

# KARAMU HIGH SCHOOL

## ANNUAL FINANCIAL STATEMENTS

### FOR THE YEAR ENDED 31 DECEMBER 2024

#### School Directory

**Ministry Number:** 229

**Principal:** Dionne Thomas

**School Address:** 901 Windsor Avenue, Parkvale, Hastings 4122

**School Postal Address:** P O Box 346, Hastings 4156

**School Phone:** 06 878 7139

**School Email:** [admin@karamu.school.nz](mailto:admin@karamu.school.nz)

**Accountant / Service Provider:** Epplett & Co Limited - Chartered Accounts, 207 Avenue Road East, Hastings

**Members of the Board:**

Name	Position	How Position Gained	Term Expired/ Expires
Dave de Lange	Presiding Member	Elected	2025
Nick Richards	Parent Representative	Elected	2025
Jonathon Marks	Parent Representative	Elected	2025
Tineka Tuala-Fata	Parent Representative	Elected	2024
Grant Russell	Parent Representative	Elected	2025
Masae Leleimalefaga	Parent Representative	Selected	2025
Dionne Thomas	Principal		
Jordan Herbert	Staff Representative	Elected	2025
Maggie Knowles	Student Trustee	Elected	2024
Leo Corbett	Student Trustee	Elected	2025

# KARAMU HIGH SCHOOL

Annual Financial Statements - For the year ended 31 December 2024

## Index

<b>Page</b>	<b>Statement</b>
<a href="#"><u>1</u></a>	Statement of Responsibility
<a href="#"><u>2</u></a>	Statement of Comprehensive Revenue and Expense
<a href="#"><u>3</u></a>	Statement of Changes in Net Assets/Equity
<a href="#"><u>4</u></a>	Statement of Financial Position
<a href="#"><u>5</u></a>	Statement of Cash Flows
<a href="#"><u>6 - 17</u></a>	Notes to the Financial Statements
	Independent Auditor's Report

# Karamu High School

## Statement of Responsibility

For the year ended 31 December 2024

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

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

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

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

Dave de Lange

Full Name of Presiding Member

*Dave de Lange*

Signature of Presiding Member

11 June 2025

Date:

Dionne Thomas

Full Name of Principal

*Dionne Thomas*

Signature of Principal

11 June 2025

Date:

# Karamu High School

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2024

		2024	2024	2023
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Revenue</b>				
Government Grants	2	12,110,317	11,856,809	11,233,075
Locally Raised Funds	3	642,898	357,000	547,010
Interest		82,603	20,000	63,637
Gain on Sale of Property, Plant and Equipment		4,052	-	-
Other Revenue		12,024	-	2,719
<b>Total Revenue</b>		12,851,894	12,233,809	11,846,441
<b>Expense</b>				
Locally Raised Funds	3	542,983	360,390	435,641
Learning Resources	4	8,027,625	7,895,721	7,956,165
Administration	5	2,023,729	1,913,111	920,462
Interest		9,301	-	5,389
Property	6	2,155,762	2,097,932	2,043,436
Loss on Disposal of Property, Plant and Equipment		52,566	-	7,947
<b>Total Expense</b>		12,811,966	12,267,154	11,369,040
<b>Net Surplus / (Deficit) for the year</b>		39,928	(33,345)	477,401
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		39,928	(33,345)	477,401

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

# Karamu High School

## Statement of Changes in Net Assets/Equity

For the year ended 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
<b>Equity at 1 January</b>		3,300,913	3,300,913	2,856,092
Total comprehensive revenue and expense for the year		39,928	(33,345)	477,401
Distributions to the Ministry of Education		-	-	(32,580)
Contribution - Furniture and Equipment Grant		50,710	-	-
<b>Equity at 31 December</b>		3,391,551	3,267,568	3,300,913
Accumulated comprehensive revenue and expense		3,391,551	3,267,568	3,300,913
<b>Equity at 31 December</b>		3,391,551	3,267,568	3,300,913

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.

# Karamu High School

## Statement of Financial Position

As at 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	7	1,865,032	1,638,713	1,441,040
Accounts Receivable	8	644,628	587,855	688,027
GST Receivable		14,779	(25,000)	23,149
Prepayments		17,584	18,000	81,500
Inventories	9	160,555	140,000	158,731
Investments	10	137,415	138,000	514,339
Funds Receivable for Capital Works Projects	16	106,736	119,500	57,214
		2,946,729	2,617,068	2,964,000
<b>Current Liabilities</b>				
Accounts Payable	12	838,925	808,000	756,281
Revenue Received in Advance	13	131,261	32,000	129,830
Provision for Cyclical Maintenance	14	20,437	-	17,308
Finance Lease Liability	15	43,053	45,000	27,602
Funds held for Capital Works Projects	16	207,717	211,000	41,384
		1,241,393	1,096,000	972,405
<b>Working Capital Surplus/(Deficit)</b>		1,705,336	1,521,068	1,991,595
<b>Non-current Assets</b>				
Investments	10	412,309	300,000	-
Property, Plant and Equipment	11	1,565,767	1,724,500	1,521,854
		1,978,076	2,024,500	1,521,854
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	14	220,984	206,000	186,514
Finance Lease Liability	15	70,877	72,000	26,022
		291,861	278,000	212,536
<b>Net Assets</b>		3,391,551	3,267,568	3,300,913
<b>Equity</b>		3,391,551	3,267,568	3,300,913

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

# Karamu High School

## Statement of Cash Flows

For the year ended 31 December 2024

	Note	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
<b>Cash flows from Operating Activities</b>				
Government Grants		3,019,529	4,312,574	3,063,830
Locally Raised Funds		677,422	342,500	586,493
Goods and Services Tax (net)		8,370	50,000	(6,023)
Payments to Employees		(1,842,598)	(1,555,878)	(1,441,872)
Payments to Suppliers		(1,407,083)	(2,541,876)	(1,652,722)
Interest Paid		(9,301)	-	(5,389)
Interest Received		92,733	15,000	51,261
Net cash from/(to) Operating Activities		539,072	622,320	595,578
<b>Cash flows from Investing Activities</b>				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		4,348	62,500	(1)
Purchase of Property Plant & Equipment (and Intangibles)		(205,985)	(354,950)	(84,599)
Purchase of Investments		(35,385)	362,000	(60,213)
Proceeds from Sale of Investments		-	(300,000)	-
Net cash from/(to) Investing Activities		(237,022)	(230,450)	(144,813)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		50,710	-	-
Distributions to Ministry of Education		-	-	(32,580)
Finance Lease Payments		(45,578)	(42,600)	(87,812)
Funds Administered on Behalf of Other Parties		116,812	118,000	41,762
Net cash from/(to) Financing Activities		121,944	75,400	(78,630)
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>423,994</b>	<b>467,270</b>	<b>372,135</b>
Cash and cash equivalents at the beginning of the year	7	1,441,040	1,171,443	1,068,905
<b>Cash and cash equivalents at the end of the year</b>	<b>7</b>	<b>1,865,034</b>	<b>1,638,713</b>	<b>1,441,040</b>

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

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

# Karamu High School

## Notes to the Financial Statements

### For the year ended 31 December 2024

#### 1. Statement of Accounting Policies

##### **a) Reporting Entity**

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

##### **b) Basis of Preparation**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

###### **Cyclical maintenance**

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

###### **Useful lives of property, plant and equipment**

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

###### **Critical Judgements in applying accounting policies**

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

###### **Classification of leases**

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



Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 15. Future operating lease commitments are disclosed in note 21.

#### ***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 stationery and school uniforms. 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 except for library resources are depreciated over their estimated useful lives on a straight line basis. Library resources are depreciated on a diminishing value basis. Depreciation of all assets is reported in the Statement of Comprehensive Revenue and Expense.

The estimated useful lives of the assets are:

Building Improvements	33-40 years
Furniture and Equipment	5-15 years
Information and Communication Technology	10 years
Motor Vehicles	10 years
Leased Assets held under a Finance Lease	3 - 5 Years
Library Resources	12.5% Diminishing value

#### **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.

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 [Intensive Wrap around services] where there are unfulfilled obligations for the Group 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, or repayment of MOE Grants should the School be unable to provide the services to which they relate.

**o) 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.

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. In instances where funds are

**p) Provision for Cyclical Maintenance**

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

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

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

**q) Financial Instruments**

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

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

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

**r) 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.

**s) Budget Figures**

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

**t) Services received in-kind**

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

## 2. Government Grants

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Government Grants - Ministry of Education	2,906,714	2,610,310	2,883,501
Teachers' Salaries Grants	6,354,525	6,400,000	6,610,618
Use of Land and Buildings Grants	1,573,376	1,573,500	1,478,833
Ka Ora, Ka Ako - Healthy School Lunches Programme	1,228,685	1,228,000	215,345
Other Government Grants	47,017	44,999	44,778
	<u>12,110,317</u>	<u>11,856,809</u>	<u>11,233,075</u>

## 3. Locally Raised Funds

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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
<b>Revenue</b>			
Donations and Bequests	18,610	15,000	19,625
Fees for Extra Curricular Activities	109,327	59,000	92,702
Trading	179,732	270,000	323,206
Fundraising and Community Grants	139,386	-	53,185
Other Revenue	195,843	13,000	58,292
	<u>642,898</u>	<u>357,000</u>	<u>547,010</u>
<b>Expense</b>			
Extra Curricular Activities Costs	175,654	135,100	146,700
Trading	231,995	225,290	288,958
Other Locally Raised Funds Expenditure	135,334	-	(17)
	<u>542,983</u>	<u>360,390</u>	<u>435,641</u>
<i>Surplus/ (Deficit) for the year Locally Raised Funds</i>	<u>99,915</u>	<u>(3,390)</u>	<u>111,369</u>

## 4. Learning Resources

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Curricular	347,501	309,310	337,356
Information and Communication Technology	491	20,000	8,135
Employee Benefits - Salaries	7,376,701	7,307,511	7,341,693
Staff Development	63,334	55,200	48,794
Depreciation	215,095	200,000	215,617
Other Learning Resources	24,503	3,700	4,570
	<u>8,027,625</u>	<u>7,895,721</u>	<u>7,956,165</u>

## 5. Administration

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Audit Fees	15,510	10,500	10,545
Board Fees and Expenses	21,470	10,880	8,970
Operating Leases	1,337	18,000	5,780
Other Administration Expenses	123,686	111,065	114,040
Employee Benefits - Salaries	568,365	467,667	497,997
Insurance	20,828	19,799	18,695
Service Providers, Contractors and Consultancy	43,848	47,200	49,090
Ka Ora, Ka Ako - Healthy School Lunches Programme	1,228,685	1,228,000	215,345
	<u>2,023,729</u>	<u>1,913,111</u>	<u>920,462</u>

## 6. Property

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Consultancy and Contract Services	140,311	141,932	140,551
Cyclical Maintenance	71,071	30,000	48,907
Heat, Light and Water	85,356	85,000	84,788
Rates	22,689	8,000	24,328
Repairs and Maintenance	76,700	79,000	55,508
Use of Land and Buildings	1,573,376	1,573,500	1,478,833
Employee Benefits - Salaries	127,165	123,500	121,800
Other Property Expenses	59,094	57,000	88,721
	<u>2,155,762</u>	<u>2,097,932</u>	<u>2,043,436</u>

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

## 7. Cash and Cash Equivalents

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Bank Accounts	1,867,698	1,638,713	1,446,662
Bank Overdraft	(2,666)	-	(5,622)
Cash and cash equivalents for Statement of Cash Flows	<u>1,865,032</u>	<u>1,638,713</u>	<u>1,441,040</u>

Of the \$1,865,032 Cash and Cash Equivalents, \$207,717 is held by the School on behalf of the Ministry of Education. These funds have been provided by the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings and include retentions on the projects, if applicable. The funds are required to be spent in 2025 on Crown owned school buildings.

Of the \$1,865,032 Cash and Cash Equivalents, \$131,261 of Revenue Received in Advance is held by the School, as disclosed in note 13.

## 8. Accounts Receivable

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Receivables	16,015	-	37,084
Interest Receivable	8,075	15,000	18,205
Banking Staffing Underuse	(1,599)	(27,145)	64,199
Teacher Salaries Grant Receivable	622,137	600,000	568,539
	<u>644,628</u>	<u>587,855</u>	<u>688,027</u>
Receivables from Exchange Transactions	24,090	15,000	55,289
Receivables from Non-Exchange Transactions	620,538	572,855	632,738
	<u>644,628</u>	<u>587,855</u>	<u>688,027</u>

## 9. Inventories

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
School Uniforms	159,907	140,000	158,285
Canteen	648	-	446
	<u>160,555</u>	<u>140,000</u>	<u>158,731</u>

## 10. Investments

The School's investment activities are classified as follows:

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Current Asset			
Short-term Bank Deposits	137,415	138,000	514,339
Non-current Asset			
Long-term Bank Deposits	412,309	300,000	-
Total Investments	<u>549,724</u>	<u>438,000</u>	<u>514,339</u>

## 11. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2024						
Building Improvements	596,798	11,043			(23,148)	584,693
Furniture and Equipment	415,890	103,565	(39,011)		(67,558)	412,886
Information and Communication Technology	330,643	60,968	(5,514)		(61,943)	324,154
Motor Vehicles	78,962	33,913	(12,686)		(11,841)	88,348
Leased Assets	45,335	105,884			(44,107)	107,112
Library Resources	54,226	6,500	(5,651)		(6,498)	48,578
	<u>1,521,854</u>	<u>321,873</u>	<u>(62,862)</u>	<u>-</u>	<u>(215,095)</u>	<u>1,565,770</u>

The net carrying value of furniture and equipment held under a finance lease is \$107,112 (2023: \$45,335)

### 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.

	<b>2024</b>	<b>2024</b>	<b>2024</b>	<b>2023</b>	<b>2023</b>	<b>2023</b>
	<b>Cost or Valuation</b>	<b>Accumulated Depreciation</b>	<b>Net Book Value</b>	<b>Cost or Valuation</b>	<b>Accumulated Depreciation</b>	<b>Net Book Value</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>
Building Improvements	928,811	(344,119)	<b>584,692</b>	917,769	(320,971)	<b>596,798</b>
Furniture and Equipment	1,547,116	(1,134,232)	<b>412,884</b>	1,715,978	(1,300,088)	<b>415,890</b>
Information and Communication Technology	850,795	(526,642)	<b>324,153</b>	821,438	(490,795)	<b>330,643</b>
Motor Vehicles	165,811	(77,463)	<b>88,348</b>	182,754	(103,792)	<b>78,962</b>
Leased Assets	281,874	(174,763)	<b>107,111</b>	175,990	(130,655)	<b>45,335</b>
Library Resources	303,934	(255,355)	<b>48,579</b>	366,157	(311,931)	<b>54,226</b>
	<b>4,078,341</b>	<b>(2,512,574)</b>	<b>1,565,767</b>	<b>4,180,086</b>	<b>(2,658,232)</b>	<b>1,521,854</b>

## 12. Accounts Payable

	<b>2024</b>	<b>2024</b>	<b>2023</b>
	<b>Actual</b>	<b>Budget (Unaudited)</b>	<b>Actual</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>
Creditors	91,028	62,000	81,982
Accruals	6,581	5,000	6,205
Employee Entitlements - Salaries	710,309	710,000	642,555
Employee Entitlements - Leave Accrual	31,007	31,000	25,539
	<b>838,925</b>	<b>808,000</b>	<b>756,281</b>
Payables for Exchange Transactions	838,925	808,000	756,281
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)			
Payables for Non-exchange Transactions - Other			
	<b>838,925</b>	<b>808,000</b>	<b>756,281</b>

The carrying value of payables approximates their fair value.

## 13. Revenue Received in Advance

	<b>2024</b>	<b>2024</b>	<b>2023</b>
	<b>Actual</b>	<b>Budget (Unaudited)</b>	<b>Actual</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>
Other revenue in Advance	131,261	32,000	129,830
	<b>131,261</b>	<b>32,000</b>	<b>129,830</b>

## 14. Provision for Cyclical Maintenance

	<b>2024</b>	<b>2024</b>	<b>2023</b>
	<b>Actual</b>	<b>Budget (Unaudited)</b>	<b>Actual</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>
Provision at the Start of the Year	203,822	184,600	174,505
Increase to the Provision During the Year	71,071	30,000	48,907
Use of the Provision During the Year	(33,472)	(8,600)	(19,590)
Other Adjustments			-
Provision at the End of the Year	<b>241,421</b>	<b>206,000</b>	<b>203,822</b>
Cyclical Maintenance - Current	20,437	-	17,308
Cyclical Maintenance - Non current	220,984	206,000	186,514
	<b>241,421</b>	<b>206,000</b>	<b>203,822</b>

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

## 15. Finance Lease Liability

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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
No Later than One Year	50,367	45,000	31,218
Later than One Year and no Later than Five Years	78,277	72,000	27,651
Future Finance Charges	(14,715)	-	(5,245)
	<u>113,930</u>	<u>117,000</u>	<u>53,624</u>
<b>Represented by</b>			
Finance lease liability - Current	43,053	45,000	27,602
Finance lease liability - Non current	70,877	72,000	26,022
	<u>113,930</u>	<u>117,000</u>	<u>53,624</u>

## 16. Funds Held for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects. The amount of cash held on behalf of the Ministry for capital works project is included under cash and cash equivalents in note 7, and includes retentions on the projects, if applicable.

2024	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions \$	Closing Balances \$
Replacement of Heat & Sewer Pump systems	(36,231)	-	(46,219)	-	(82,450)
Upgrade Music Suite	21,971	250,000	(64,254)	-	207,717
Roof & Joinery replacement	(11,869)		(160)		(12,029)
Special Needs Bathroom	(3,286)	3,286			-
Gym Upgrade - Costs to Date	(2,860)		2,860		-
Technology Block Fire Alarm System Upgrade	19,413		(24,500)		(5,087)
Tech Block T, Ventilation & Drainage	(2,968)		2,968		-
Special Needs Modification	-		(7,170)		(7,170)
Totals	<u>(15,830)</u>	<u>253,286</u>	<u>(136,475)</u>	<u>-</u>	<u>100,981</u>

### Represented by:

Funds Held on Behalf of the Ministry of Education	207,717
Funds Receivable from the Ministry of Education	(106,736)

2023	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions \$	Closing Balances \$
Block E QLE Upgrade	(111,486)	135,546	(56,640)	32,580	-
Replacement of Heat & Sewer Pump systems	10,831	-	(47,062)	-	(36,231)
Upgrade Music Suite	51,816		(29,845)		21,971
Roof & Joinery replacement	(3,302)		(8,567)		(11,869)
Special Needs Bathroom	(3,286)		-		(3,286)
Gym Upgrade - Costs to Date	-		(2,860)		(2,860)
Technology Block Fire Alarm System Upgrade	-	97,068	(77,655)		19,413
Tech Block T, Ventilation & Drainage	-		(2,968)		(2,968)
Totals	<u>(57,592)</u>	<u>234,779</u>	<u>(225,597)</u>	<u>32,580</u>	<u>(15,830)</u>

### Represented by:

Funds Held on Behalf of the Ministry of Education	41,384
Funds Receivable from the Ministry of Education	(57,214)



## 17. Related Party Transactions

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

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

Dionne Thomas, who is the principal of the school, is a trustee of Sport Hawke's Bay. Sport Hawke's Bay granted the school a Tu Manawa Active Aotearoa Fund of \$8,500 during the 2024 financial year towards the Basketball Mania project.

## 18. Remuneration

### *Key management personnel compensation*

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

	<b>2024 Actual \$</b>	<b>2023 Actual \$</b>
<i>Board Members</i>		
Remuneration	3,940	4,380
<i>Leadership Team</i>		
Remuneration	742,690	634,167
Full-time equivalent members	5	4
Total key management personnel remuneration	<u>746,630</u>	<u>638,547</u>

There are 9 members of the Board excluding the Principal. The Board has held 7 full meetings of the Board in the year. The Board also has Finance (2 members) and Property (3 members) committees that meet monthly and quarterly respectively. As well as these regular meetings, including preparation time, the Presiding member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

### *Principal 1*

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

	<b>2024 Actual \$000</b>	<b>2023 Actual \$000</b>
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	210 - 220	200-210
Benefits and Other Emoluments	5-6	4-5
Termination Benefits	-	-

### *Other Employees*

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

<b>Remuneration \$000</b>	<b>2024 FTE Number</b>	<b>2023 FTE Number</b>
100 - 110	14	21
110 - 120	17	10
120 - 130	1	1
130 - 140	2	1
140 - 150	1	3
	<u>35.00</u>	<u>36.00</u>

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

## 19. Compensation and Other Benefits Upon Leaving

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

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

## 20. Contingencies

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

### Holidays Act Compliance – Schools Payroll

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

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

### Pay Equity and Collective Agreement Funding Wash-up

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

## 21. Commitments

### (a) Capital Commitments

At 31 December 2024, the Board had capital commitments of \$411,918 (2023:\$41,385) as a result of entering the following contracts:

Contract Name	2024 Capital Commitment
	\$
Upgrade Music Suite	365,015
Special Needs Bathroom	30,530
Heat & Sewer Pump Systems	16,373
<b>Total</b>	<b>411,918</b>

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

The board has committed to making a contribution towards the Music Suite upgrade from the surplus profit in 2023. There is also a commitment to returfing of the school.

## 22. Financial Instruments

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

### Financial assets measured at amortised cost

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Cash and Cash Equivalents	1,865,032	1,638,713	1,441,040
Receivables	644,628	587,855	688,027
Investments - Term Deposits	549,724	438,000	514,339
Total financial assets measured at amortised cost	<u>3,059,384</u>	<u>2,664,568</u>	<u>2,643,406</u>

### Financial liabilities measured at amortised cost

Payables	838,925	808,000	756,281
Finance Leases	113,930	117,000	53,624
Total financial liabilities measured at amortised cost	<u>952,855</u>	<u>925,000</u>	<u>809,905</u>

## 23. Events After Balance Date

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

## 24. 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 KARAMŪ HIGH SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2024**

The Auditor-General is the auditor of Karamū High School (the School). The Auditor-General has appointed me, Philip Pinckney, using the staff and resources of Baker Tilly Staples Rodway Audit Limited, to carry out the audit of the financial statements of the School on his behalf.

#### **Opinion**

We have audited the financial statements of the School on pages 2 to 17, that comprise the statement of financial position as at 31 December 2024, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
  - its financial position as at 31 December 2024; and
  - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector – Public Benefit Entity Standards, Reduced Disclosure Regime.

Our audit was completed on 11 June 2025. This is the date at which our opinion is expressed.

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

#### **Basis for our opinion**

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

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

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

#### **Responsibilities of the Board for the financial statements**

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

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

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

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

### **Responsibilities of the auditor for the audit of the financial statements**

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

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

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

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

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

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.

- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the school payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arise from the Public Audit Act 2001.

### **Other information**

The Board is responsible for the other information. The other information obtained at the date of our report is the Statement of Variance, the Kiwisport funding statement, Statement of Compliance with Employment Policy and Statement of Responsibility, the Evaluation Statement of the School's Students' Progress and Achievement, the Statement of Effect to Te Tiriti o Waitangi, and the list of the Board of Trustees, but does not include the financial statements, and our auditor's report thereon.

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

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

### **Independence**

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

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



Philip Pinckney  
Baker Tilly Staples Rodway Audit Limited  
On behalf of the Auditor-General  
Hastings, New Zealand

# KARAMŪ HIGH SCHOOL



## **STATEMENT of VARIANCE** **on** ***2024 Annual Implementation*** ***Plan***

**Reviewed:** *February 2025*

## Whāinga 1:

<b>Strategic Aim:</b> <b>Ako Teaching and Learning</b> Learning and teaching programmes will build on our vision and values
<b>Strategic Intent:</b> <ul style="list-style-type: none"> <li>Ensure that our programmes and pedagogies enhance ākonga engagement</li> </ul>
<b>Annual Goal</b> Create Year 9 courses that are fit for purpose

### Baseline:

- Ākonga pick 7 options from 14
- Each option is for one term
- Only pick 5 options if they pick a Language (because Languages run for two Terms)
- Recent trends: (but these can change each year too)
  - Food and Business growing in popularity
  - Dance, Music and Drama numbers decreasing
  - DIT compulsory
  - Spanish introduction in 2022
- Issues:
  - We have teachers that are able to, and those that cannot, teach several courses
  - We have limited spaces for some options ie: Food
  - Students picking options on
    - Exposure to technology at Year 7/8
    - Sibling/whānau voice
    - Open night exposure
    - Possibly no information ie: about the likes of Drama, Dance, Business Studies

ACTION PLAN			
When (Date)	What (Action)	Who (Responsible)	How (Measure of Success)
Week 1-3	Investigate UDL Professional Development for whole staff to align with Te Mataiaho	SGU	UDL organised  <i>Postponed from 5 Feb to 4 June due to Covid outbreak.</i> <i>Whole staff PLD webinar was held from MoE representative</i>
Term 1 -3	PLG time is devoted for sharing of Year 9 learning strategies	Year 9 teachers SCT DP- Learning	PLG time is arranged Best strategies are shared  <i>Term 1 Year 9 and 10 core class hui planned 6 March for Year 10 Core Classes</i> <i>20 March for Year 9 Classes</i> <i>DP followed up by sharing useful strategies</i>



Term 1-2	Creation of common ākonga voice tool	HoFs DP-Curriculum	<p>Survey developed for use in 2025</p> <p><i>HoFs were asked for examples for surveys used in Term 2</i></p> <p><i>Surveys were shared across HoFs in Term 3</i></p> <p><i>In Term 4 discussion was held with HoFs together around next steps.</i></p> <p><i>Ongoing consultation between SGU and HOF's designing the schoolwide survey. To be finalised in Term 1 2025.</i></p>
Term 2	UDL PLD (4 June)	Karen from MoE	<p>Attendance</p> <p><i>Completed with great attendance and positive feedback</i></p>
Term 1-4	Staff apply for Individual PD and encouraged to share	All Staff	<p>PD Form Edited.</p> <p>Options:</p> <ul style="list-style-type: none"> <li>- Small Groups ie: PCTs</li> <li>- Teachers Aides</li> <li>- Staff Meetings</li> <li>- Emails</li> </ul> <p>Amended to include the above In Term 4</p> <p><i>Large numbers of staff apply and attend PLD</i></p>
	Year 6-9 Literacy mahi	Kāhui Ako ASL HoF English	<p>Literacy programme is developed</p> <p><i>Term 1 WST meets with AST to look at historical data</i></p> <p><i>Term 3 2 Staff Attend e-Astle PLD</i></p> <p><i>Hui held in Term 4 with HoF EL, HoF English, SENCO and Awhina around use for 2025.</i></p>
Term 1-4	Ākonga share learning	Ākonga Teachers HoF	<p>Assembly presentations</p> <p>Facebook Posts</p> <p>Karamū Korero Articles</p> <p>Tira Ora Articles/Artwork</p> <p><i>Principal emails students personally as soon as</i></p>

			<i>hear of success ie: HDC Youth Council Successes posted on FB ie: Tobey Hughes, Alumni 5 new pieces of student artwork selected for Karamū cards</i>
Term 2	Review of Year 9 Courses with staff, ākonga and whānau	HoFs DP-Curriculum Principal	Voice collection  <i>Voice of current Year 9 collected in 2023 and again in Term 4 2024 2025 Year 9 voice collected at course selection</i>
Term 3	Options for 2025 administered	DP-Curriculum DP-Staffing Principal	NB: Possible staffing considerations  <i>Rolled over to 2026</i>
Term 4	Resourcing for 2025	Principal BoT	Within budget  <i>One new course for 2025 L2LIN</i>

### Summary:

- Questionnaires regarding Year 9 options were conducted in 2023 and we received informal feedback during the Year 8 interviews at the end of 2024. [Student voice](#) was supportive of the current system setup. The majority of student found it easy to pick courses although some did need some time to do so. Most of the students surveyed also noted they ran out of courses to fill in all the slots. The idea of all students having to partake in all the courses was overwhelmingly in favour of the status quo. 78% of students were happy to select 8 of the 14 options with only 10% of the cohort wanting to take all 14. Full details of the survey results are available in the link above. A few suggestions of alternatives included a sports course, life skills and Spanish which we have now included through to the current level 1.
- A Year 9 and 10 Schoolwide Survey is under final sign off at the next HOF meeting in 2025. It has 6 main questions about students learning and pedagogical preferences.
- Junior courses are analysed and reviewed each year by course teachers. This information is compiled by the faculty and presented to SGU and DTH for reviewing as part of the faculty analysis. Any recommendations and commendations are reported to the faculty for reflection and action.

### Variance:

- On average, student voice is collected termly for Year 9 Junior option courses and twice for Year 10 option courses and yearly for core courses. (Some courses are reviewing more frequently depending on faculty goals and requirements). However, the collection of data across all the school with standardised questions is not occurring.
- Current data tells us that our year 9 option courses are meeting the needs of our Year 9 Students.
- Still a demand for hospitality courses (across the school). These require specialised rooms and caps on class size.

### Overall Evaluation:

- Start using a school wide junior school survey from 2025 to collect longitudinal data for all junior courses to ensure courses are meeting the needs of all our learners across the school.
- Keep gathering voice from students formally (DHO conducted survey) and anecdotal (Year 8 student interviews).

- There are limits to some of the Junior Courses for 2025 due to some facilities only having capacity for a range of classes.

### **Next Steps:**

- We continue to struggle regarding course options in a few areas. The first area is the students who have been in our supported learning area in the junior school and finding a course that extends them and sets them up for their futures. One course that we have introduced is the KETE Course (Karamū entering Training or Employment). This course needs a teacher in charge to drive it to its purpose. This year we have Grant Davies taking the course who has a strong relationship with these students and a will to collaborate with the Careers Department, purposefully having the course/students reach their goals. This area does need a focus for 2025.
- A second area that has come to light are the students who at either level 1,2 or 3 that have not attained their numeracy or literacy CAA's. We have students who are being put back into (repeating) a Maths program that they have done in Year 11, and the conflict between the purpose of that course and the purpose and requirements of the Maths CAA's. One suggestion is that they do not continue with the Maths in year 12/13 and have a Mahi slot dedicated to the CAA's revision, then go into the normal study classes when they achieve the CAA's requirements.
- Given the developments in the senior school as mentioned above, our junior programmes need to serve the purpose of engaging them and preparing them for senior school.

## Whāinga 2:

<b>Strategic Aim:</b> <b>Ako Teaching and Learning</b> Learning and teaching programmes will build on our vision and values <b>Hauora Well-being</b> The wellbeing of everyone in the school community is important
<b>Strategic Intent:</b> <ul style="list-style-type: none"> <li>• Ākonga progress is tracked and challenges to learning are identified and addressed</li> <li>• A highly supportive and culturally responsive pastoral and academic guidance system exists</li> </ul>
<b>Annual Goal:</b> A robust tracking system for Year 11 to 13 NCEA achievement is introduced

### Baseline:

#### Reporting

- Reporting criteria created in 2019
- Criteria reviewed in 2021
- Whānau voice gathered on reporting process in 2021 and was overwhelmingly positive

#### Tracking of NCEA

- The use of Milestones has fallen off over the last 2-3 years
- Voice from staff is that tracking of overall achievement has been left too late in recent years
- Holiday school has no longer been used
- Study School has been seen as an 'ambulance' intervention

ACTION PLAN			
When (Date)	What (Action)	Who (Responsible)	How (Measure of Success)
Term 1	Modify/review/refresh the reporting criteria and descriptors	Teachers DP-Staff	Consistency across subjects/teachers  <i>Academic Progress criteria modified at first HoF meeting</i>
	Clarify links between 4/5s and KAMAR entries; Links between NA's and 4/5s	Teachers Deans DP-Pastoral	Whānau have 'no surprises'
	Early, responsive and accurate academic system of tracking NCEA created	Deans DP- Curriculum	System created  <i>Working party created</i>
	Missed milestones follow up process introduced	Teachers Deans DP-Curriculum	System created  <i>Some discussion at HoF Meeting DP creating system for clarity</i>
Term 2	Ākonga 'at risk' are identified	Deans DP-Curriculum	System created  <i>Academic Dean Meetings Introduced in Term 2</i>

Term 2-4	Ākonga 'at risk' of not-achieving Level 1 -3 are given support	Teacher Aides Teachers HoFs Deans DP-Curriculum SENCO	Support mechanisms introduced ie: <ul style="list-style-type: none"> <li>- Tutorials</li> <li>- Holiday Schools</li> <li>- Modified Programmes</li> <li>- Changes in Courses</li> <li>- Referrals</li> </ul> <p><i>Term 2 Holiday School CAA Tutorials and extra classes run from Term 3</i></p>
----------	----------------------------------------------------------------	----------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

### Summary:

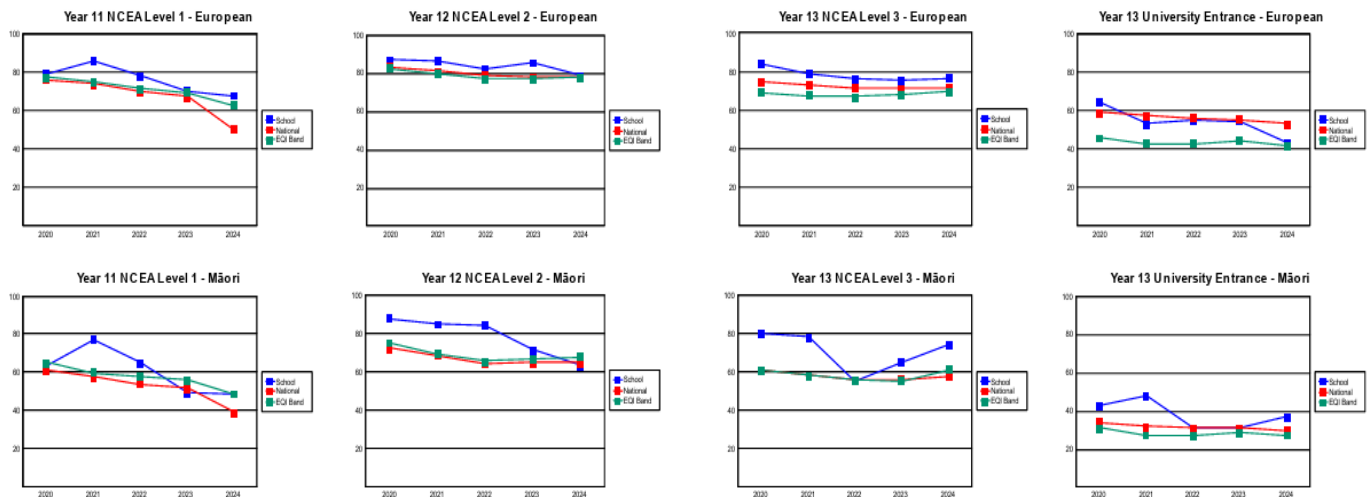
- At the beginning of year there was a Head of Faculty review on the 4 and 5's in the reporting system.
- Due to Covid and Cyclone Gabrielle, the school took a compassionate approach to Assessment milestones and deadlines. In 2024, we reviewed the system and introduced a process/school wide focus on the use of Milestones. This not only provides feedback to students on their progress and next steps, it also is a check for the use of AI. A flow chart was developed to assist teachers and deans to identify the next steps to support ākonga. [Milestone guidelines.docx](#)
- Using the Estimated credits option in Kamar, teachers provided information at the mid-year mark on how students have been, and are expected to achieve, in their course. Updates were made again at the end of Term 3.
- From there Deans used a traffic light system to track students' progress. Deans and Kaiarahi prioritised students in the red group (at risk of not achieving their academic goal).

NSN	Level	Tutor	Subject Attendance	Number Standards Entered	Total Credits Entered	Credits Achieved to Date	Estimated Credits Internal / External	Estimated Course Endorsement	Year 11 Mid - Year Check up
12	12JUH	AWA	0%	5	18 10 / 8	3	0	N A M E	
12	12JWR	AWA	0%	5	18 10 / 8	11	0	N A M E	Improved focus for in-class work, but struggles with the content and time management.
12	12JUH	AWA	0%	5	18 10 / 8	10	4	N A M E	Struggles a bit in class and will need support to pass all of her credits.
13	13APR	AWA	0%	2	7	4	0	N A M E	Not preparing for the externals.

- Smaller number of students came back for Study Leave School – 21 across all levels in 2024
- Continued reporting to whanaū on a regular occasion, including regular updates of NCEA achievement and tracking from term 2.

### Variance:

- Data shows that despite these measures and attendance initiatives, Māori achievement remains below that of Non-Māori. (Of note Karamū results are better, or at, National and Equity Index band schools)



### Next Steps:

- Continue to track students' progress by:
  - Using the estimated credit function in KAMAR
  - Deans and Kaiarahi to identify students in the red, orange and green groups, and work with/support those in the red group and monitor the orange group.
  - On-going involvement with whānau (Kaiawhina - Emma Wiggins to be involved and provide support should attendance be a concern)
  - Regular meetings with Senior Deans and DP around academic progress to start mid Term 2.
  - Ensure staff are aware of the Milestone process (especially new staff)
- Through these processes we can continue to develop and embed a highly supportive and culturally responsive pastoral and academic guidance system.

### Whāinga 3:

#### Strategic Aim:

##### *Ako Teaching and Learning*

Learning and teaching programmes will build on our vision and values

##### *Hauora Well-being*

The wellbeing of everyone in the school community is important

#### Strategic Intent:

- Ensure that our programmes and pedagogies enhance ākonga engagement
- Ākonga progress is tracked and challenges to learning are identified and addressed
- A highly supportive and culturally responsive pastoral and academic guidance system exists
- Leadership in the school is supported and encouraged

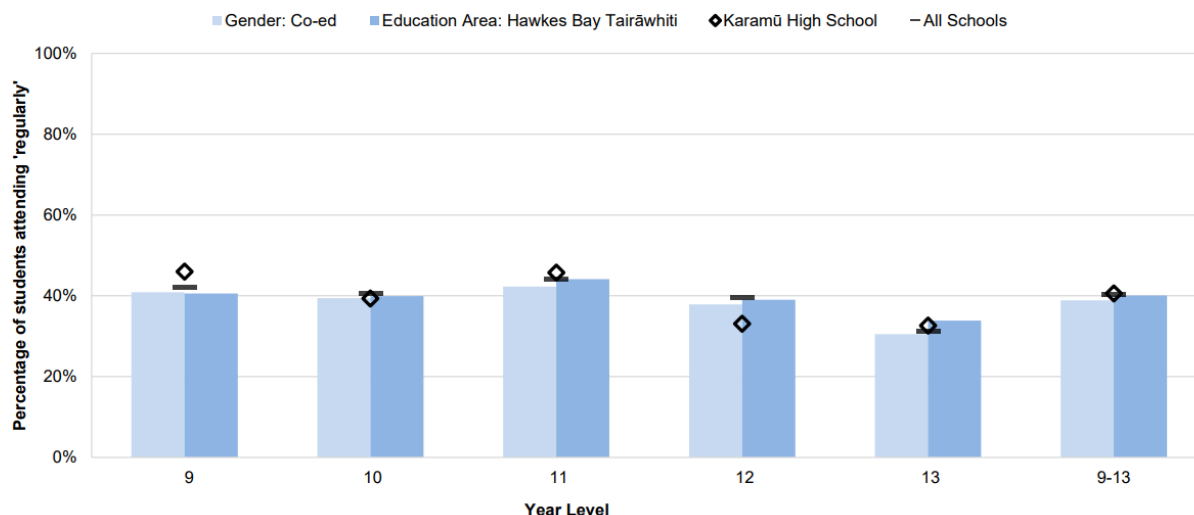
#### Annual Target:

Raise schoolwide regular attendance (those attending more than 90%) to at least 50%

### Baseline Data

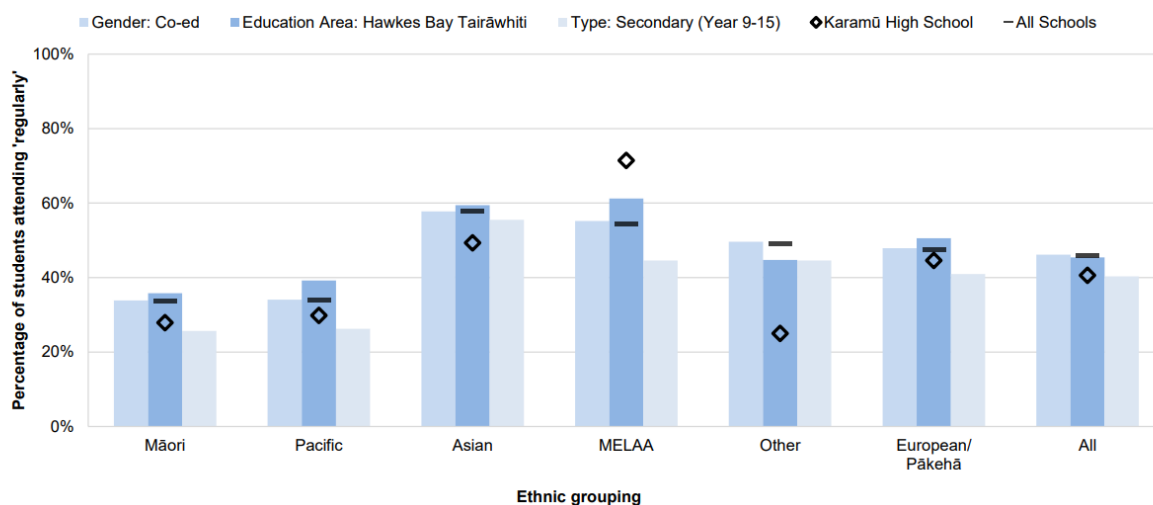
#### 'Regular' attendance, by Year level (Term 3, 2023)

Comparing the proportion of students with 'regular' attendance at **your school** with national and like-school benchmarks.



#### 'Regular' attendance, by ethnic grouping (Term 3, 2023)

Comparing the proportion of students with 'regular' attendance at **your school** with national and like-school benchmarks.



ACTION PLAN			
When (Date)	What (Action)	Who (Responsible)	How (Measure of Success)
January	Year 13 Ākonga Leadership Camp is refreshed for Year 9 mentor class focus	DP-Pastoral	<p>Ākonga leaders ready for Year 9 mentor classes</p> <p><i>Leaders are prepared with activities in mentor classes ie: Name games, ice breakers etc.</i></p>
Term 1	<p>Clear step reminders to all community regarding attendance process</p> <ul style="list-style-type: none"> <li>• Ākonga</li> <li>• Whānau</li> <li>• Teachers</li> <li>• Mentor teachers</li> </ul>	<p>Teachers</p> <p>Mentor Teachers</p> <p>DP – Pastoral</p>	<p>Improved attendance</p> <p><i>Termly letters sent home to whanau – attendance concern and praise.</i></p> <p><i>DP-Pastoral reminds mentors each week of process</i></p> <p><i>Article (s) in Korero</i></p>
	Work with Lunch in Schools providers for improvement	Principal Principals EA	<p>Ākonga uptake</p> <p><i>Working with provider on hot burgers; yoghurt; more dished up meals</i></p>
	Mentor programme introduced with activities, foci and direction	DP-Pastoral	<p>Programme implemented</p> <p><i>DP-Pastoral emails weekly with optional programme</i></p> <p><i>Survey sent in Term 2 for feedback</i></p>
	RRF application made for new attendance and engagement initiative	Deans DP-Pastoral	<p>Successful application</p> <p><i>Application made through the Kāhui Ako Kaiawhina starts in September</i></p>
	Staff Functions to support the whanaungatanga and wellbeing of Staff		<p>Staff Whanau function at the start of term 1 all family invited to share kai and get to know each other.</p> <p><i>Well attended</i></p> <p>Staff Quiz around a special event – this year it was the Olympics</p>



			<i>Good turnout of staff</i>
Term 1-2	Year 9 – 13 Ākonga Leadership programme developed	Deans DP Pastoral	<p>Ākonga leadership developed from Year 9-12</p> <p><i>Ideas to be taken to Deans</i></p> <p><i>Year 10 Leadership role refined</i></p> <p><i>Year 13 Leadership role refined</i></p>
	Monitor students with attendance percentage between 70-80%. Target support for this group.	Year 9-11 Deans Kaiārahi DP-Pastoral	<p>Improved attendance</p> <p><i>Kaiawhina Role from Kāhui Ako rolled out Week 8 Term 3</i></p>
	Mens Shed (All year)	Staff	Opportunity to spend time engaging and creating for the Tane on the staff. It is open to all and is a safe space to unload and create.
Term 2-3	School Enhancement Programme – Giants Boxing Academy Instil good values through the vehicle of boxing.	DP Pastoral	<p>Students are respectful, engaged and show a positive attitude towards school life.</p> <p><i>Funding applied for 2 x 10 week programmes Run in Term 2 and 3</i></p>
Ongoing	<p>Ākonga success is acknowledged as frequently as possible</p> <ul style="list-style-type: none"> <li>• Facebook</li> <li>• Assemblies</li> <li>• Emails</li> <li>• Newsletters</li> <li>• Prizegiving's</li> </ul>	Principal DPs Deans Kaiārahi	<p>Examples</p> <p><i>Email students personally as soon as hear of success ie: HDC Youth Council</i></p> <p><i>Post successes on FB ie: Tobey Hughes, Alumni, Positive attendance</i></p>
	Cultural Language Days/Evening/Events are arranged and celebrated with depth (Use Year 13 Leaders to promote with Year 9/10)	TICs	<p>Ākonga are acknowledged and diversity is embraced</p> <p><i>Language/Cultural Weeks held across the year – ie: Cook Island, Spanish, Tongan</i></p>
	Interventions put in place for students who have an attendance percentage that is a cause for concern (below 50%)	DP – Pastoral	<p>Improved wellbeing</p> <p>Successful Pathways for the Future.</p>

Term 3	Year 10 Junior High Leaders programme reviewed for Term 4	Year 10 Deans SLT	Year 10 Leaders are successful  <i>Completed Week 8 Term 3</i>
	Year 13 Ākonga Leaders Job Descriptions/Process Reviewed for 2025	Year 13 Deans TICs SLT	Year 13 Leaders are appointed without issue  <i>Completed Week 8 Term 3 (added the roll of the voting)</i>
	Introduction of Kaiawhina – student engagement officer	DP Pastoral Kaiawhina	Eliminate barriers for attending school. Build positive and meaningful relationships with our community. Students' attendance improved and engaged in their learning.  <i>Position started Week 8 Term 3 10 referrals by End of Year</i>
	PB4L – Positive Behaviour Initiative Acknowledging students for demonstrating positive behaviours.	SLT Deans Teaching Staff	A safe and supportive school environment.  <i>School wide Positive Behaviour Initiative introduced in Term 3 (green Putea) Continues in Junior High</i>
	Pink Ribbon Breakfast	Staff	Supporting the Pink Ribbon fundraising initiative is another opportunity to connect share and support a cause that effects many of our staff and whanau and community. <i>Staff turnout was positive</i>
Term 4	WELCOME Warriors – acknowledging students who demonstrate the school values.	SLT Deans Teaching Staff	Juniors develop a greater sense of achievement/belonging to school. <i>Improved attendance from Juniors</i>
	Mega Walk – community	SLT Staff	Supporting the Acorn Trust through the

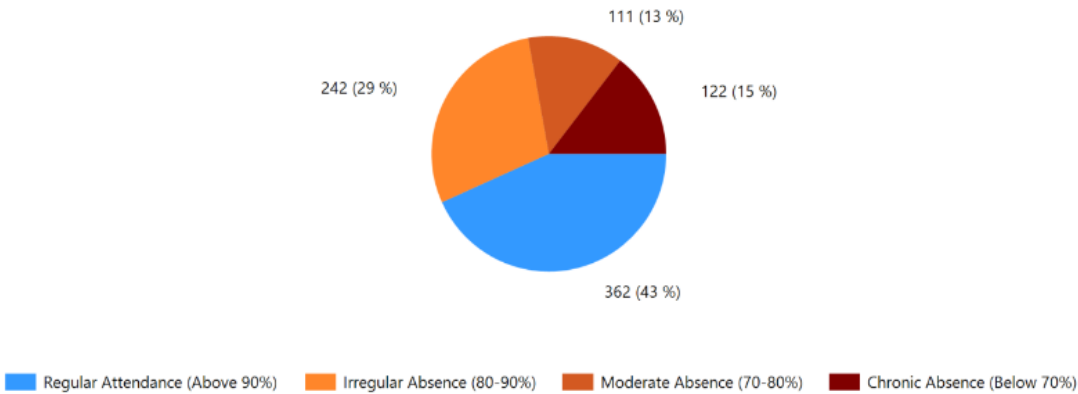
		Whanau Community	Mega Walk was an opportunity to give back and meet whānau and support a community initiative that directly supports and makes a positive impact on our students and whanau wellbeing. <i>45 staff attended</i>
--	--	------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**Summary:**

- Schoolwide regular attendance at Term 3 2024 was **43%**.

**Term 3 Detailed View**

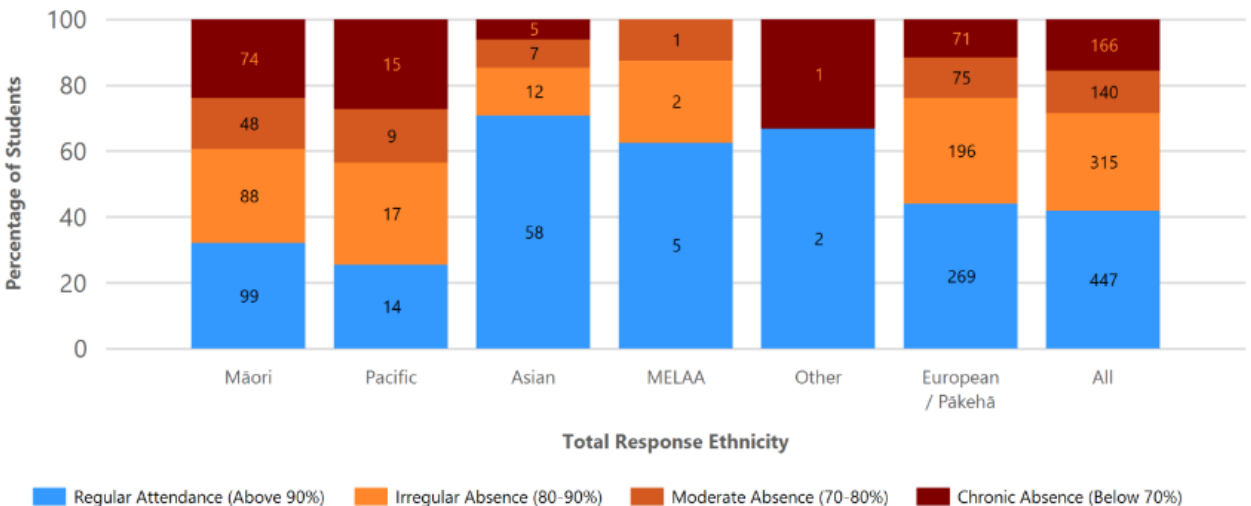
**How many students are in each student attendance category?**



**How are your student attendance categories distributed by ethnicity?**

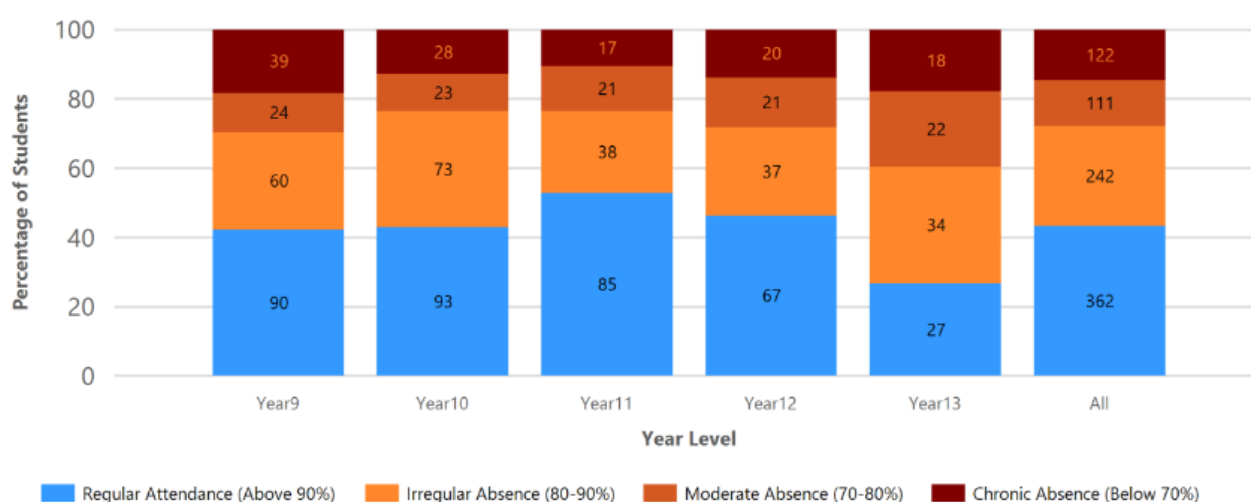
**NOTE:**

- Students who identify with more than one of these ethnic groups are counted in each.
- Percentages are shown on the vertical axis while the bars show the actual number of students.
- Where there are small numbers in a group, please interpret with caution



## How are your student attendance categories distributed by year level?

**NOTE:** Percentages are shown on the vertical axis while the bars show the actual number of students.



### Variance from Goal:

Year(s)	9	10	11	12	13
Variance	-7.8%	-7.2%	+2.7%	-3.8%	-23.3%

Ethnicity (s)	NZ European	Māori	Pacifica	Asian
Variance	-6.0%	-18.0%	-24.6%	+20.7%

Gender (s)	Male	Female	Undefined
Variance	-1.3%	-10.2%	-

### Overall Evaluation:

- Year 11s had a Regular Attendance rate of 52.7% (2.7% above goal).
- The greatest year level variance from the goal was students in Year 13 (-23.3%).
- Asian students had a Regular Attendance rate of 70.7% (20.7% above goal)
- The greatest ethnicity variance from the goal was Pacifica – 25.4% Regular Attendance (24.6% below goal).
- Due to the change in attendance reporting from the Ministry of Education, there is no longer data available for us to compare our attendance rate with other schools in the region and New Zealand.
- Year 13 study leave code was incorrect for the year which counted against their attendance. This had a significant impact on their regular attendance rate.

### Next Steps:

- Continue to reflect on attendance processes and make necessary changes to help improve regular attendance rate.

- New attendance requirements from MOE will require teachers to have rolls completed daily, which will allow us to track attendance data more closely.
- Create a culture of following up students who are absent – ‘check in Tuesday’
- Deans/Kaiarahi to work with group of students who are in the Moderate Attendance bracket. Attempt to lift them into Irregular Attendance bracket.
- Fully utilise Kāhui Ako funded Kaiawhina role and Attendance Services to follow up with students in the Chronic Attendance Bracket.
- Make sure correct attendance codes are used so statistics are a true reflection of student attendance.
- Deputy Principal (Pastoral) to regularly track attendance throughout the school year, analyse data and trends and put appropriate interventions in place to help improve Regular Attendance rates.

#### Whāinga 4:

##### Strategic Aim:

##### Ako *Teaching and Learning*

Learning and teaching programmes will build on our vision and values

##### Hauora *Well-being*

The wellbeing of everyone in the school community is important

##### Strategic Intent:


- Ensure that our programmes and pedagogies enhance ākonga engagement
- Te Reo me nga tikanga Māori is embedded in the daily life of the school and the curriculum
- Leadership in the school is supported through guidance, innovation, and relationships

##### Annual Goal:

Continue to strengthen mātauranga māori connections with the community, whānau, hapū, and iwi to build reciprocal relationships that support improved learner outcomes.

##### Baseline:

- From ERO (2023) the school is on a continuum of:

<b><i>Establishing ways to support Māori learners to achieve success with a strong, secure sense of their cultural identity.</i></b>		<b><i>Māori learners are consistently well supported to achieve success with a strong, secure sense of their cultural identity.</i></b>
ie: We have interacted with the iwi on few occasions; only had conversations with Waiputu; intended to work with Whare Tapere more....		<ul style="list-style-type: none"> <li>- We have developed a strong relationship with Kauwaka through hosting Te Ahu PLD, and Kura Reo here; and participation in Takitini;</li> <li>- We have a good relationship with the likes of Charles Ropitini, Aunty's garden; Mau Rakau instructors;</li> <li>- We have strong Māori representation on BoT;</li> <li>- We were involved in the Te Reo Māori NCEA Pilot;</li> <li>- Karakia are embedded in our school and whānau interactions ie: hui, BoT meetings, suspensions;</li> <li>- School haka is being strongly adopted by staff (keen for Tika Tonu)</li> <li>- Ākonga are experiencing tuakana-teina opportunities with Kāhui Ako schools in Ki-o-Rahi and Kapa Haka</li> </ul>

<b>ACTION PLAN</b>			
<b>When (Date)</b>	<b>What (Action)</b>	<b>Who (Responsible)</b>	<b>How (Measure of Success)</b>
Term 1	Te Reo Māori PLD provided for support staff	Sharron Fabbish SENCO Principals EA	Attendance Use by staff  <i>Great uptake in Term 1 so extended to Term 2 Teacher Aides and Office staff attendance consistent</i>

			<i>Use improving Most involved in Haka/Waiata Practice also</i>
	Host Intermediate Super 6 Ki o Rahi tournament	RST/SHM	Ākonga voice/observations Promotion Future enrolments  <i>Successful promotion of school and student leadership Extended to hosting Year 7/8 Tourny in Term 4</i>
	Year 9 Parents Hui	Deans DP-Pastoral DP-Learning	Attendance Engagement of whānau for rest of year  <i>Good attendance and positive feedback</i>
	Apply for funding for Pou installation	RST HoF Languages Principal	<i>Roll over to 2026</i>
	Biology Noho Marae	MGR Science Faculty	Rongoa connections  <i>To be reviewed</i>
	Connections with Waipatu Marae around visit	Principal RST Charles Ropitini	Visit  <i>Sold van to Waioheke and opened door for more communication Delivered 22 Kai parcels to Kaumatua at Xmas</i>
Term 1-4	Te Reo embedded in school ie: Word of the week; Te Wiki o Te Reo Māori; Te Rangaihi Reo Māori; Mataraiiki	RST (in Ako Role) Teachers Cultural Leaders	Staff use Ākonga Use Whānau Use  <i>All increased</i>
Term 2	Host Kāhui Ako Ki-o-Rahi tournament	RST/SHM	Ākonga voice/observations Promotion Future enrolments  <i>Held on 15 August with 200 plus in attendance 12 of our student were officials</i>
Term 1-2	Whānau hui for NCEA	DP-Learning Year 11 Deans Year 11 Kaiārahi	Attendance  <i>TRE to take lead in Term 4 (roll over to 2026)</i>
Term 3-4	Te Ahu o Te Reo Māori PLD available for staff	Kauwaka DP-Staff	Number attending Use by Staff  <i>12 more staff enrolled in 2024</i>
	Pou installation	Carver	<i>Roll over to 2026</i>

	PLG time allocated for Haka/Waiata for staff	RST SHM	Staff feel sense of belonging  <i>Consistent PLG time termly for Haka</i> <i>New waiata introduced in Term 4 and sung at end of year events</i>
Term 3-4	Planning time for staff/ākonga involvement in Mātauranga Māori	Teachers	<i>Significant faculty time given in Term 3 and 4 for curriculum development</i> <i>SCT focused time also given</i>
Term 1- 4	Giving Mana to house events, embedding the connection te wero, the challenge, not just the physical (a tinana) aspects/ nature students must face and overcome but also the social (whānau), mental (hinengaro) and spiritual (wairua) within the context of each event.	<i>All School – Students Leaders, Staff and Akonga.</i>	<i>Introduction of the House Trophy and the wheku represent the whenua (lands) and “nga awa” the rivers pertaining to Heretaunga. He mihi whakanuia ki nga tupuna o te rohe. A tribute and acknowledgement to the ancestors of Ngati Kahungunu Ki Heretaunga which the kura resides within.</i>
Term 4	Host Kāhui Ako Kapa Haka Celebration	RST/SHM	Ākonga voice/observations Promotion Future enrolments  <i>500+ students participate, with our students leading the event</i>

### Summary:

*Have we ensured Māori learners are consistently well supported to achieve success **with a strong, secure sense of their cultural identity**?* We have achieved:

1. Community connections have increased ie:
  - a. Kāhui Ako events have broadened ie: Ki-o-rahi including Year 6s; Kapa Haka including ECE
  - b. Hosted Ngati Kahungunu Pa Games
  - c. Relationship with Waioheke Marae ie: Sale of van; delivery of kai parcels
2. Use of Te Reo is more wide spread
  - a. Teacher Aides; Office Staff
  - b. Karakia Kai
  - c. New School Waiata
  - d. Karakia before meetings
3. Kapa Haka Group is unified ie: attending events, performing
4. Revitalisation of Po Whakanui

### Variance:

Our Māori student attendance and engagement (and achievement) data does not indicate *a strong, secure sense of their cultural identity* to wanting to be here (and subsequently achieve to what they are capable).

(See attendance and achievement data above)



**Overall Evaluation:**

There is still work to be done for consistency across staff, faculties and areas of the school.

**Next Steps:**

- Collecting student voice for how to increase attendance and engagement.
- Working with Waipatu Marae
- Continue to prioritise and strengthen connections with the community, whānau, hapū and iwi that build reciprocal relationships that support improved learner outcomes
- Keep progressing the development of the national curriculum (especially in a local context) to ensure it is responsive and inclusive. (for example: Introduction of Carving into Te Reo courses)

# EVALUATION OF THE SCHOOL'S STUDENTS' PROGRESS AND ACHIEVEMENT

## YEAR 10 - Literacy and Numeracy - entire cohort (\*New CAA exam or co-requisite standards)

	2024 Achieved %	2023 Achieved %
Numeracy (Sept exam only*)	39	33
Literacy – writing (May & Sept exams)	65	77
Literacy – reading (May & Sept exams)	70	80

\*2025, students will sit numeracy in May and Sept

## LEVEL ONE @ Year 11

(in 2024 National & Equity Index Band data are calculated on participation in NCEA Level 1 not enrolled at year 11)

### LITERACY% (\*New CAA exam or co-requisite standards)

	2024*	2023*	2022	2021	2020	2019*	2018*	2017
Karamū High School	83	90.1	92.2	89.8	93.8	91.3	95.2	94.3
National	77	82.4	81.5	83.4	84.9	85.4	85.7	91.1
Decile 4 – 7 2023 – Equity Index Band	77	84.1	83.2	88.0	88.7	88.5	88.3	92.1

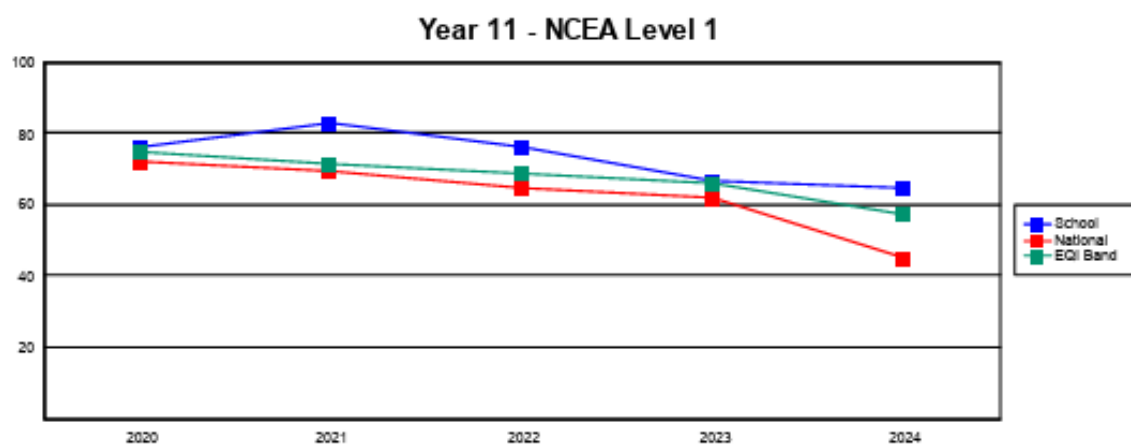
### NUMERACY % (\*New CAA exam or co-requisite standards)

	2024*	2023*	2022	2021	2020	2019*	2018*	2017
Karamū High School	75	84.3	83.9	89.8	91.2	87.2	91.0	89.1
National	75	81.5	80.5	82.1	83.2	83.1	83.6	89.7
Decile 4 – 7 2023 – Equity Index Band	73	82.1	80.0	86.2	87.3	86.9	86.9	91.0

### LEVEL ONE NCEA %

	2024	2023	2022	2021	2020	2019*	2018*	2017
Karamū High School	65	65.4	76.0	82.9	76.3	76.4	80.3	77.2
National	45	60.0	64.0	68.3	70.9	69.3	70.5	72.9
Decile 4 – 7 2023 – Equity Index Band	57	63.1	63.1	74.1	75.5	72.2	73.3	75.7

\*70 day attendance based measure



### By Ethnicity %

	2024	2023	2022	2021	2020	2019*	2018*	2017
<b>Karamū High School</b>	65	65.4	76.0	82.9	76.3	76.4	80.3	77.2
<b>Māori</b>	49	49.4	65.2	77.5	63.8	63.9	71.2	71.6
<b>European</b>	68	68.9	77.9	86.1	79.6	79.7	84.0	81.0

### By Gender %

	2024	2023	2022	2021	2020	2019*	2018*	2017
<b>Karamū High School</b>	65	65.4	76.0	82.9	76.3	76.4	80.3	77.2
<b>Boys</b>	59	60.2	63.4	75.3	69.2	69.1	70.1	76.6
<b>Girls</b>	69	69.4	83.5	88.7	82.5	83.2	86.0	77.8

31 students did not achieve Level One. Additional reasons being:

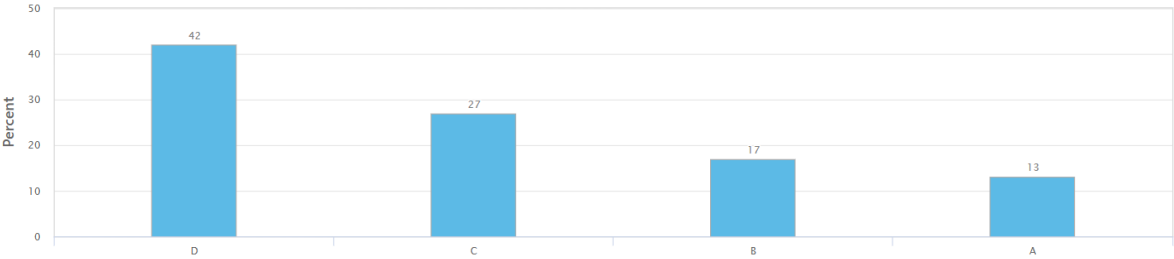
- 17 students did not achieve due to new Literacy and/numeracy requirements
- 14 Enhanced Learning students (2-year project) – barrier is the literacy and numeracy
- EIT programmes, employment, moved out of the area/overseas to another school, to study at Te Kura or Alternative Education, started at school mid-year, irregular attendance

### ENDORSEMENTS

ENDORSEMENTS	KHS %					National %					Decile 4 – 7 % Equity Index Band in 2023				
	2024	2023	2022	2021	2020	2024	2023	2022	2021	2020	2024	2023	2022	2021	2020
<b>Year 11 students gaining NCEA Level 1 with merit</b>	36	18.4	28.8	37.4	33.8	28.8	32.1	31.9	32.2	32.7	23.5	11.6	24.8	30.2	31.4
<b>Year 11 students gaining NCEA Level 1 with excellence</b>	7.2	7.2	10.3	8.4	15.5	11.1	16.8	19.5	21.1	20.8	7.6	25.8	12.0	17.2	17.2

The results from this cohort is not in line with the predicted data from 2022 Midyis Ability report:

Overall BASE - Percent In Each Ability Band



## COURSE ENDORSEMENTS %

FACULTY	L1 COURSE ( <i>discontinued courses in italics and x due to new L1</i> )	% MERIT COURSE ENDORSEMENTS			% EXCELLENCE COURSE ENDORSEMENTS		
		2024	2023	2022	2024	2023	2022
English /Languages	L1 English	16	1	44	0.7	0	0
	<i>L1 Extension English</i>	x	30.8	48	x	7.7	34
	L1 Japanese	6.2	19	2	0	4.8	0
	L1 Te Reo Maori	18.7	22.2	15	0	0	0
Social Sciences	L1 History	18	17	29	2.5	4.3	18
	L1 Geography	9	19.2	18	4.3	0	7
	L1 Business Studies	29	17.5	37	0	2.5	19
Physical Education	L1 Physical Ed	25	23.8	18	0	0	4
Mathematics	L1 Mathematics	5.6	0	0	1.4	0	0
	<i>L1 Maths - Algebra</i>	x	0	0	x	0	0
	<i>L1 Maths Extension</i>	x	12.5	27	x	0	0
Science	<i>L1 Science Internal</i>	x	0	0	x	0	0
	L1 Science External	14.0	5.6	2	7.0	0	0
	<i>L1 Extension Sci</i>	x	39.1	25	x	0	6
The Arts	L1 Visual Art	23.9	20	15	0	4.4	13
	L1 Digital Art	18.1	12.5	32	0	12.5	11
	L1 Dance	33.3	0	22	0	0	0
	L1 Music	22.2	0	18	16.6	0	9
	L1 Drama	41.6	20	16	0	0	0
	<i>L1 Media Studies</i>	x	33.3	11	x	0	0
Technology  Soft materials is now FAD Hard materials is now Product Design	L1 DVC	23.5	20	17	0	15	5
	L1 Food Technology	11.1	12.5	5	11.1	0	0
	L1 Fashion & Design	5.5	0	11	0	5.3	0
	L1 Product Design	0	0	0	5.2	0	0
	L1 Digital Tech	7.6	0	0	0	0	0
ALL FACULTIES	ALL COURSES	17.2	13.5	35	2.5	2.4	4.9

### Next steps:

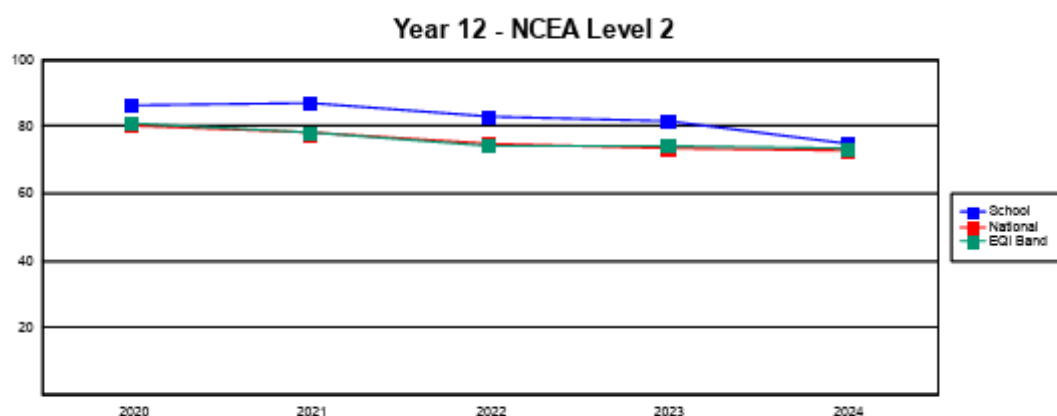
- 2025 saw the Nationwide change to Level 1 with new learning and assessments in 2024. Every Achievement Standard course offered 2 internals and 1 external all worth 5 credits each.
- Faculty course analysis will provide a deep dive into the results of new NCEA Level 1. Faculties/teachers to explore possible reasons and solutions for larger number of Merits in courses but smaller number of Excellences.
- Continue to hold Student and Whānau hui planned in Term 1 to explain the new NCEA Level one
- Continue the use of new tracking process implemented in 2024.
- Regular scheduled meetings with DP Curriculum and the Year 11 Deans and Kaiārahi to track attendance, learning, credits and well-being.
- Continued attendance initiatives and new MOE attendance requirements overseen by DP-Pastoral
- Survey the school around what academic support outside the class they would appreciate and gather ideas on how/what this might look like. This in response to reduced numbers using "Period 6" (homework centre).

- Continued investment in study skills strategies to improve external assessment achievement and the “My Mahi” study period - structured lesson on goal setting, career opportunities, study skills - run by the Year 11 deans.
- Look at new outside providers to provide seminars on study habits and strategies. Discontinued due to COVID.
- Maintain **high** standards around NCEA ie: milestones, due dates etc. Maintain Whānau engagement around missed milestones and academic tracking
- Purposeful life skill courses like the kete and Enhanced learning courses support students to gain Level 1 over a 2-year period and potentially Level 2.
- Timeframe to be decided but reinstate with modification “Student Led Conferences” between Student/Mentor teacher/whānau.
- School wide goals on lifting attendance and reducing absences, increasing student engagement, keep implementing and preparing for NCE and NZC changes.

## LEVEL TWO @ Year 12

	2024	2023	2022	2021	2020	2019*	2018*	2017
<b>Karamū High School</b>	74.8	81.5	82.7	86.4	86.2	88.2	84.4	88.9
<b>National</b>	72.7	72.2	74.2	77.2	79.5	76.6	76.4	77.2
<b>Decile 4 – 7 2023 – Equity Index Band</b>	73.6	72.6	72.9	80.8	83.2	79.2	78.9	79.8

\*new 70 day attendance based measure



### By Ethnicity %

	2024	2023	2022	2021	2020	2019*
<b>Karamū High School</b>	74.8	81.5	82.7	86.4	86.2	88.2
<b>Māori</b>	62.9	71.1	83.9	82.7	87.2	82.1
<b>European</b>	78.7	85.7	82.4	85.8	87.3	88.0

### By Gender %

	2024	2023	2022	2021	2020	2019*
<b>Karamū High School</b>	74.8	81.5	82.7	86.4	86.2	88.2
<b>Boys</b>	59.7	73.7	75.4	81.8	76.9	74.5
<b>Girls</b>	85.9	86.0	87.4	90.6	95.1	95.3

There are a variety of reason why students do not achieve Level Two:

- Students have left during the year for EIT programmes, alternative courses, or known employment.
- Enrolled at Te Kura correspondence school
- enrolments with health school,
- movement out of the area/ overseas
- irregular attendance.

## ENDORSEMENTS

ENDORSEMENTS	KHS %				National %				Decile 4 – 7 % Equity Index Band in 2023			
	2024	2023	2022	2021	2024	2023	2022	2021	2024	2023	2022	2021
Year 12 students gaining NCEA Level 2 with merit	22.7	23.4	33.3	27.1	25	23.9	24.5	24.2	17.7	17.8	10.2	22.0
Year 12 students gaining NCEA Level 2 with excellence	5.0	7.8	7.0	8.6	15.1	14.7	16.2	17.7	9.8	8.3	18.1	14.1

	2024	2023	2022	2021	2020	2019*	2018*	2017
Merit #	25	29	43	32	39	43	38	31
Excellence #	8	10	9	12	15	17	19	16
Total Number of Endorsements	33	39	52	44	54	60	57	47

## COURSE ENDORSEMENTS

FACULTY	L2 COURSE	% MERIT COURSE ENDORSEMENTS			% EXCELLENCE COURSE ENDORSEMENTS		
		2024	2023	2022	2024	2023	2022
English /Languages	L2 English	15.7	10.3	13	26.3	3.1	1.8
	L2 English Digital	0	0	0	0	0	0
	L2 Japanese	23.0	8.3	0	7.6	0	0
	L2 Te Reo Māori	11	33.3	22.2	0	0	0
Social Sciences	L2 History	11.6	12.8	25	0	12.8	5
	L2 Geography	11.7	28.6	42.8	0	0	4.8
	L2 Business St	10.5	11.1	4.1	10.5	3.7	12.5
Physical Ed	L2 Physical Ed	26.4	27.3	29.8	11.7	12.1	13.5
Mathematics	L2 Statistics	1.6	4.5	4.4	0	0	1.5
	L2 Mathematics	17.8	15	12.1	3.5	7.5	0
Science	L2 Chemistry	0	2.7	6.4	2.9	2.7	0
	L2 Biology	11.47	7.1	6.8	1.6	3.6	3
	L2 Physics	0	14.3	0	3.8	2.9	0
The Arts	L2 Art – Printmaking	0	100	0	0	0	0
	L2 Art – Sculpture	20	100	75	0	0	0
	L2 Art – Painting	24	20.8	40	4	16.7	7.7
	L2 Photography	34.7	24.4	34.8	4.3	4.4	4.3
	L2 Art – Design	44.4	42.9	32	0	0	18
	L2 Dance	0	20	0	0	0	0
	L2 Music	0	0	11	0	0	0
	L2 Drama	20	21.4	20	0	0	0
	L2 Media Studies	10	4.8	16.6	0	0	5.6
Technology Soft is now FAD Hard is now PRD	L2 DVC	20	23.1	56	4	0	6
	L2 Food Technology	13.7	100	0	0	0	0
	L2 Fashion & T Design	0	0	0	5	5	0
	L2 Product Design	0	0	0	0	0	0
	L2 Digital Tech	0	0	0	0	0	0
ALL FACULTIES	ALL COURSE	12.1	23.4	16.7	3.1	2.5	3.2



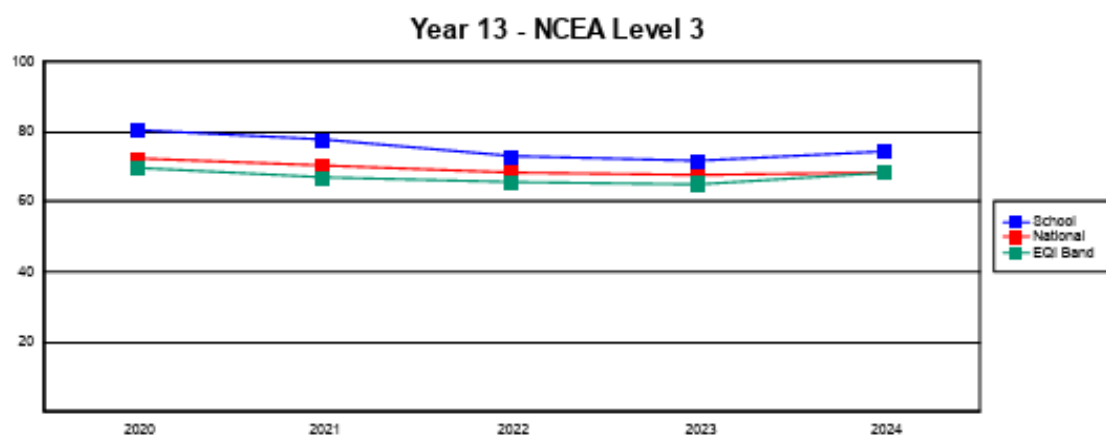
**Next steps:**

- Continue to offer and investigate a greater selection of Vocational Pathways For example this included 14 students enrolled in the Trades Academy at E.I.T, 50 students doing L2 Hospitality 16 Automotive, Tourism 27, 19 Kete and 20 taking Building. These courses offer only 'Achieved' grades.
- Beginning of the year interviews with students and whānau present to ensure students are in the right courses for them to have success. Reference to the recommended prior.
- Continuing to have Mrs Hunter (Careers Advisor) at the course selection at the end of 2023 and again at beginning of 2024 assisted students with decisions on other learning pathways.
- Created a L2 Literacy and Numeracy class for 11 students who do not have L1 Literacy and Numeracy. 2 periods focussed on Literacy and 2 period focussed on Numeracy. Specialist teachers in this class. Students will sit the CAA in May and if required, again in September.
- Continued "My Mahi" study period once a week - structured lesson on goal setting, career opportunities, study skills etc. This was supported by specialized teachers and Year 12 deans.
- Scheduled meetings with DP Curriculum and the Year 12 Deans and Kaiārahi to track attendance, learning, credits and wellbeing.
- Continue with the Pūhoro STEM programme for senior Māori students
- Survey the school around what academic support outside the class they would appreciate and gather ideas on how/what this might look like. This in response to reduced numbers using "Period 6" (homework centre)
- Opportunities for students to seek assistance with their studies with specialist tutorials from teachers throughout the year.
- Timeframe to be decided but reinstate with modification "Student Led Conferences" between Student/Mentor teacher/whānau.
- School wide goals on lifting attendance and reducing absences, increasing student engagement, keep implementing and preparing for NCE and NZC changes.

## LEVEL THREE @ Year 13

	2024	2023	2022	2021	2020	2019*	2018*	2017
<b>Karamū High School</b>	74.5	68.6	73.1	76.9	79.6	63.6	58.2	73
<b>National</b>	68.2	66.2	67.6	69.8	71.7	66.2	64.4	64.2
<b>Decile 4 – 7 2023 – Equity Index Band</b>	68.4	63.6	65.5	71.4	72.5	66.2	65.3	63.0

\*new 70 day attendance based measure



### By Ethnicity %

	2024	2023	2022	2021	2020	2019*	2018*	2017
<b>Karamū High School</b>	74.5	68.6	76.9	79.6	63.6	58.2	73.0	84.3
<b>Māori</b>	74.1	62.1	73.9	77.1	56.1	44.0	78.1	78.1
<b>European</b>	76.7	72.8	77.8	82.9	63.9	63.9	69.5	86.3

### By Gender %

	2024	2023	2022	2021	2020	2019*	2018*	2017
<b>Karamū High School</b>	74.5	68.6	76.9	79.6	63.6	58.2	73.0	84.3
<b>Boys</b>	61.8	60.0	74.2	58.6	54.5	43.3	72.7	74.4
<b>Girls</b>	80.6	72.9	78.3	87.3	68.9	67.3	73.1	90.8

## BY ENDORSEMENTS

ENDORSEMENTS	KHS %			National %			Decile 4 – 7 % Equity Index Band in 2023		
	2024	2023	2022	2024	2023	2022	2024	2023	2022
Year 13 students gaining NCEA Level 3 with merit	24.1	25.0	27.6	26.1	26.0	25.8	18.9	18.8	20.0
Year 13 students gaining NCEA Level 3 with excellence	10.1	8.3	11.8	14.2	13.7	15.4	9.7	9.3	10.7

	2024	2023	2022	2021	2020	2019*	2018*	2017
Merit #	19	18	21	15	22	15	13	11
Excellence #	8	6	9	6	10	6	6	10
Total Number of Endorsements	27	24	30	21	32	21	19	21

## COURSE ENDORSEMENTS

FACULTY	L3 COURSE	% MERIT COURSE ENDORSEMENTS			% EXCELLENCE COURSE ENDORSEMENTS		
		2024	2023	2022	2024	2023	2021
English /Languages	L3 English	16.2	19.1	17.8	6.9	4.3	0
	L3 English/ Film	0	0	0	0	0	0
	L3 Japanese	12.5	0	0	0	0	0
	L3 Te Reo Māori	0	28.6	0	20		0
Social Sciences	L3 History	21.7	62.5	22	21.7	4.2	7.4
	L3 Geography	22.2	29.4	30	5.5	5.9	10
	L3 Business St	7.1	33.3	10.5	14.2	6.7	0
Physical Education	L3 Physical Ed	26	14.3	29.2	8.6	14.3	8.3
Mathematics	L3 Statistics	4.5	10.8	10.7	0	0	2.1
	L3 Calculus	18.1	0	9	18.1	0	9
Science	L3 Chemistry	26.9	8.3	22.2	3.8	0	5.6
	L3 Biology	16	7.7	16.7	4	0	3.3
	L3 Physics	17.2	0	11.1	3.4	0	5.6
The Arts	L3 Photography	32	30	17.2	4	0	0
	L3 Art – Print	0	0	33.3	100	0	0
	L3 Art – Painting	31.2	22.7	26.7	12.5	4.5	6.7
	L3 Art – Sculpture	50	50	50	0	50	50
	L3 Art – Design	40	28.6	10	20	21.4	10
	L3 Dance	0	0	14.3	0	0	0
	L3 Music	0	0	0	0	0	0
	L3 Drama	0	0	10	0	0	0
	L3 Media Studies	14.2	7.7	25	0	15.4	0
	L3 DVC	55.5	11.1	25	0	11.1	0
	L3 Fashion & Design	0	0	0	0	0	0
	L3 Product Design	0	0	0	0	0	0
	L3 Food & Nutrition	10.5	0	7.7	0	0	7.7
	L3 Digital Tech	33.3	0	0	0	0	0
ALL FACULTIES	ALL COURSES	16.8	13.4	14.8	8.9	5.3	4.7

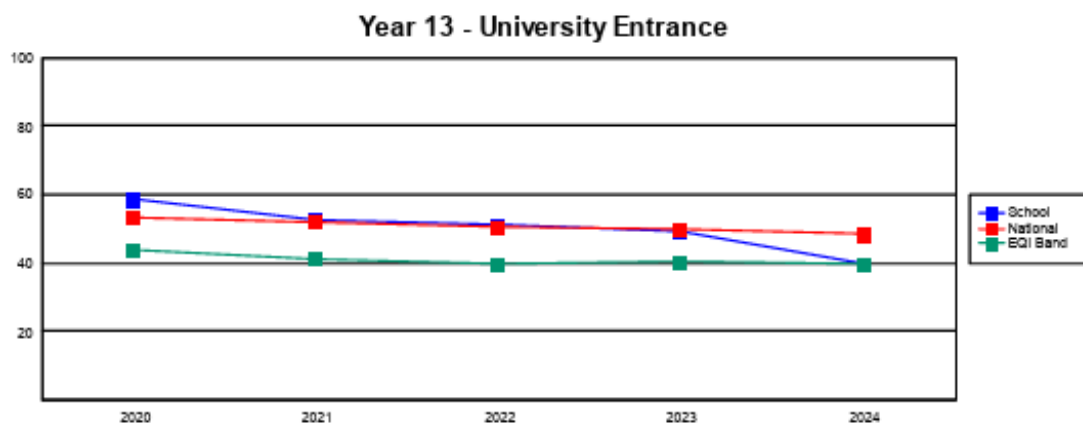
### Next steps:

- Scheduled meetings with DP Curriculum and the Year 13 Deans to track attendance, credits and wellbeing – a focus on Male and Māori achievement.
- Improved course selection to ensure students are in courses more likely to achieve
- Having Mrs Hunter (Careers Advisor) at the course selection at the end of 2023 and again at beginning of 2024 assisted students with decisions on other learning pathways
- Continue with “My Mahi” study period was a structured lesson goal setting, career opportunities, study skills alongside some life skill topics such as food for flatters, Te reo Māori, legal and financial skills etc. This was run by the Year 13 deans with support from specialist teachers and community facilitators.
- Timeframe to be decided but reinstate with modification “Student Led Conferences” between Student/Mentor teacher/whānau.
- School wide goals on lifting attendance and reducing absences, increasing student engagement, keep implementing and preparing for NCE and NZC changes.

### UNIVERSITY ENTRANCE

	2024	2023	2022	2021	2020	2019*	2018*	2017
<b>Karamū High School</b>	39.6	45.7	51.0	49.5	57.4	39.0	44.3	50.0
<b>National</b>	48.2	47.2	48.1	50.3	52.4	47.8	46.9	47.1
<b>Decile 4 – 7 2023 – Equity Index Band</b>	39.6	38.2	40.3	49.1	50.3	45.1	45.8	44.1

\*new 70 day attendance based measure



### By Ethnicity

	2024	2023	2022	2021	2020	2019*	2018*
<b>Karamū High School</b>	39.6	45.7	51.0	49.5	57.4	39.0	44.3
<b>Māori</b>	37	27.6	31.0	43.5	40.0	17.1	32.0
<b>European</b>	43	50.6	55.0	51.9	63.2	43.3	49.2

## By Gender

	2024	2023	2022	2021	2020	2019*	2018*
<b>Karamū High School</b>	39.6	45.7	51.0	49.5	57.4	39.0	44.3
<b>Boys</b>	35.3	31.4	44.2	45.2	37.9	40.9	30.0
<b>Girls</b>	41.7	52.9	55.7	51.7	64.6	37.8	53.1

### Next steps:

- Continue to have interviews for senior students at the beginning of the year to ensure students are in courses where they are more likely to achieve.
- Not all students have UE as a goal or their courses are not Achievement Standard courses meaning UE is not achievable.
- Continue with Attendance initiatives and student agreements
- Two Deans, Careers advisor & DP Curriculum to follow up on students not attending, meeting milestones and reiterating requirements to attain UE literacy and UE.

## NZ SCHOLARSHIP

<b>Scholarship Subject</b>	<b>Number of Entries</b>	<b>Scholarships gained</b>
Media Studies	0	0
History	6	1
Geography	0	0
English	0	0
Painting	1	1
DVC	3	0
Health & PE	2	0
Drama	0	0
Design	0	0
Calculus	1	0
Biology	5	0

	2024	2023	2022	2021	2020	2019	2018	2017
<b>Number of Scholarships</b>	<b>2</b>	<b>7</b>	<b>3</b>	<b>2</b> (including 1 outstanding)	<b>10</b>	<b>6</b>	<b>3</b> (including 1 outstanding)	<b>9</b> (including 1 outstanding)

### Reflections/next steps:

- With the decision to stop the HBSSPA Scholarship workshops, which has provided support for students near the end of the year with a one-off event. Success in scholarship does come from teacher led tutorials throughout the year and a large amount of self-directed reading and practice. A commitment from both student and teacher.
- Student have been more selective in 2024 on where to apply their focus, this has been on UE and/or Level 3.
- Investigate working with other schools to provide weekly tutorials as we have in the past.

## **Statement of Compliance with Employment Policy**

For the year ended 31 December 2024

The Karamū High School Board of Trustees:

1. Has developed and implemented personnel and industrial policies, within policy and procedural frameworks set by the Government from time to time, which promote high levels of staff performance, use educational resources effectively and recognise the needs of students;
2. Has reviewed its compliance against both its personnel policy and procedures and Education Review Office Board assurance Statement Personnel (Section 4) and can report that it meets all requirements and identified best practice;
3. Is a good employer as defined by the Public Service Act 2020 and complies with the conditions contained in the employment contracts applying to teaching and non-teaching staff;
4. Ensures all employees and applicants for employment are treated according to their skills, qualifications, abilities and aptitudes, without bias or discrimination;
5. Meets all EEO requirements.

**Kiwisport**

Kiwisport is a Government funding initiative to support students' participation in organised sport.

In 2024, the school received total Kiwisport funding of \$23,342.93 (excluding GST). The funding was spent on sports uniform, equipment and part funded a sports co-ordinator.

In 2024 we maintained a steady level of participation over many sports. Standouts were seen in canoe polo, basketball, netball, and volleyball.

## *Te Tiriti o Waitangi*

The Board give effect to the principles of Te Tiriti o Waitangi through its provision for Māori as tangata whenua by doing the following:

- Enacting Te Tiriti when developing policies and practices for the school;
- Respecting Tikanga Māori in all school occasions, curriculum areas and the physical environment;
- Ensuring use of Te Ao Māori, Mātauranga Māori and local tikanga Māori in teaching programmes;
- Providing access and opportunities for ākonga to learn te reo and te ao Māori at all levels of the school;
- Providing Professional Development access and opportunities for teaching and support staff in te reo, tikanga and culturally responsive pedagogies;
- Making equitable provisions in the curriculum for the instructional needs of Māori ākonga;
- Monitoring, analysing and reporting on achievement and retention of Māori ākonga;
- Supporting the continued growth of Kapa Haka and Mau Rakau within the school with greater leadership roles being taken by senior ākonga;
- The Board of Trustees ensures a process of consultation with our Māori community through feedback and/or consultation with the local Māori community through the school's kaumatua/pakeke;
- Appointing staff who are positive role models for Māori ākonga;
- Supporting Te Poho o Rongokako within the school;
- Appointing Cultural Leaders as part of our Year 13 Student Leadership appointments;
- Ensuring the Board of Trustees have tangata whenua representation;
- Appointing Ngā Pou Kaiārahi to support, āwhina and guide our Māori (and People of the Pacific) ākonga.