

OPUNAKE HIGH SCHOOL

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2025

School Directory

Ministry Number:	181
Principal:	Andrea Hooper
School Address:	Tasman Street, Opunake
School Postal Address:	P O Box 4, Opunake, 4645
School Phone:	06 761 8723
School Email:	sl@opunake.school.nz

Accountant / Service Provider:

Education  *Services.*
Dedicated to your school

OPUNAKE HIGH SCHOOL

Annual Financial Statements - For the year ended 31 December 2025

Index

Page	Statement
1	Statement of Responsibility
2	Statement of Comprehensive Revenue and Expense
3	Statement of Changes in Net Assets/Equity
4	Statement of Financial Position
5	Statement of Cash Flows
6 - 21	Notes to the Financial Statements
22 - 25	Independent Auditor's Report

Opunake High School

Statement of Responsibility

For the year ended 31 December 2025

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

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

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

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

Andrew Mark Whitehead

Full Name of Presiding Member

Andrea Hoyle Con

Full Name of Principal



Signature of Presiding Member



Signature of Principal

29/5/26

Date

29/5/26

Date

Opunake High School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Revenue				
Government Grants	2	6,067,676	5,685,191	6,304,446
Locally Raised Funds	3	356,562	97,150	639,583
Interest		66,728	25,000	55,644
Gain on Sale of Property, Plant and Equipment		6,829	-	-
Other Revenue		1,203	-	4,030
Total Revenue		6,498,998	5,807,341	7,003,703
Expense				
Locally Raised Funds	3	289,499	122,650	461,243
Learning Resources	4	4,140,974	4,189,895	4,193,082
Administration	5	455,161	282,817	779,372
Interest		3,030	2,669	3,699
Property	6	1,246,257	1,178,676	1,353,374
Other Expenses	7	12,370	24,000	31,763
Loss on Disposal of Property, Plant and Equipment		353	-	927
Total Expense		6,147,644	5,800,707	6,823,460
Net Surplus / (Deficit) for the year		351,354	6,634	180,243
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		351,354	6,634	180,243

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 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Equity at 1 January		1,229,277	1,313,593	1,321,424
Total comprehensive revenue and expense for the year		351,354	6,634	180,243
Contribution - Furniture and Equipment Grant		-	-	31,214
Contributions from the Ministry of Education - Net Movement in Trusts		302	-	232
Contributions from the Ministry of Education - Te Mana Tuhono		42,858	-	-
Distributions to the Ministry of Education		4,027	-	(303,836)
Equity at 31 December		1,627,818	1,320,227	1,229,277
Accumulated comprehensive revenue and expense		1,627,818	1,320,227	1,229,277
Equity at 31 December		1,627,818	1,320,227	1,229,277

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 2025

		2025	2025	2024
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Current Assets				
Cash and Cash Equivalents	8	1,105,237	954,727	297,795
Accounts Receivable	9	369,968	304,731	363,394
GST Receivable		83,180	53,029	90,062
Prepayments		24,150	39,294	42,493
Investments	10	806,548	672,315	1,262,436
Funds Receivable for Capital Works Projects	16	18,728	-	23,708
		<u>2,407,811</u>	<u>2,024,096</u>	<u>2,079,888</u>
Current Liabilities				
Accounts Payable	12	535,181	445,639	593,052
Revenue Received in Advance	13	37,564	138,498	65,190
Provision for Cyclical Maintenance	14	317,549	276,705	291,877
Finance Lease Liability	15	16,897	17,391	23,237
Funds held for Capital Works Projects	16	325,392	-	168,543
Funds held on behalf of Transport Group Cluster	17	24	3,496	-
		<u>1,232,607</u>	<u>881,729</u>	<u>1,141,899</u>
Working Capital Surplus/(Deficit)		<u>1,175,204</u>	<u>1,142,367</u>	<u>937,989</u>
Non-current Assets				
Property, Plant and Equipment	11	503,793	310,148	366,202
		<u>503,793</u>	<u>310,148</u>	<u>366,202</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	14	40,296	117,442	56,566
Finance Lease Liability	15	10,883	14,846	18,348
		<u>51,179</u>	<u>132,288</u>	<u>74,914</u>
Net Assets		<u><u>1,627,818</u></u>	<u><u>1,320,227</u></u>	<u><u>1,229,277</u></u>
Equity		<u><u>1,627,818</u></u>	<u><u>1,320,227</u></u>	<u><u>1,229,277</u></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 2025

		2025	2025	2024
	Note	Actual \$	Budget (Unaudited) \$	Actual \$
Cash flows from Operating Activities				
Government Grants		1,723,389	1,587,245	1,659,545
Locally Raised Funds		357,349	97,150	540,397
Goods and Services Tax (net)		6,882	-	(21,371)
Payments to Employees		(731,143)	(805,197)	(878,381)
Payments to Suppliers		(981,909)	(693,823)	(1,095,555)
Interest Paid		(3,030)	(2,669)	(3,699)
Interest Received		79,848	-	47,048
Net cash from/(to) Operating Activities		451,386	182,706	247,984
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		6,826	-	-
Purchase of Property Plant & Equipment (and Intangibles)		(235,637)	(51,000)	(267,134)
Purchase of Investments		(250,111)	-	(600,121)
Proceeds from Sale of Investments		706,000	-	10,000
Net cash from/(to) Investing Activities		227,078	(51,000)	(857,255)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	31,214
Contributions from Ministry of Education		302	-	232
Distributions to Ministry of Education		4,027	-	-
Finance Lease Payments		(18,203)	(27,979)	(19,142)
Funds Administered on Behalf of Other Parties		142,852	-	43,762
Net cash from/(to) Financing Activities		128,978	(27,979)	56,066
Net increase/(decrease) in cash and cash equivalents		807,442	103,727	(553,205)
Cash and cash equivalents at the beginning of the year	8	297,795	851,000	851,000
Cash and cash equivalents at the end of the year	8	1,105,237	954,727	297,795

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 2025

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

The School qualifies for Tier 2 as the School is not publicly accountable and is not considered large as it falls below the 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 are 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 10 to 20 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 and finance lease liability. Financial liabilities are initially recognised at fair value and subsequently measured at amortised cost using the effective interest method. Interest expense and any gain or loss on derecognition are recognised in surplus or deficit.



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

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Government Grants - Ministry of Education	1,673,015	1,541,731	1,633,072
Teachers' Salaries Grants	3,274,479	3,261,103	3,191,956
Use of Land and Buildings Grants	898,434	827,918	980,068
Ka Ora, Ka Ako - Healthy School Lunches Programme	150,637	-	439,239
Other Government Grants	71,111	54,439	60,111
	6,067,676	5,685,191	6,304,446

3. Locally Raised Funds

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

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Revenue			
Donations and Bequests	23,885	5,000	37,843
Fees for Extra Curricular Activities	211,586	23,650	420,112
Trading	-	1,000	870
Fundraising and Community Grants	121,001	67,500	180,758
Other Revenue	90	-	-
	356,562	97,150	639,583
Expense			
Extra Curricular Activities Costs	280,534	122,500	452,071
Trading	-	150	-
Fundraising and Community Grant Costs	8,965	-	9,172
	289,499	122,650	461,243
<i>Surplus/(Deficit) for the year Locally Raised Funds</i>	67,063	(25,500)	178,340

4. Learning Resources

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Curricular	243,517	273,272	319,572
Employee Benefits - Salaries	3,706,257	3,744,291	3,698,014
Staff Development	16,371	22,303	9,783
Depreciation	145,142	125,029	140,998
Other Learning Resources	4,665	4,700	5,134
Consumables	25,022	20,300	19,581
	4,140,974	4,189,895	4,193,082



5. Administration

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fees	13,475	7,500	12,956
Board Fees and Expenses	14,838	15,800	14,663
Other Administration Expenses	58,332	67,950	59,660
Employee Benefits - Salaries	177,151	150,367	211,751
Insurance	21,948	22,000	22,047
Service Providers, Contractors and Consultancy	18,780	19,200	19,056
Ka Ora, Ka Ako - Healthy School Lunch Programme	150,637	-	439,239
	455,161	282,817	779,372

6. Property

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cyclical Maintenance	34,381	43,966	38,231
Heat, Light and Water	71,811	57,000	65,389
Rates	2,876	2,400	2,630
Repairs and Maintenance	46,068	46,250	60,862
Use of Land and Buildings	898,434	827,918	980,068
Employee Benefits - Salaries	157,215	171,642	172,359
Other Property Expenses	35,472	29,500	33,835
	1,246,257	1,178,676	1,353,374

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

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Transport	12,370	24,000	31,763
	12,370	24,000	31,763



8. Cash and Cash Equivalents

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Accounts	333,086	412,576	225,644
Short-term Bank Deposits	772,151	542,151	72,151
Cash and cash equivalents for Statement of Cash Flows	1,105,237	954,727	297,795

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

Of the \$1,105,237 Cash and Cash Equivalents \$362,956 is subject to restrictions for the following reasons:

- \$325,392 is held by the School on behalf of the Ministry of Education. The funds have been provided as part of the school's 5 Year Agreement Funding and is required to be spent on the school's buildings. See note 16.
- \$37,564 of Revenue Received in Advance is held by the school, as disclosed in note 13.

9. Accounts Receivable

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	18,954	4,479	34,642
Receivables from the Ministry of Education	15,622	-	21,708
Interest Receivable	7,474	11,998	20,594
Teacher Salaries Grant Receivable	327,918	288,254	286,450
	369,968	304,731	363,394
Receivables from Exchange Transactions	32,873	16,477	55,236
Receivables from Non-Exchange Transactions	337,095	288,254	308,158
	369,968	304,731	363,394

10. Investments

The School's investment activities are classified as follows:

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Current Asset			
Short-term Bank Deposits	806,548	672,315	1,262,436
Total Investments	806,548	672,315	1,262,436



11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2025	\$	\$	\$	\$	\$	\$
Building Improvements	41,692	34,399	-	-	(5,555)	70,536
Furniture and Equipment	179,514	75,185	(5,060)	-	(67,720)	181,919
Information and Communication Technology	72,194	88,087	(520)	-	(32,839)	126,922
Motor Vehicles	23,474	78,176	-	-	(12,412)	89,238
Leased Assets	38,877	10,533	-	-	(23,547)	25,863
Library Resources	10,451	1,933	-	-	(3,069)	9,315
Work in Progress	-	-	-	-	-	-
	366,202	288,313	(5,580)	-	(145,142)	503,793

The net carrying value of equipment held under a finance lease is \$25,863 (2024: \$38,877)

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.

	2025	2025	2025	2024	2024	2024
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	395,315	(324,779)	70,536	360,916	(319,224)	41,692
Furniture and Equipment	1,359,829	(1,177,910)	181,919	1,297,401	(1,122,682)	174,719
Information and Communication Technology	1,066,122	(939,200)	126,922	980,162	(907,968)	72,194
Motor Vehicles	162,384	(73,146)	89,238	150,797	(127,323)	23,474
Leased Assets	86,746	(60,883)	25,863	85,474	(46,597)	38,877
Library Resources	106,918	(97,603)	9,315	104,984	(94,533)	10,451
Work in Progress	-	-	-	4,795	-	4,795
	3,177,314	(2,673,521)	503,793	2,984,529	(2,618,327)	366,202

12. Accounts Payable

	2025	2025	2024
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	186,143	141,799	273,575
Accruals	8,983	4,608	12,956
Employee Entitlements - Salaries	327,918	288,254	286,450
Employee Entitlements - Leave Accrual	12,137	10,978	20,071
	535,181	445,639	593,052
Payables for Exchange Transactions	535,181	445,639	593,052
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	535,181	445,639	593,052

The carrying value of payables approximates their fair value.



13. Revenue Received in Advance

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Grants in Advance - Ministry of Education	-	7,516	6,779
Other Revenue In Advance	37,564	130,982	58,411
	37,564	138,498	65,190

14. Provision for Cyclical Maintenance

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Provision at the Start of the Year	348,443	350,181	310,212
Increase/(decrease) to the Provision During the Year	34,382	43,966	38,231
Use of the Provision During the Year	(24,980)	-	-
Provision at the End of the Year	357,845	394,147	348,443
Cyclical Maintenance - Current	317,549	276,705	291,877
Cyclical Maintenance - Non current	40,296	117,442	56,566
	357,845	394,147	348,443

Per the cyclical maintenance schedule, the School is next expected to undertake painting works during 2026. This plan is based on the School's 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:

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
No Later than One Year	18,662	17,391	25,854
Later than One Year	11,882	14,846	19,522
Future Finance Charges	(2,764)	-	(3,791)
	27,780	32,237	41,585
Represented by			
Finance lease liability - Current	16,897	17,391	23,237
Finance lease liability - Non current	10,883	14,846	18,348
	27,780	32,237	41,585



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.

	2025	Project No.	Opening Balances	Receipts from MoE	Payments	Board Contributions / Transfers	Closing Balances
			\$	\$	\$		\$
B,C,CW Roofing & Cladding		234298	129,887	-	(70,570)	-	59,317
J: Wharekura Refurb		234296	(23,708)	-	9,007	(4,027)	(18,728)
Heater & Boiler Replacement		234295	38,656	443,784	(231,073)	-	251,367
LSPM B,C,F,U Access Mod		249733	-	102,500	(87,792)	-	14,708
Totals			144,835	546,284	(380,428)	(4,027)	306,664

Represented by:

Funds Held on Behalf of the Ministry of Education	325,392
Funds Receivable from the Ministry of Education	(18,728)

This contribution was treated as a 'donation' to the Ministry of Education (because it is the owner of the buildings) and has been recognised in the Statement of Changes in Net Assets/Equity.

	2024	Project No.	Opening Balances	Receipts from MoE	Payments	Board Contributions / Transfers	Closing Balances
			\$	\$	\$		\$
Clad & Roof		204283	(42,142)	65,345	(23,203)	-	-
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	(442,116)	280,127	(23,708)
Heater & Boiler Replacement		234295	(1,544)	40,200	-	-	38,656
Totals			70,508	274,711	(480,511)	280,127	144,835

Represented by:

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



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.

	2025 Actual \$	2025 Budget \$	2024 Actual \$
Funds Held at Beginning of the Year	-	3,496	3,496
Funds Received from Cluster Members			
Funds Received from MOE	1,002,952	-	1,040,002
Total funds received	1,002,952	3,496	1,043,498
Funds Spent on Behalf of the Cluster	1,002,928	-	1,043,498
Funds remaining	24	3,496	-
Distribution of Funds			
School A	-	-	-
School B	-	-	-
School C	-	-	-
School D	-	-	-
Funds Held at Year End	24	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.

	2025 Actual \$	2024 Actual \$
<i>Board Members</i> Remuneration	4,364	4,235
<i>Leadership Team</i> Remuneration Full-time equivalent members	1,539,433 12.00	1,225,814 11.00
Total key management personnel remuneration	<u>1,543,797</u>	<u>1,230,049</u>

There are 7 members of the Board excluding the Principal. The Board has held 9 full meetings of the Board in the year. The Board also has Finance (2 members) and Property (4 members) committees that met 7 and 4 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

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

	2025 Actual \$000	2024 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	170 - 180	170 - 180
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	2025 FTE Number	2024 FTE Number
100 - 110	7.00	6.00
110 - 120	9.00	7.00
120 - 130	4.00	3.00
130 - 140	2.00	2.00
	<u>22.00</u>	<u>18.00</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:

	2025 Actual	2024 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 2025 (Contingent liabilities and assets at 31 December 2024: nil).

Holidays Act Compliance – Schools Payroll

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

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

22. Commitments

(a) Capital Commitments

As at 31 December 2025, the Board had capital commitments of \$438,863 (2024: \$638,012) as a result of entering the following contracts:

Contract Name	Remaining Capital Commitment \$
B,C,CW Roofing & Cladding	91,915
Heater & Boiler Replacement	317,857
LSPM B,C,F,U Access Mod	29,091
Total	438,863

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 2025 (Operating commitments at 31 December 2024: 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

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Cash and Cash Equivalents	1,105,237	954,727	297,795
Receivables	369,968	304,731	363,394
Investments - Term Deposits	806,548	672,315	1,262,436
Total financial assets measured at amortised cost	<u>2,281,753</u>	<u>1,931,773</u>	<u>1,923,625</u>

Financial liabilities measured at amortised cost

Payables	535,181	445,639	593,052
Finance Leases	27,780	32,237	41,585
Total financial liabilities measured at amortised cost	<u>562,961</u>	<u>477,876</u>	<u>634,637</u>

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.



INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF OPUNAKE HIGH SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2025

The Auditor-General is the auditor of Opunake High School (the School). The Auditor-General has appointed me, Talia Anderson-Town using the staff and resources of Silks Audit Chartered Accountants Limited, to carry out the audit of the financial statements of the School on pages 2 to 21, that comprise the statement of financial position as at 31 December 2025, 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.

Opinion

In our opinion the financial statements:

- present fairly, in all material respects:
 - the School's financial position as at 31 December 2025; and
 - the financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector – Public Benefit Entity Standards, Reduced Disclosure Regime.

Our audit was completed on 29 May 2026. This is the date at which our opinion is expressed.

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 audit 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 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 the Board intends to close or merge the School, or has 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 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 included in the Board's annual report

The Board is required to prepare an annual report which includes the annual financial statements and the audit report, as well as a Statement of Responsibility, Statement of Variance, an Evaluation of the School's Students' Progress and Achievement, a Statement of Compliance with Employment Policy, and a Statement of KiwiSport funding. The Board is responsible for the other information that it presents alongside its annual financial statements.

The other information obtained at the date of our audit report includes copies of the Statement of Responsibility, Statement of Variance, Evaluation of the School's Students' Progress and Achievement, Statement of Compliance with Employment Policy, Board Member Schedule, and Statement of KiwiSport funding.

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 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)* issued by the New Zealand Auditing and Assurance Standards Board.

Other than in our capacity as auditor, we have no relationship with, or interests in, the School.



A handwritten signature in blue ink that reads 'Talia Anderson-Town'.

Talia Anderson-Town
Silks Audit Chartered Accountants Limited
On behalf of the Auditor-General
Whanganui, New Zealand



Ōpunakē High School
Te Kura Tuarua o Ōpunakē
Analysis of Variance 2025

Our Vision: *Growing Good People for a Rapidly Changing World*
Our Values: *DREAMS - Diligence, Respect, Exceeding Expectations, Aroha, Mana & Sustainability*
2025 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 2026

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.

HUARAHĪ 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 visible, 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>

	Baseline Data	Targets	NELPs	Tasks	Planning and Implementation & Evaluation 2025				Success indicators	NELP check	Objective	
					T1	T2	T3	T4				
<p>HUARAHĪ WHAI HUA / PATHWAYS</p> <p>We will use data, structures and teaching strategies to effectively raise overall achievement in NCEA, and Junior school literacy. Strategies will be put in place to ensure continuing focus on target and priority learners, including endorsements at level 1, 2, 3 and scholarships.</p> <p>We chose this strategic objective because although 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 capability to be on track to achieve Level 1 literacy. In Year 11, Māori students are consistently over represented each year, in this data</p>	See tabs	<p>1.1 Increase NCEA overall achievement: Level 1 - from 83% in 2024 to 95% Level 2 - from 90% in 2024 to 95% Level 3 - from 76% in 2024 to 95%</p>	A2 B3	<p>Robust tracking by KMs, and deans</p> <p>Parents updated frequently of students achievements</p> <p>Focus on celebration over the line & M/E endorsed biannually @lwi: <i>Be diligent and believe, to do more than just achieve.</i></p> <p>Encouragement & promotion of course completion at all levels, a requirement of EOTC events during class time</p>			<p>Study spreadsheet term 3 - 2025 Investigating AI in education - to set up a steering group to quality assure assessments</p> <p>Updated Level 1 results: Level 1 snapshot 11/9 Level 2 snapshot Level 3 snapshot</p> <p>Student call back days for practical classes</p> <p>Yr 11 kaimanaaki tracking.doc</p>	<p>Excellent uptake for benchmark exams.</p> <p>HOFs survey self review completed</p> <p>Exam week great success for juniors kept on track until end of term. High turnout to exams and subsequent prizegiving.</p>	<p>See longitudinal results High Key and 50% of 11-12-3 result - NCEA</p>	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	
		<p>1.2 Increase NCEA Māori achievement: Level 1 - from 75% to 95% Level 2 - from 92% to 95% Level 3 - from 64% to 95%</p>	A2 B3 B4	<p>Support Scholarship students</p> <p>Staff upskill on teaching to M/E, & NCEA refresh and identify students with M/E capability and support to success - online pd incorporate in meeting timetable</p>				<p>BOT Annual Feedback 2025.pptx PE</p>				2. Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and
		<p>1.3 Increase merit and excellence (combined) endorsements to 30% at NCEA Level 1, 2 and 3, with a greater focus on excellence from Year 11/70 M/E 22% Year 12 7/49 M/E 14%, Year 13 8/43 M/E 19%</p>	A2 B4	<p>Use level 1 NCEA moderation/feedback/clusters/pd to underpin planning timelines, and content delivery</p>	<p>One student gained Scholarship Bio. Support provided this year in the form of a chemistry mentor for scholarship student.</p> <p>FD 11 L2 97 97 DIO. 69 88 SH 87 96 Hawera 62 72 Stratford 60 78 Spotswood 62 82 Boys High 78 88 Girls High 78 88 Inglewood 71 92 Coastal 45 80 Patea 35 32 OPUNAKE 82 88 TOP RESULTS IN TARANAKI - STATE SCHOOLS FOR LEVEL 1</p>	<p>Staff attend cluster meetings when available.</p>	<p>External moderation helpful for level 1,2,3 for establishing grade boundaries and knowing what else to do</p>	<p>https://docs.google.com/document/d/1BjQwanoBPhbBLKN_QcVB95tI4Etwi7LWqYATR2u-A/edit?tab=t.0 - Why Ora report</p>	<p>Need to continue as a focus seen longitudinal results. Between 11-18% M/E combined, well short of goal.</p>	B: 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	

<p>2023 Year 10 33% passed Numeracy CAA 2024 Year 10 30% passed Numeracy CAA 2024 Year 11 59% passed Numeracy CAA</p> <p>92% enrolled Year 11 2024 students had Literacy 70% of Year 11 2024 students achieved their Level 1 Literacy through the CAA</p> <p>CAA Results</p>	<p>1.4</p>	<p>Identify and use effective and consistent literacy/numeracy strategies & digital platforms across the curriculum in year 9 and year 10, involving whanau in the korero</p> <p>Use literacy/numeracy data to highlight strengths, gaps, weaknesses, and focus areas.</p> <p>Increase whanau/learning community involvement in supporting tamariki with lit/num</p> <p>Increase students gaining lit/num through CAA</p> <p>60% success at year 10 numeracy CAA 95% success at year 11 numeracy CAA</p>	<p>B4 C6</p>	<p>Numeracy minutes</p> <p>Year 11 at risk of not passing level 1 identified. Parents informed. Pathways in place</p> <p>AsTTe testing in mid term 4 for year 9 & 10 students read/write/num. rubric out with reports to whanau, social studies and english teachers & KMs. ILP reports for read/num to whanau Data to underpin class description.</p> <p>Use of rubric in class for student marking each others work - looking for gaps in learning.</p> <p>Year 10 students to sit CAA in both literacy and numeracy twice in the year</p> <p>Booster group formed, and lit/num lead to liaise with whanau and lit committee/LSC.</p> <p>Development of using Chat GPT as academic support</p> <p>Literacy and numeracy practices embedded in junior outlines and practice</p> <p>Principal observations for staff PGC. Principal to have overview of all junior students, and a line of site for literacy/numeracy pathways</p> <p>HOFs using RBL student feedback form to improve practice/on RBL obs sheet</p> <p>Use media to promote reading: weekly snippet - rewards for comprehension</p> <p>Learning community with feeder schools</p>	<p>https://docs.google.com/spreadsheets/d/1lw_xPuZe_Ul3e3Vc1U9JlH9cEN5666Ng3Thlw5We1s/edit?gid=0&gid=0</p> <p>At risk year 11s identified and IT allocated as support. Students needing Lit Support. Year 11s needing Lit support 2025</p> <p>Working with Evaluation associates on involving whanau, and planning for lit success Revised TMR Action Plan template v2.docx</p> <p>Organised meeting with feeder schools on 7th May for Lit/num hui.</p>	<p>post survey response Presentation by Chat GPT expert post survey response using to support numeracy</p> <p>Literacy and numeracy hui: https://docs.google.com/document/d/1mK8DUAm1J7Wfp1CC7B6gqhlxWwz554jB45WrQc_0S/edit?tab=L0</p> <p>LIT/NUM testing taken place- high attendance.</p> <p>Lit/num obs near completion. Identified focus areas for practitioners: Require silence, and eye contact when giving instruction, at least 12 students in year 9 at level 1 Literacy. Learning Intention used across junior school. Followed up in HOF and Staff meeting STAFF MEETING MINUTES 2025: https://docs.google.com/document/d/1vzroAdSTpj1Z08Nhb9U7d4x3lPX0i1hSh5kaL5w5B/edit?tab=L0</p> <p>Literacy lunchtimes for at risk year 11 - high turn out</p> <p>Lit/num pd during TOD: https://docs.google.com/document/d/1d3_U_kd2L6-HXURhdB179WSKWYG5QREks2dt_k6lW/edit?tab=L0</p> <p>https://docs.google.com/document/d/1Wp2mApC6pUjg_3G8hLVBoqg2A__PMgendnLv-RE0/edit?tab=L0</p> <p>CAA writing CAA Social Sciences CAA Maths writing task. Other depts on WI. Donated year 11 WI availability by Andrew Langley. Numeracy ppt improved longitudinal numeracy results CAA yr 9/10 writing test/Lit/num testing week 8</p> <p>Looking at reading club term 4 - applying for funding for books</p> <p>Entered Literacy competition, won spot prizes</p> <p>14 need lit, 25 num, 5 need both.</p>	<p>90% attendance to lit/num assessments in year 10 and 11</p> <p>https://docs.google.com/document/d/1mK8DUAm1J7Wfp1CC7B6gqhlxWwz554jB45WrQc_0S/edit?tab=L0 Literacy hui took place minutes attached</p> <p>Meeting with Lynette Hay Evaluation Associates for lit/num planning</p> <p>https://evaluationassociates ltd-my.sharepoint.com/:w/g/personal/l_hay_evaluate_co_nz/E0L9x7ddCgCRQBcmwqYBOWSTAvxWthfRR59x20jwg?time=813bhbjt3Ug.-Literacy with EA</p> <p>https://evaluationassociates ltd-my.sharepoint.com/:w/g/personal/l_hay_evaluate_co_nz/EZLinsqOdlhiH15WS38FIBf58BmVYbmKdJbvtHjWjGQ7e-xvWVbW.-Literacy matrix compiled from meeting with EA</p> <p>A spotlight on phones away for the day has increased engagement.</p>	<p>Reading survey sent out to students to prepare for junior reading - lit lounge</p> <p>Year 11 Reading Results</p> <table border="1"> <thead> <tr> <th>Count of A</th> <th>% of A</th> </tr> </thead> <tbody> <tr> <td>2023</td> <td>1 1 1</td> </tr> <tr> <td>2024T2</td> <td>22 28 29</td> </tr> <tr> <td>2024T3</td> <td>16 20 49</td> </tr> <tr> <td>2025T2</td> <td>11 14 63</td> </tr> <tr> <td>2025T3</td> <td>10 13 76</td> </tr> </tbody> </table> <p>Year 10 Reading Attendance Count of A % Attendance % Cohort</p> <table border="1"> <tbody> <tr> <td>2024T3</td> <td>1 1 100 1</td> </tr> <tr> <td>2025T2</td> <td>64 24 38 33</td> </tr> <tr> <td>2025T3</td> <td>36 17 47 24</td> </tr> <tr> <td>2026T2</td> <td></td> </tr> <tr> <td>2026T3</td> <td></td> </tr> <tr> <td>Cumulative % =</td> <td>58</td> </tr> </tbody> </table> <p>Year 9 Reading Attendance Count of A % Attendance % Cohort</p> <table border="1"> <tbody> <tr> <td>2025T3</td> <td>23 11 48 20</td> </tr> <tr> <td>2026T2</td> <td></td> </tr> <tr> <td>2026T3</td> <td></td> </tr> <tr> <td>2027T2</td> <td></td> </tr> <tr> <td>2027T3</td> <td></td> </tr> <tr> <td>Cumulative % =</td> <td>20</td> </tr> </tbody> </table> <p>Exam week taken place</p> <p>literacy lounge commencing for all juniors week 5</p> <p>There will be tutorials during week 7 for more learning before a reassessment opportunity for these students. We do not give up on our students!</p> <p>Reflecting on the internal standards completed in our senior courses this year, the results are nothing short of spectacular:</p> <p>11MAT: 5% at Excellence and 12% at Merit 12MAT: 40% at Excellence and 27% at Merit 13MAC: 37% at Excellence, and 44% at Merit 13MAS: 40% at Excellence and 21% at Merit</p>	Count of A	% of A	2023	1 1 1	2024T2	22 28 29	2024T3	16 20 49	2025T2	11 14 63	2025T3	10 13 76	2024T3	1 1 100 1	2025T2	64 24 38 33	2025T3	36 17 47 24	2026T2		2026T3		Cumulative % =	58	2025T3	23 11 48 20	2026T2		2026T3		2027T2		2027T3		Cumulative % =	20	<p>85.2 at level 1, 98.4% pass rate of CAA at level 2, will continue with school wide focus to ensure accessibility of NCEA qualification, and when entering year 11. Literacy lead continued to be employed</p>		<p>4. Ensure every learner/rikgona gains sound foundation skills, including language*, literacy and numeracy</p>
Count of A	% of A																																														
2023	1 1 1																																														
2024T2	22 28 29																																														
2024T3	16 20 49																																														
2025T2	11 14 63																																														
2025T3	10 13 76																																														
2024T3	1 1 100 1																																														
2025T2	64 24 38 33																																														
2025T3	36 17 47 24																																														
2026T2																																															
2026T3																																															
Cumulative % =	58																																														
2025T3	23 11 48 20																																														
2026T2																																															
2026T3																																															
2027T2																																															
2027T3																																															
Cumulative % =	20																																														
	<p>1.5</p>	<p>Grow TWK as an avenue for academic success for our maori students, and normalise use of te reo and tikanga across the school and community</p>		<p>Open up Te Whare Kura as a cultural learning space, for expertise in tikanga, te reo, toi maori, matauranga maori, adult education.</p> <p>Offer learning in all things maori to the community.</p> <p>Have a literacy pathway for maori learners</p>	<p>Opening had high community turn out.</p> <p>Year 9 kapa haka 1hr/week, learning waiata, haka, pepeha. All staff and Te Haumoana learnt all 4 verses of school karakia. Kapa korero commencing with AE Tutor and Science Teacher as kaiako.</p> <p>Kapa korero commenced with PRA and CR</p>	<p>Te Haumoana working in conjunction with SHS to grow roopu and enable them to have enough numbers to be competitive. Copy of Draft Transition Plan.docx</p>	<p>Working in collaboration with Stratford for Te Haumoana training 1 day/fortnight all day practicing together: Te Kotahitanga o Te Hiko Nui - The togetherness of electric vibrancy</p>	<p>Roopu performed at Pae Rangatahi, and represented the kura with mana. First time to perform on this stage. Joined with Stratford: Te Kotahitanga o te Hikonui. Te wiki o te reo</p> <p>Students performed at Puanga and Prize Giving, also practicing with Tamarongo for Taranaki Tu Mai event.</p> <p>Whole school exam for juniors in Te Reo. High pass rate - cloze procedure only.</p>	<p>TWK used extensively for Taranaki Tu Mai, Centenary, Te Reo and Matauranga Maori teaching and learning. Also working in conjunction with Stratford to develop and become competitive with Te Haumoana - now named Te Kotahitanga o Te Hiko Nui. Funding applied for 2026 for Kapa Haka tutor to continue teaching roopu, and junior year 9 induction into te reo maori whiata</p>	<p>C: QUALITY TEACHING AND LEADERSHIP Quality teaching and leadership make the difference for learners and their whanau.</p>	<p>5. Meaningfully incorporate te reo Maori and tikanga Maori into the everyday life of the place of learning</p>																																				

1.6	Students with physical and /or intellectual disabilities are supported across the school. Programmes are modified to meet individual student needs. Access to the curriculum is provided in an inclusive learning community including mainstream classes.	<p>A2, B4, C</p> <p>Equip educators with knowledge and strategies to deliver a rich, engaging curriculum in an adaptive and personalised way</p> <p>Harness collective knowledge, wisdom and experiences of parents and whānau and outside agencies</p> <p>Actively seek, value, and respect diverse representation, views and experiences in learners</p> <p>Actively seek experiences beyond the classroom to provide gifted learners with the opportunity to explore their 'giftedness' with others of like mind.</p>	<p>Discussed at staff meeting: https://docs.google.com/document/d/1B9vvhEhXLeHDFBA0J8cP8bFGvA9I_xsEA_Xb30_ISQ/edit?tab=L0</p> <p>Knowing our kids meeting to underpin classroom descriptions using opunake data</p>	Modifications for learning support begun		<p>Draft transition plans for our WA students commenced</p> <p>Met with Dr Kiri Fortune Pou Arorangi Te Rarama Trust re opportunities for our WA students. Will be making a plan this term - amazing opportunities here. Working with Arahunga on support for 2026</p>	<p>Working with support groups including Arahunga to support 3 big things, Pou Arorangi Te Rarama Trust for curriculum development, and opportunities - seaweed 45 going strong. BN 2nd place in photo comp, increased staffing into 2026 to ensure ongoing success and variable opportunities.</p>		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.	<p>A2, D7</p> <p>Review and regenerate a more effective system around work experience.</p> <p>Opportunities to gain NCEA through alternative pathways.</p> <p>Ensure a pathway from junior school tech to senior school woodwork/engineering & Tiny Homes is being pursued by students interested in trades based learning.</p> <p>Offer opportunities for leads in Trades to collaborate/budget/curriculum plan and future proof Trade pathways</p> <p>Continue to develop on site real world learning in Trades.</p> <p>Continue to develop/promote/instil Sustainable practice at school</p> <p>Senior students attend TOPEC course - Outdoor Education</p>	<p>Several classes at year 11,12,13 going to Rotokare for experiences in sustainable management</p> <p>Fencing skills developed, off site for Ag students</p> <p>Health and safety courses continue to take place.</p> <p>Blue light working with seniors on driver's license</p> <p>Science Fair</p> <p>Barrista training with expert term 1/2</p>	<p>Working with blue light for learner's license. Blue light on site working with our year 12 and 13s. Funded opportunity collaboration project for road safety.</p> <p>Focus on Learner's license to ensure students work ready.</p> <p>Worked in collaboration with Blue Light: Of the 16: 13 passed, 2 still to sit, 1 - not yet</p> <p>Women in trades visit this Friday - high take up</p> <p>Sheila Winn, Womad, Rockquest</p>	<p>Reading - 10/33 = 30%</p> <p>Year 12 Work Experience 2025 attendance hugely up on last year</p> <p>Students on NZ Model Youth Parliament delegation</p> <p>Won the YES programme and Hero of the group. Looking towards involving this in senior school.</p> <p>Working with Buzzy Bee on Barista</p> <p>Careers Expo</p> <p>All year 12s in hospitality supported canteen. Yr 13s supported lunches. Year 10s at end of the year supported lunches.</p>	<p>Te Wiki o Te Reo week 10 - activities for juniors, as exam week for seniors 2025 wiki o Te Reo Māori</p> <p>History trip to Wellington - Parliament visit</p> <p>Gateway and Witt evening taking place 20th Oct</p> <p>Barbers came to school to cut students' hair and showcase opportunities in this career space.</p> <p>Careers Overview 2025</p> <p>Rotokare assessment trips. Massey Science trip. Quad bikes on Farms. Why Ora visits to Hawera Hospital.</p> <p>Bank manager spoke with year 12s around banking.</p> <p>Witt Barista course - 10 students</p>	<p>Strengthening relationships with local business. Increased uptake in robust year 12 work experience. Have a chat for Tiny Homes into 2026. Local barrista supporting our hospitality group. Still plenty of room for growth and innovation.</p> <p>2026 mini site the 5 day Trade's course</p> <p>Agri/culture/real life term conditions to develop</p>	<p>D: FUTURE OF LEARNING AND WORK</p> <p>Learning that is relevant to the lives of New Zealanders today and throughout their lives</p>	7. Collaborate with industries and employers to ensure learners/ ākonga have the skills, knowledge and pathways to succeed in work

	1.8	Support students to make appropriate, well informed choices around curriculum and career pathways	A1, C5	<p>Career planning part of MT time content using my mahi as a platform.</p> <p>Exposure to fields of work</p> <p>Robust, scaffolded course selection process, with whanau conversations, and checks of skillsets versus course selection.</p> <p>Educate on informed and safe decision making through junior and senior health classes such as Sex Ed.</p>	<p>Visit from Why Ora/Whaka Piki ake with senior health sci focused students.</p> <p>VR with Geoff from My mahi, using VR to make appropriate choices - links to leadership badges for DREAMS and badges for cvs: e.g conflict resolution badge.</p>	<p>Visit with Why Ora to Hawera hospital to promote science/health pathways for our tamariki maori.</p> <p>University visits taking place</p>	<p>Darcey Bassett from QRC (Tourism College in Queenstown) spoke to GEO class https://docs.google.com/document/d/1jG2v_e7_a4sX_qeCqa50K8TOX00P3aymBS7pGeth1zo/edit?tab=t.0 - Careers overview</p> <p>Course selection process started year 10 - year 11 book compiled and published. https://docs.google.com/spreadsheets/d/16Kp9FqPGUO89-vUmMDy1H9W09IL2cTVq-luqCQbjSki/edit?gid=1970445575#gid=1970445575 - Course selection bklet for year 10 published</p> <p>Rural Health Careers Promotion Programme - week 1 year 10</p> <p>Auckland uni visit is to encourage and empower Māori rangatahi to pursue higher education after high school. While we are from the University of Auckland, our main goal is to get more Māori into tertiary education—wherever that may be and whatever best suits each student. - visited week 1 and spoke to whole snr school. Massey Uni Visit</p> <p>Wellington Uni visit</p> <p>Jess McKnight from MSD - spoke to Y12 and 13 about setting up Real Me accounts, study link (student loans, allowances) eligibility and how to apply.</p>	<p>Visit to Massey University to expand science horizons.</p> <p>Yr 9 and senior school course selection booklet published online and hardcopy well in advance of course selection day.</p>	<p>Drawn taking on more responsibility in course selection process to trouble shoot and fibre for more cooling off period to prevent inappropriate/over course choices for 2026. Join up to course selection 2026 in 2025 for students to career pathways. Commence to 26 mid 2026.</p>	
--	-----	---	--------	--	--	---	--	---	---	--

	2025 Key Improvement Strategies to Achieve Strategic Vision		Specifics	Success indicator	Planning and Implementation & Evaluation			
					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 Opunake High School.	4.1	Complete interior of wharekura	Kitchen completion Complete finishing to requirement					
	4.2	Investigate costings for rejuvenating covered ways	Start improvements of covered ways at cost					
	4.3	Ministry led work on D and F block on track to be started in 2025	Monthly updates from the project manager (Jess/Alejandro)					
	4.4	Heating and Boiler replacement/upgade before winter 2026	Services review					
	4.5	Cyclical Maintenance as scheduled	Review schedule to ensure it aligns with updated works around the kura.					
	4.6	Investigation of solar	Upgrading with solar if financial and load baring viable					
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 - new staff member upskilled in this area.	Tag testing schedule in place and checked off					
	6.2	Review all EOTC incidents	Regular H&S meetings H&S reported on at Board meetings					
	6.3	Site inspections completed twice a year to identify any issues						
	6.4	Ensure Health and Safety reporting is occurring at all levels of the school.	Council to clear all drains Look at base of hedging to allow water to flow off site					
	6.5	Provision for flooding						
PERSONNEL	7.1	When teaching vacancy occurs give consideration to the strategic plan and EEO in each appointment process						

	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	Target
L1 – all	80	83.6	85.7	81.4	83.6	90.3	86	85	88.3	83	87%	95
L 1 Māori	73.3	75	72.4	75	80	85	77	82	86.2	75	89%	95
L1 Pasifika	N/A	100	100	N/A	75	100	100	100	100	33	100%	95
L1 Merit Endorsement	16.7	11.5	9.1	12.3	12.5	21.4	16	30	15.1	18	8%	
L1 Excellence Endorsement	5	16.4	18.2	15.8	10.7	21.4	13	4	7.5	9	3%	30
L2 All	93.1	85.5	81.5	78.8	88.9	87	86	88	85.2	90	99%	95
L2 Māori	96.3	80.6	71	64.2	85.2	84	87	76	77.3	92	97%	95
L2 Pasifika	100	N/A	100	77.8	N/A	80	90	N/A	100	100	100%	95
L2 Merit Endorsement	11.1	13.6	5.7	5.1	7.1	4.3	20	11	4.3	7	8%	
L2 Excellence Endorsement	3.7	6.8	13.2	15.4	12.5	12.5	9	9	6.5	7	10%	30
L3 All	68.6	65.2	67.9	62	74.1	95.2	81	82	91.5	76	89%	95
L3 Māori	57.9	59.1	56.5	50	44.4	88	84	82	88.2	64	82%	95
L 3 Pasifika	100	100	N/A	N/A	100	100	100	N/A	n/a	100	100%	95
L3 Merit Endorsement	29.6	31.6	14.7	10	7.5	12	9	17	11.6	20	10%	
L3 Excellence Endorsement	14.3	3.3	2.8	16.1	20	8	12	8	7	3.3	7%	30





Ōpunakē High School / Te Kura Tuaru o Ōpunakē
Annual Implementation Plan 2026

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

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

2025 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 2026



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.

HUARAHĪ 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>

	Baseline Data	Targets		Tasks	Planning and Implementation & Evaluation 2026				Success indicators
					T1	T2	T3	T4	
<p>HUARAHĪ WHAI HUA / PATHWAYS We will use data, structures and teaching strategies to effectively raise overall achievement in NCEA, and Junior school literacy. Strategies will be put in place to ensure continuing focus on target and priority learners, with a specific focus on endorsements at level 1,2, 3 and scholarships.</p> <p>We chose this strategic objective because although 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 in Year 11. Māori students are consistently over represented each year, in this data at junior school.</p>		1	Increase NCEA overall achievement: Level 1 - from 87% in 2025 to 95% Level 2 - from 99% in 2025 to maintain Level 3 - from 89% in 2024 to 95%	Tracking Milestone mahi Communication with whanau					
		2	Increase NCEA Māori achievement: Level 1 - from 89% to 95% Level 2 - from 97% to maintain Level 3 - from 82% to 95%	Tracking Milestone mahi Communication with whanau					
		3	Increase merit and excellence (combined) endorsements to 30% at NCEA Level 1, 2 and 3, with a greater focus on excellence from Year 11 Shift from Level 1: M 7.6%, E 3.0% = 11% total Level 2: M 8%, E 10% = 18% total Level 3: M 10%, E 7% = 17% total	Staff have PD to ensure up to date practice Extra study classes In class differentiation and extension - SCT					
		4	Whole staff focus on consistency of practice around behaviours, and ākonga agency for learning and achievement. Improving learning culture.	Mahi Milestones Whanau involvement Opportunities for catch up Dept focus					
		5	Improve CAA results from 85% at Level 1 to 95% by identifying and using effective and consistent literacy/numeracy strategies & digital platforms across the curriculum in year 9 and year 10, involving whanau in the korero . Overseen by Principal and literacy lead. Increase number of students gaining literacy/numeracy through CAA	Use e-asttle data at IDPs to discuss next steps with whanau to keep them involved Staff to observe each other teaching literacy and provide feed forward and feed back Principal to observe staff and share best practice					



6	Increase opportunities in vocational pathways and learning beyond the classroom	Implement the new Trades Programme Increase by in for work placements & future employment opportunities Promote engagement in Vocational Pathways Opportunities						
7	Develop love of literacy	Lit Lounge Promotion Whanau engagement						
8	All staff upskilled in new curriculum & changes in AI	TODs PD focus Reflect, review on ext mod						
9	Increase uptake of daily usage of te reo amongst staff and students	Kapa Korero High profile language Recognition						

Strategic Area + Objective	Baseline Data	Targets	Tasks	Planning and Implementation & Evaluation 2026				Success indicators
				T1	T2	T3	T4	
HAUORA / WELLBEING We will use PB4L, RJ, consistent best practice, greater kaiako cultural capability, strengthening feeder school connections, kaimanaaki programmes, SCT and hauora coach support and opportunities for māori to succeed as māori to increase student attendance. Through a focus on resilience, presence, purpose, practice engagement, and academic success with a particular focus on Māori and @ risk students.		1 <u>Meet the goals of the attendance plan</u> <u>Ōpunakē High School Attendance Management Plan 2026</u>	See Attendance doc - 3Ps					
		2 DREAMS pathway accessible to all resulting in increased blue, silver, gold recipients, reduction in negative off task behaviours, increased uptake in leadership opportunities, growing capable leaders.	Focus on consistency around values Celebrate DREAMS values Upskill KMs in delivery of DREAMS programme through medium of PB4L Offer students leadership opportunities					
		3 Greater understanding and application of RJ resulting in reduction in recidivist negative behaviours.	PD for staff around RJ Communicate RJ process to students and whanau					
		4 Increase pathways to improve mental/physical health	Introduce Pulse Access avenues for support and review impact Create opportunities to develop peer-peer, peer to kaiako relationships Sun smart Environmental projects both in and out of the kura role modelled by staff					

Strategic Area + Objective	Baseline Data	Targets	Tasks	Planning and Implementation & Evaluation 2026				Success indicators	
				T1	T2	T3	T4		
<p>HAPORI / COMMUNITY CONNECTIONS</p> <p>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.</p> <p>We chose this strategic objective because research shows that parental engagement in developing learning pathways has a significant impact on outcomes. .</p>	Currently funded on roll of 318	1	Increase opportunities to grow good people through sporting, cultural, sustainable, artistic, academic and career events happening at the kura and in the (wider) community	Actively seek and be involved in community events					
		2	Grow roll through connections with feeder schools, and connections to whānau. Increase IDPs from 85% to 100%.	<p>Develop opportunities to liaise with feeder schools to upskill staff around delivery of curriculum</p> <p>Grow opportunities to expose feeder schools' students to OHS</p> <p>Promote IDPs, ensure whānau & ākonga gain valuable feedback and feedforward re: attendance, attitude and achievement.</p>					
		3	Strengthen reciprocal relationship between kura and hapori for mutual benefit of ākonga and te hapori whānui	<p>Increase sharing of information about what's happening at OHS</p> <p>Be mindful of & open to experts in community who can support our ākonga</p> <p>Look for ways to support our te hapori whānui</p>					

	2026 Key Improvement Strategies to Achieve Strategic Vision		Specifics	Planning and Implementation & Evaluation 2026			
				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 Opunake High School.	4.1	Ministry led work on D and F block on track to be started in 2025 and completed 2026	Upgrade aligned around being able to deliver curriculum Ensure quality upgrade				
	4.2	Covered ways completed	To be finished, and art work attached				
	4.3	Heating and Boiler replacement/upgrade before winter completed before Winter	To be finished and start use in winter				
	4.4	Cyclical Maintenance as scheduled	Services review, paint another 2 classrooms				
	4.5	Investigation of Astro Turf	Looking at funding avenues. Create a steering group, apply for funding.				
	4.6	Investigation of sci block upgrade	Start designing plans, and discuss				
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 - new staff member upskilled in this area.	Tag testing schedule in place and checked off				
	6.2	Review all EOTC incidents	Regular H&S meetings				
	6.3	Site inspections completed twice a year to identify any issues	H&S reported on at Board meetings				
	6.4	Ensure Health and Safety reporting is occurring at all levels of the school.	Council to clear all drains				
	6.5	Provision for flooding	Look at base of hedging to allow water to flow off site				
PERSONNEL	7.1	When teaching vacancy occurs give consideration to the strategic plan and EEO in each appointment process					

	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	Target
L1 – all	80	83.6	85.7	81.4	83.6	90.3	86	85	88.3	83	87%	95
L 1 Māori	73.3	75	72.4	75	80	85	77	82	86.2	75	89%	95
L1 Pasifika	N/A	100	100	N/A	75	100	100	100	100	33	100%	95
L1 Merit Endorsement	16.7	11.5	9.1	12.3	12.5	21.4	16	30	15.1	18	8%	
L1 Excellence Endorsement	5	16.4	18.2	15.8	10.7	21.4	13	4	7.5	9	3%	30
L2 All	93.1	85.5	81.5	78.8	88.9	87	86	88	85.2	90	99%	95
L2 Māori	96.3	80.6	71	64.2	85.2	84	87	76	77.3	92	97%	95
L2 Pasifika	100	N/A	100	77.8	N/A	80	90	N/A	100	100	100%	95
L2 Merit Endorsement	11.1	13.6	5.7	5.1	7.1	4.3	20	11	4.3	7	8%	
L2 Excellence Endorsement	3.7	6.8	13.2	15.4	12.5	12.5	9	9	6.5	7	10%	30
L3 All	68.6	65.2	67.9	62	74.1	95.2	81	82	91.5	76	89%	95
L3 Māori	57.9	59.1	56.5	50	44.4	88	84	82	88.2	64	82%	95
L 3 Pasifika	100	100	N/A	N/A	100	100	100	N/A	n/a	100	100%	95
L3 Merit Endorsement	29.6	31.6	14.7	10	7.5	12	9	17	11.6	20	10%	
L3 Excellence Endorsement	14.3	3.3	2.8	16.1	20	8	12	8	7	3.3	7%	30

Compliance with Education and Training Act 2020 requirements to be a good employer for the year ending 31 December 2025.

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	
<p>How have you met your obligations to provide good and safe working conditions?</p>	<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? How have you been fulfilling this programme?</p>	<p><u>Equal Employment Opportunities</u> <i>It is reflected in our diverse staffing.</i></p>
<p>How do you practise impartial selection of suitably qualified persons for appointment?</p>	<p><i>By following: Secondary Principals' Collective Agreement<u>[PDF, 709 KB]</u></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 style="text-align: center;"> </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 Whánau 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 Whánau. ● 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

Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Andy Whitehead	Presiding Member	Elected	Sep 2028
Andrea Hooper Carr	Principal	ex Officio	
Amie Heatherton	Parent Representative	Elected	Sep 2025
Andreas Danz	Parent Representative	Elected	Sep 2028
Kylie Brophy	Parent Representative	Elected	Sep 2025
Lloyd Morgan	Parent Representative	Elected	Sep 2028
Megan Symons	Parent Representative	Elected	Sep 2025
Michael Griggs	Staff Representative	Elected	Sep 2025
Andrew Dobbin	Staff Representative	Elected	Sep 2028
Victoria Forbes	Staff Representative	Elected	Sep 2028
Rachel Taylor	Staff Representative	Elected	Sep 2028
Gerald Torres	Student Representative	Elected	Sep 2025
Ashley Symons	Student Representative	Elected	Sep 2026



Opunakē High School

Te Kura Tuarua o Opunakē

CONTACT DETAILS

P: 06 761 8723

Tasman Street, Opunakē 4616

PO Box 4, Opunakē 4645

www.opunake.school.nz

admin@opunake.school.nz

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

KIWISPORT STATEMENT

Re: Kiwisport Funding:

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2025, Opunakē High School received a total of \$7,887.66 (excluding GST) Kiwisport funding. The funding was used to increase student participation in sporting endeavours throughout the school and with Taranaki wide exchanges.

Yours sincerely

Andrea Hooper Carr
Principal

Opunake High School

Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2025, the school received total Kiwisport funding of \$7,888 (excluding GST). The funding was spent on sporting endeavours.

Statement of Compliance with Employment Policy

For the year ended 31st December 2025 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.