D: FUTURE OF LEARNING AND WORK Learning that is relevant to the lives of New Zealanders today and throughout their lives.	6. Develop staff to strengthen teaching, leadership and learner support capability across the education workforce	
						Daffodil day, raised money for Cancer Society Draft for Mental Health Awareness Week				7. Collaborate with industries and employers to ensure learners/ ākongā have the skills, knowledge and pathways to succeed in work	

		3.5	Interact with iwi, rohe and experts in matauranga maori and te reo to grow staff and students who are culturally aware in tikanga and te reo. Increase visual presence of maori art and culture in the kura.	A2 C5	<p>Continue to liaise with Taranaki iwi around the wharekura</p> <p>Staff engage in kapa korero once a week</p> <p>Staff represent at Te Kahui Whetu</p> <p>Students compete in Puanga</p> <p>Employ kapa haka tutor and develop ropu</p> <p>Junior school learnings in Aotearoa Histories</p> <p>Puanga whole school/rohe celebration</p> <p>Te wiki o te reo whole school activities</p> <p>Engage with iwi re: centenary celebration</p> <p>Some staff enrol in Wananga for Te Ahu o Te Reo</p> <p>Employ creatives with a focus on toi maori</p>	<p>No pub charities funding for kapa haka tutor. Look to alternative funding pathways.</p> <p>Taranaki iwi representation at Centenary planning meeting.</p> <p>meeting with Ministry of Maori Affairs about a mural project for some of our L1 Art students.</p>	<p>Centenary planning with iwi support of iwi Centenary Schedule March 7-9 2025</p> <p>Employment of kapa haka tutor - Clive junior</p>	<p>Matua Hond working with year 10s</p> <p>Kapa haka group representing at several comps</p> <p>centenary meeting with staff https://docs.google.com/document/d/105o6G0jq13kl0yAYOMqXo0FE9kk8UQEFjcl8Lr3xsK4/edit?usp=sharing</p> <p>Working with Taranaki foundation on establishing alumni - meeting 29/7</p> <p>Te Kahui Whetu practices continuing - competition for staff on Friday 30th August</p>		<p>Science department has 3 amazing murals. Funding for this discontinues next year.</p> <p>Kapa korero and TKW well attended. All other tasks successful</p>	
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	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	Target
L1 – all	80	83.6	85.7	81.4	83.6	90.3	86	85	88.3	83	95
L 1 Māori	73.3	75	72.4	75	80	85	77	82	86.2	75	95
L1 Pasifika	N/A	100	100	N/A	75	100	100	100	100	33	95
L1 Merit Endorsement	16.7	11.5	9.1	12.3	12.5	21.4	16	30	15.1	18	
L1 Excellence Endorsement	5	16.4	18.2	15.8	10.7	21.4	13	4	7.5	9	30
L2 All	93.1	85.5	81.5	78.8	88.9	87	86	88	85.2	90	95
L2 Māori	96.3	80.6	71	64.2	85.2	84	87	76	77.3	92	95
L2 Pasifika	100	N/A	100	77.8	N/A	80	90	N/A	100	100	95
L2 Merit Endorsement	11.1	13.6	5.7	5.1	7.1	4.3	20	11	4.3	7	
L2 Excellence Endorsement	3.7	6.8	13.2	15.4	12.5	12.5	9	9	6.5	7	30
L3 All	68.6	65.2	67.9	62	74.1	95.2	81	82	91.5	76	95
L3 Māori	57.9	59.1	56.5	50	44.4	88	84	82	88.2	64	95
L 3 Pasifika	100	100	N/A	N/A	100	100	100	N/A	n/a	100	95
L3 Merit Endorsement	29.6	31.6	14.7	10	7.5	12	9	17	11.6	20	
L3 Excellence Endorsement	14.3	3.3	2.8	16.1	20	8	12	8	7	3.3	30

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	2024 Key Improvement Strategies to Achieve Strategic Vision		Specifics	NELPs	Planning and Implementation &			
					T1	T2	T3	T4
PROPERTY Utilise our property plan to create innovative and upgraded learning spaces for our students Develop Wharekura as the heart of the school Use community voice to inform future property development at Ōpunakē High School.	4.1	Complete interior of wharekura	Industrial Kitchen Windows reinstated/doorways Central opening Breakout rooms Fire upgrade Electical upgrade					
	4.2	Rationalisation of P, K and northern section of covered ways to be completed	Complete making good of P + K area Rationalisation of CW sections					
	4.3	Blocks B, C, Covered Ways Roofing and Cladding replacement (ready for 2024 start of school year)	Solution identified Plans drawn Work underway					
	4.4	Ministry led work on D and F block on track to be completed in time for 2025 centenary celebrations	Monthly updates from the project manager (Jess/Alejandro)					
	4.5	Electrical Infrastructure Upgrade Blocks E and J (wharekura)	J to happen at same time as wharekura interior work					
	4.6	Heating and Boiler replacement (before winter 2024)	Services review					
	4.7	Cyclical Maintenance as scheduled	Review schedule to ensure it aligns with updated works around the kura.					
FINANCE Operate within annual grants Resource strategically to fulfil strategic aims	5.1	Ensure banking staffing is managed to a zero balance by pay period 26 2022.	Regular Finance meetings Banking Staffing checks					
	5.2	Ensure the deficit budget is cash neutral.						
HEALTH AND SAFETY Provide safe physical and emotional environment for all members of our school community	6.1	Tag testing continued throughout the whole school.	Tag testing schedule in place and checked off	ongoing				
	6.2	Review all EOTC incidents	Regular H&S meetings H&S reported on at Board meetings Council to clear all drains Look at base of hedging to allow water to flow off site	ongoing focus, EOTC forms completed consistently in a more timely manner this year				
	6.3	Site inspections completed twice a year to identify any issues		e waste being collected and processed				

	6.4	Ensure Health and Safety reporting is occurring at all levels of the school.		regular meetings confirm this				
	6.5	Provision for flooding						
PERSONNEL	7.1	When teaching vacancy occurs give consideration to the strategic plan and EEO in each appointment process			RRR - Marketing			

Longitudinal Attendance Statistics												
Year level	2017	2018	2019	2020	2021%	2022%	2023 MAO	2023	2023 MAO	2024	2024 MAO	
9	87.6	88.3	85.3	84	83%	80%	77%	87%	80%	82%	75%	
10	88.5	88.4	81.8	82	77%	76%	71%	88%	80%	80%	75%	
11	87.3	88.4	81	84	75%	73%	73%	78%	80%	84%	81%	
12	78.8	84.4	80.7	79	78%	73%	69%	88%	80%	84%	75%	
13	80.7	84.4	79.5	76	67%	66%	71%	82%	75%			
All	83.1	88.2	82.2	80.8	77%	74%	71%	79%	77%	82.5%	77%	

Year	Term	Total Students	# of students attending (% of days)				% of students attending (% of days)			
			90-100	80-90	70-80	0-70	90-100	80-90	70-80	0-70
2022	1	310	46	87	86	91	14.8	28.1	27.7	29.4
	2	293	47	100	65	81	16	34.1	22.2	27.6
	3	289	66	72	65	86	22.8	24.9	22.5	20.8
	4	130	27	36	28	39	20.8	27.7	21.5	30
2023	1	328	160	79	42	47	48.8	24.1	12.8	14.3

Year Level	Year	Term	Total students	# of students attending (% of days)				% of students attending (% of days)			
				90-100	80-90	70-80	0-70	90-100	80-90	70-80	0-70
Year 9	2022	1	74	15	25	22	12	20.3	33.8	28.7	16.2
		2	74	14	32	17	11	18.9	43.2	23	14.9
		3	75	26	21	14	14	34.7	28	18.7	16.7
		4	73	16	22	14	21	21.9	30.1	19.2	28.8
Year 10	2022	1	89	43	23	15	8	48.3	25.8	16.9	9
		2	55	7	19	16	13	12.7	34.5	29.1	23.6
		3	59	7	14	17	21	11.9	23.7	28.8	35.6
		4	57	11	17	12	17	19.3	29.8	21.1	29.8
Year 11	2022	1	73	32	17	11	13	43.8	23.3	15.1	17.8
		2	64	9	15	17	23	14.1	23.4	26.6	35.9
		3	59	8	22	12	17	13.6	37.3	20.3	28.8
		4	59	9	20	12	18	15.3	33.9	20.3	30.5
Year 12	2022	1	66	39	12	4	10	60	18.5	8.2	15.4
		2	66	10	15	19	22	15.2	22.7	28.8	33.3
		3	57	14	6	15	22	24.6	10.5	28.3	38.6
		4	0	0	0	0	0				
Year 13	2022	1	54	22	16	7	9	40.7	29.6	13	16.7
		2	42	6	15	6	15	14.3	35.7	14.3	35.7
		3	6	8	12	6	15	14.6	19.5	29.3	36.6
		4	0	0	0	0	0				
Year 9-13	2022	1	47	24	11	5	7	51.1	23.4	10.6	14.9
		2	310	146	89	91	14.8	28.1	27.7	29.4	
		3	289	66	72	65	86	22.8	24.9	22.5	20.8
		4	130	27	36	28	39	20.8	27.7	21.5	30
	2023	1	328	160	79	42	47	48.8	24.1	12.8	14.3

Ethnic grouping	Year	Term	Total Students	# of students attending (% of days)				% of students attending (% of days)			
				90-100	80-90	70-80	0-70	90-100	80-90	70-80	0-70
Māori	2022	1	139	1	35	38	55	7.9	25.2	27.3	30.6
		2	128	18	39	28	43	14.1	30.5	21.9	33.6
		3	127	23	23	30	51	18.1	18.1	23.6	40.2
		4	63	11	63	10	29	17.5	29.9	20.6	46
Pacific	2022	1	149	62	37	19	31	41.6	24.8	12.8	20.8
		2	9	0	0	3	6	0	11.1	22.2	66.7
		3	6	0	0	3	3	0	0	50	50
		4	0	0	0	3	2	0	0	60	40
Asian	2022	1	4	0	1	0	1	0	50	0	50
		2	10	3	1	3	30	10	30	30	30
		3	11	4	5	1	1	36.4	45.5	9.1	9.1
		4	13	5	3	3	2	38.5	23.1	23.1	15.4
MELAA	2022	1	3	0	5	0	1	0	53.8	38.5	7.7
		2	4	0	4	0	1	44.4	44.4	0	11.1
		3	16	10	4	4	1	62.5	25	6.3	6.3
		4	1	0	1	0	0	0	0	100	0
Other	2022	1	2	0	1	0	0	0	100	0	0
		2	1	0	0	0	0	0	0	0	0
		3	4	0	0	0	0	100	0	0	0
		4	0	0	0	0	0	0	0	0	0
European/Pākehā	2022	1	3	2	1	0	0	66.7	33.3	0	0
		2	2	0	1	0	0	0	50	0	50
		3	2	1	0	0	0	50	50	0	0
		4	2	0	0	0	0	100	0	0	0
All	2022	1	3	2	1	0	0	66.7	33.3	0	0
		2	230	35	69	66	60	15.2	30	28.7	26.1
		3	221	37	83	48	53	16.7	37.6	21.7	24
		4	218	52	59	50	57	23.9	27.1	22.9	26.1
All	2023	1	100	22	30	20	27	22	30	21	27
		2	257	132	64	32	29	51.4	24.9	12.5	11.3
		3	310	46	87	86	91	14.8	28.1	27.7	29.4
		4	293	47	100	65	81	16	34.1	22.2	27.6
All	2023	1	289	66	72	65	86	22.8	24.9	22.5	20.8
		2	130	27	36	28	39	20.8	27.7	21.5	30
		3	328	160	79	42	47	48.8	24.1	12.8	14.3
		4	328	160	79	42	47	48.8	24.1	12.8	14.3

Year	Term	Total	# of students attending (% of days)				% of students attending (% of days)			
			90-100	80-90	70-80	0-70	90-100	80-90	70-80	0-70
2022	4	130	27	36	28	39	20.8	27.7	21.5	30
2023	1	328	160	79	42	47	48.8	24.1	12.8	14.3
	2	317	102	82	60	73	32.2	25.9	18.9	23
	3	303	91	69	53	69	30	29.7	17.5	22.8
	4	160	47	52	28	33	29.4	32.5	17.5	20.6

Year Level	Year	Term	Total students	# of students attending (% of days)				% of students attending (% of days)			
				90-100	80-90	70-80	0-70	90-100	80-90	70-80	0-70
Year 9	2022	4	73	16	32	11	15	21.9	33.1	19.2	23.5
		1	89	43	23	15	8	48.3	25.8	16.9	9
		2	87	26	27	18	17	30	28.9	16.4	16.4
		3	86	27	24	16	17	31.4	27.9	20.8	19.8
Year 10	2022	4	87	11	14	14	18	12.6	24.6	18	23
		1	73	32	17	13	13	43.8	23.3	15.1	17.8
		2	74	31	17	12	12	41.9	23	14.9	16.2
		3	75	28	10	10	10	37.3	13.3	13.3	17.8
Year 11	2022	4	28	0	0	0	0	0	0	0	0
		1	65	12	10	10	10	18.5	16.5	16.5	16.5
		2	59	20	14	13	13	33.9	23.7	20.3	20.3
		3	54	17	12	11	14	31.5	22.2	20.4	25.9
Year 12	2022	4	0	0	0	0	0	0	0	0	0
		1	54	11	22	16	11	40.7	29.6	13	16.7
		2	49	11	13	10	10	22.4	26.5	20.4	30.6
		3	44	13	7	7	12	29.5	27.3	15.9	27.3
Year 13	2022	4	0	0	0	0	0	0	0	0	0
		1	24	11	8	7	7	51.1	23.4	10.6	14.9
		2	48	12	8	16	25	16.7	16.7	33.3	33.3
		3	0	0	0	0	0	15.6	34.1	15.9	36.4
Year 9-13	2022	4	130	27	36	28	39	20.8	27.7	21.5	30
		1	328	160	79	42	47	48.8	24.1	12.8	14.3
		2	317	102	82	60	73	32.2	25.9	18.9	23
		3	303	91	69	53	69	30	29.7	17.5	22.8

		3	303	91	90	53	69	30	29.7	17.5	22.8
		4	160	47	52	28	33	29.4	32.5	17.5	20.6
Ethnic grouping	Year	Term	Total Students	# of students attending (% of days)				% of students attending (% of days)			
				90-100	80-90	70-60	0-70	90-100	80-90	70-60	0-70
Maori	2022	4	63	11	10	13	29	17.5	15.9	20.6	46
	2023	1	149	62	37	19	31	41.6	24.8	12.8	20.9
		2	137	36	36	28	37	26.3	26.3	20.4	27
		3	128	24	44	19	41	18.8	34.4	14.8	32
Pacific	2022	4	71	16	28	14	15	22.5	36.6	19.7	21.1
	2023	1	2	0	1	0	1	0	0	0	0
		2	10	3	0	0	0	30	10	30	30
		3	10	3	2	0	5	30	20	0	50
Asian	2022	4	11	1	4	1	5	9.1	36.4	9.1	45.5
	2023	1	9	2	4	4	1	22.2	11.1	11.1	55.6
		2	16	10	4	1	1	62.5	25	6.3	6.3
		3	15	8	4	1	2	53.3	26.7	6.7	13.3
MELAA	2022	4	9	7	2	0	0	77.8	22.2	0	0
	2023	1	3	2	1	0	0	66.7	33.3	0	0
		2	4	0	4	0	0	0	100	0	0
		3	4	3	1	0	0	75	25	0	0
Other	2022	4	3	1	1	0	1	33.3	0	33.3	0
	2023	1	3	2	1	0	0	66.7	33.3	0	0
		2	3	1	1	0	1	33.3	33.3	0	33.3
		3	3	1	1	0	1	33.3	33.3	0	33.3
European/Pasifika	2022	4	100	22	30	21	27	22	30	21	27
	2023	1	287	132	64	32	29	51.4	24.9	12.5	11.3
		2	252	90	69	44	40	35.7	27.4	17.5	19.4
		3	239	80	71	33	43	33.5	29.7	18.8	18
All	2022	4	130	35	49	21	25	26.9	37.7	16.2	19.2
	2023	1	130	27	36	28	39	20.8	27.7	21.5	30
		2	328	160	79	42	47	48.8	24.1	12.8	14.3
		3	317	102	82	60	73	32.2	25.9	16.9	23
		4	303	91	90	53	69	30	29.7	17.5	22.8
			160	47	52	28	33	29.4	32.5	17.5	20.6

Percent of Absence by Reason											
% of Days Absented	Justified absences				Unjustified absences						
	(i) Sick	(ii) Parental Care	(iii) School Closure	(iv) Other Justified	(v) Short Holiday	(vi) Other Unjustified	(vii) Unknown				
	All	All	All	All	All	All	All				
0-70%	35.5	0	0.6	6.7	42.8	2.3	16.7	8.5	57.2		
70-80%	45.4	0	1.6	6.6	52.6	1.2	13.9	14.3	47.4		
80-90%	59.5	0	0.6	69.5	44.1	3.4	11.2	11.8	30.5		
90-95%	44.6	0	0.7	7.2	62.5	2.3	14.5	10.8	47.5		
95-100%	38	0	0	6.4	47.4	0.7	23.2	24	52.6		
All	44.1	0	0.6	7.4	52.1	2.2	15.1	11.8	47.9		

Whānau Engagement 2022													
IDP Data (T3) 2022		Other	2023	IDP overall stats		Other							
Completion of year 10 IDP		Parent/teacher interviews - 145 interviews (35 whānau)											
	97%		98%		2023	2023 MAO	2024	Mao					
Completion of year 11 IDP	90%	Sports Prizegiving	90%	Yr 9	83%	80%	85	78					
Completion of year 12 IDP	92%	EOY Prizegiving - well attended by Awhina (historically absent)	78%	10	89%	89%	69	77					
Completion of year 13 transition day	88%	n/a		11	73%	90%	95						
Overall IDP engagement	92% - Target met		89%	12	68%	50%	79	80					
Awhina	72% - Target not met		91 + 88 + 100 = 279 ave = 93%	13	82%	75%	95	100					
				Total	79%	77%	84.6	84%					
2023													
Local Schools		Community Group, Events, Connections		2023									
Awhi mai awhi atu initiative (Mt SPA)		Aotea iwi (Tiny Homes)											
Course Selection - large turnout		Tiny Homes - raft of local and wider expertise involvement and sponsorship											
Leadership Day for Y8's		Loop track - planting over multiple days											
Kuranui Exchange		Beach clean up - Y9 and Y13											
Literacy Hui (all schools except Manaia + Kindy)		Maize maze - hundreds in attendance											
Open Day - 140+ Y8 students in attendance		Puanga - 200+ in attendance											
Relay Our Way (Tomorongono attended)		BINGO night - 130+ in attendance											
		Community support at Bball Nationals											
		ANZAC parade - Head girl speech to community											
		Residential home support - prefect gardening day											
		Marae support - Kuranui exchange											
		Relay Our Way											
2024	Term 2	9	10	11	12	13 School total	Term 3	9	10	11	12	13	
	K	88.9	70	95	90%	84%	K	Gets	65%	81%	78%	100%	
	A	77.8	77		80%	100% Awhina 84%	A	done	95%	88%	30%	100% Awhina 79%	
	R	90%	50%	100	64%	100%	R	in	73%	100%	64%	83%	
	T	83.3	75%	90	80%	100%	T	Term 4	53%	100%	73%	78%	
	Total overall	85%	69%	95%	79%	96% KRT 84%				92%	61%	90% KRT 79%	
								* Both said did most of interviews but Kamar hasn't recorded them			Booked and done on day		

Compliance with Education and Training Act 2020 requirements to be a good employer for the year ending 31 December 2024.

The following questions address key aspects of compliance with a good employer policy:

Ōpunakē High School - Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	<p><i>By following our Health and Safety policies, overseen by H and S committee. See School docs.</i></p> <ul style="list-style-type: none"> Continue to invest in professional learning for members of the health and safety committee around risk analysis and prevention.
<p>What is in your equal employment opportunities programme?</p> <p>How have you been fulfilling this programme?</p>	<p><u>Equal Employment Opportunities</u></p> <p><i>It is reflected in our diverse staffing.</i></p>
How do you practise impartial selection of suitably qualified persons for appointment?	<p><i>By following: Secondary Principals' Collective Agreement^[PDF, 709 KB]</i></p>
<p>How are you recognising,</p> <ul style="list-style-type: none"> The aims and aspirations of Maori, The employment requirements of Maori, and Greater involvement of Maori in the Education service? 	<p><i>Free Text Comment</i></p> <div data-bbox="662 1072 1323 1447"> </div> <p>Ōpunakē High School works hard to develop a bi-cultural approach to policies, plans and practices which respect our two main cultures and which acknowledges the unique position of Māori.</p> <p>Fostering understanding and respect for all things Maori is achieved through the following strategies.</p> <ul style="list-style-type: none"> Establishment of Te Wharekura o Ōpunakē. Whole school powhiri to welcome new students and staff. Karakia, school waiata and waiata are taught and then used in school assemblies, staff & BOT meetings and whanau mentor classes.

	<ul style="list-style-type: none"> • The Hapu programme includes bi-cultural activities each term. • Year 9 and 10 students have a compulsory Te Reo Māori course – a core subject as part of the junior curriculum. • Te Reo Māori, Te Ao Māori are offered as a full-time course at each year level. • All Year 9 students will complete kapa haka programme weekly and will have opportunities to perform at school events along with Y10-13 students who have opted in • Cultural leaders Academy affiliated with Te Kura • Māori Performing Arts Class offered • Students visit Marae, compulsory for all Year 9 and 10 students. • The Board of Trustees consults with Māori through the Whānau hui. • A teacher-led bi-cultural committee helps foster Tikanga Māori through the school. • Te Ao Māori liaison to SLT • Liaise with agencies to reach Māori Whānau. • Introduction of Te Wero Taiohi. • Te Kahui Whetu – staff Kapa Haka group has been running for 4 years. • Annual report to Nga Ruahine Kaumatua Hui. • Liaise with iwi around local and national events of historical importance and education plans. <p>Should a parent or guardian request a higher level of Tikanga and/or Te Reo than is currently offered in the school we would, in consultation with the whanau, explore the following possibilities:</p> <ul style="list-style-type: none"> • Placement in an appropriate level of study from Year 9 to Year 13 • Dual enrolment with the Correspondence School • Linking with a neighboring school for parts of the day • Utilizing the assistance of appropriate resource people <p>The Board of Trustees is establishing a Wharekura on site and this is part of our rationalization and 10 year property plan submitted to the ministry.</p> <p>Increase in maori staff working at the kura.</p>
How have you enhanced the abilities of individual employees?	Offering PD in areas of interest, weakness.
How are you recognising the employment requirements of women?	as per EEO policy
How are you recognising the employment requirements of persons with disabilities?	<i>Open conversation, and responsive to needs. Ensuring property modification for learning takes place in a timely manner.</i>

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

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

Opunake High School

Next review: Term 4 2026

Māori Educational Achievement

The board of Opunake High School is responsible for supporting Māori educational achievement. We are guided by the following objectives under the Education and Training Act (s 127):

- ensuring that every student is able to attain their highest possible standard in educational achievement
- giving effect to te Tiriti o Waitangi by:
 - working to ensure that our plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori
 - taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori
 - achieving equitable outcomes for ākonga Māori.

See [Board Responsibilities](#) and [Te Tiriti o Waitangi](#).

Planning for Māori educational achievement


Our responsibilities under the National Education Learning Priorities (NELP) include:

- having high aspirations for every student (Objective 1, Priority 2)
- reducing barriers to educational opportunities (Objective 2).

Opunake High School works to meet these responsibilities by partnering with whānau to design and deliver education that responds to the needs of students, and sustains their identities, languages, and cultures. We engage with parents and whānau to identify barriers that may prevent students from accessing, participating in, or remaining engaged in schooling, and we work to address any barriers.

We aim to build strong relationships with whānau, hapū, and iwi.

Our strategic planning reflects the identities, needs, and aspirations of our school community, and addresses how we support students whose needs have not yet been well met. We regularly review our progress towards achieving equitable outcomes, as set out in our strategic plan. We are accountable and responsive to the needs of our students and community through regular reporting and review. See [School Planning and Reporting](#).

Opunake High School is guided by **Ka Hikitia Ka Hāpaitia: The Māori Education Strategy** to support ākonga Māori to achieve educational success as Māori in the context of te ao Māori, Aotearoa, and the wider world. We work with other agencies in support of this goal, including the Ministry of Education, Education Review Office, and Teaching Council of Aotearoa New Zealand. See [Ka Hikitia – Ka Hāpaitia](#) .

Teaching and leadership

Our teaching and leadership practices promote achievement, inclusion, and equity. We ensure that the school is a physically and emotionally safe place and we work to eliminate racism, discrimination, and stigma.

Our teaching and leadership supports equitable outcomes by:

- incorporating te reo Māori, mātauranga Māori, and tikanga Māori into teaching and the day-to-day life of our school
- demonstrating integrity, sincerity, and respect towards Māori beliefs, language, and culture
- affirming ākonga Māori as Māori, and building productive partnerships with ākonga Māori and their whānau, local hapū, and iwi
- monitoring achievement to provide support (including learning support) or extension programmes as required
- supporting staff to access appropriate professional development.

We recognise the relationship between achievement and wellbeing, and support students in the wellbeing areas of taha tinana (physical), taha hinengaro (mental/emotional), taha whānau (social/family), and taha wairua (spiritual) as important outcomes of schooling alongside academic success.

This policy aligns with **NELP** Objective 1: Learners at the Centre, Objective 2: Barrier Free Access, and Objective 3: Quality Teaching and Leadership.

Related topics

- **Board Responsibilities**
- **Te Tiriti o Waitangi**
- **School Planning and Reporting**
- **Inclusive School Culture**
- **Learning Support**
- **Professional Development**
- **Supporting Student Wellbeing**

Legislation

- Education and Training Act 2020
- Education (School Planning and Reporting) Regulations 2023

Resources

- Ministry of Education | Te Tāhuhu o te Mātauranga:
 - **School planning and reporting: Te Whakangārahu Ngātahi | Planning Together for Ākonga Success** 
 - **Ka Hikitia – Ka Hāpaitia** 
- Teaching Council of Aotearoa New Zealand: **Tātaiako: cultural competencies for teachers of Māori learners** 
- TKI | Te Kete Ipurangi: **Supporting ākonga Māori** 

Release history: Term 1 2024, Term 1 2022, Term 4 2020, Term 1 2019

Last review	Term 3 2023
Topic type	Core