

**TE PUKE** HIGH  
SCHOOL



Aim High

Whaia Te Matauranga Tiketike

**2024 Annual Report**



<b>Portfolio</b>	Kāhui Ako (Community of Learning)						
<b>Strategic Goal</b>	To improve student, staff, whānau, iwi and community engagement.						
<b>Objectives</b>	<p>1.1 To support the kaupapa of Te Puke Kahui Ako focussed on improving engagement and achievement of students at Te Puke High School.</p> <p>1.2 To support the establishment and development of the Ara Rumaki class (Te Ara Poutama) in Te Puke High School.</p> <p>1.3 To support the kaupapa of Te Hurihanganui to help local iwi realise their aspirations for their tamariki in Te Puke schools.</p>						
<b>NELPs:</b>	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
<b>Historical Background</b>	<p>During the second-half of 2020, the Board of Trustees and Senior Leadership Team worked together to review the current Charter, including the Strategic Plan for the next three years. The National Education Learning Priorities (NELPs) were used to help guide our review process.</p> <p>As a result of the review, it was agreed that the school will focus on one strategic goal; “To improve student, staff, whānau, iwi and community engagement.” This goal aligns with the Guiding Principles, Objectives and Outcomes expected of Ka Hikitia – Ka Hāpaitia The Māori Education Strategy (2020).</p> <p>Senior Leaders would be responsible for developing an annual plan for their respective portfolios in relation to the ‘engagement’ strategic goal.</p> <p>In 2021, Te Puke Kahui Ako provided a cohesive coordinated approach to supporting cultural responsive and relational pedagogy through the Across School and Within School Leaders. In addition, there was a coordinated approach to Learning Support Coordinators with schools referring students who needed extra support. Towards the end of 2021, the strategic plan and achievement challenges were reviewed. In addition,</p>						

		new Across School Leaders were interviewed and appointed to help facilitate the approach to address the revised achievement challenges.			
Objectives	Actions	Responsibilities	Resources	Evidence	Completion Date
1.1 To continue to support the kaupapa of Te Puke Kāhui Ako focussed on improving engagement and achievement of students at Te Puke High School.	1.1a To support the leadership and kaupapa of Te Puke Kāhui Ako.  1.1b To contribute to the development of agreed shared actions of the schools in our Kāhui Ako.  1.1c To support the work of the Across School Leaders (ASL) and Within School Leaders (WSL).	LDL	Attend Kāhui Ako meetings.  Attend meetings with our ASL and WSLs.	Minutes of meetings attended.  Reports to the Board of Trustees.	Throughout the year.
1.2 To support the development of the Ara Rumaki class (Te Ara Poutama) in Te Puke High School.	1.2a To demonstrate open support for the kaupapa of the Ara Rumaki class.  1.2b To support the work of the LOL Māori	LDL	Staff meetings Kaimahi meetings	Minutes of meetings attended.  Reports to the Board of Trustees.	Throughout the year.

	and Kaiako of the Ara Rumaki class.				
1.3 To facilitate the development of a new strategic plan for Te Puke High School.	1.3a Develop and facilitate a process for consulting with our school's stakeholder groups: Staff, Students, Parents/Caregivers, Iwi, and Community.	LDL, SLT	Organise and lead consultation meetings. Organise and lead the analysis of the data. Organise and lead the development of the new Strategic Plan.	Data gathered. Reports to the Board of Trustees.	Throughout the year.
	1.3b Organise and facilitate stakeholder feedback on what actions need to be taken at our school to fulfil the NELPs.	LDL, SLT			
	1.3c Facilitate the analysis and sense making of the data.	LDL, SLT, Board			
	1.3d Facilitate the development of the new Strategic Plan.	LDL, SLT, Board			



## Outcomes - Progress towards Objectives

### What progress was made towards the Objectives?

#### Kāhui Ako

16 February 2024: I attended a Steering Group meeting for Te Puke Kāhui Ako. The agenda included: Across School Lead introduction and update - roles and responsibilities for 2024, Tapuika Iwi Authority and Te Kapu o Waitaha updates, Kāhui Ako Website launched, Learner Profile – progress so far and discussion for moving forward, Kāhui Ako Conference – do we want one this year?

17 May 2024: I attended a Steering Group meeting for Te Puke Kāhui Ako. The agenda included: Lead Team Updates, Iwi Updates, MOE Updates, Learner Profile - teaching and learning, tracking and transitions, Kahui Ako Conference Programme, WST/LSC Combined Hui, Board Workshop Term 2, ECE Workshop Term 2, AI Professional Learning and Attendance.

22 July 2024: Term 3 started with an awesome Kāhui Ako Conference hosted at TPHS. It was a great opportunity for teachers in all Te Puke Kāhui Ako schools to engage in common professional learning together. I would like to take this opportunity to thank Polly Thin-Rabb (Leader Principal of Te Puke Kāhui Ako) and her team for organising this great day.

#### Ara Rumaki

22 May 2024: I attended a whānau hui for students in our Ara Rumaki (total immersion) class to support Debbie Rahurahu (Leader of Learning – Māori) and Hone Tamepo (Kaiako of the Ara Rumaki class). It was a great evening with those present sharing their thoughts.

#### Strategic Planning

1 March 2024: I facilitated a 'bus stop' activity with 7 Ngā Puna (Small Groups) of approximately 100 students regarding what actions must be taken at our school to fulfil each NELP (National Educational and Learning Priorities). This data has been gathered and due to be analysed.

The next stage involves consultation with parents/caregivers, local iwi, and our wider community, which will take place during terms 2 and 3.

15 May 2024: Thank you to the Senior Leadership Team and Board for the great brainstorming session, which explored key ideas related to how we will carry out our community consultation to help us develop our strategic plan.

The next stage involves the SLT & Board developing the action plan.

#### Community Consultation, NELP Review and Steering Group

I would like to discuss with the Board two matters related to the timing of our community consultation, the implementation of the Board's Māori Committee, and the MOE's current review of the NELPs:

1. Following the whānau hui, various members of our Māori community reached out to Polly and Chrissi to offer services to support the process. From this point, it was decided that this group would form a Steering Committee to provide guidance and support for our Māori community consultation process. In the meantime, Mereana has worked on behalf of the Board to develop the Terms of Reference and composition of the Board's Māori Committee. At the last Board meeting, it was clear that potential personnel were aligned between these proposed groups (the Steering Committee and the Board's Māori Committee). From my perspective, it seems logical for the Board's Māori Committee to become the group that provides guidance and support for our Māori community consultation.
2. With the MOE currently reviewing the National Education and Learning Priorities (NELPs), I am considering how we should progress our community consultation:
  - a. Should we pause our community consultation until the government's revised NELPs are published? There are indications that there could be a much greater emphasis on literacy and numeracy achievement at the expense of the other NELPs. This option would allow us to include possible changes to the NELPs in our community consultation so that it aligns with the government's priorities.
  - b. Should we get Mereana to establish the Board's Māori Committee, review the 'Ideal School' tool we developed, and produce our own Te Puke High School Educational and Learning Priorities (TPHSELPs) for community consultation?

This option would allow us to develop priorities that match our community's aspirations, which may or may not align with the government's priorities.

## Analysis of Variance

What is the gap between the Target(s) and Objective set and the Outcomes achieved?

"By requiring an 'analysis of variance' in annual reports, the government is encouraging boards and school leadership to investigate and respond to any differences between their planned improvement targets and the actual outcomes achieved by the students."

*Planning for Better Student Outcomes, June 2003 Quarterly, Ministry of Education.*

## 1. Kāhui Ako Engagement

- The planned actions were largely met through strong leadership coordination in the Kāhui Ako, and active participation in professional learning initiatives. However, there was limited direct evidence of improvement in student achievement.
- The focus has been more on structural engagement rather than direct student outcomes.

## 2. Ara Rumaki Class Development

- Evidence shows strong support from leadership and teachers, along with positive whānau engagement.
- The focus has been more on structural engagement rather than direct student outcomes. There was limited direct evidence of improvement in student achievement.

## 3. Strategic Plan Development

- The planning phase has progressed, but the consultation process is delayed due to uncertainty surrounding the MOE's revision of NELPs and how community consultation will occur.

Do we wait for clearer government direction or go ahead and develop our own community priorities.

## Evaluation

So what? Where to next?

“Evaluating progress will provide boards and school management teams with good pointers to ways in which the strategy needs to be improved for the coming year in order to take the school closer to its overall (or strategic) goal.” *Planning for Better Student Outcomes*, June 2003 Quarterly, Ministry of Education.

## 1. Effectiveness of Kāhui Ako Engagement

- The involvement in Kāhui Ako has strengthened leadership and collaboration, but more structured data collection is needed to measure student engagement and achievement improvements.

## 2. Impact of Ara Rumaki Class Support

- The whānau hui demonstrated strong support and cultural alignment. Future evaluations should include student outcomes and engagement tracking.

## 3. Strategic Plan Development Process

- The process is structured and inclusive but impacted by external factors (NELP review). To maintain momentum, an interim plan could be developed based on existing community feedback.

## Recommendations:

- Develop a framework to assess Kāhui Ako's direct impact on student learning.
- Establish specific indicators to evaluate the success of the Ara Rumaki program.

Proceed with a phased strategic planning approach while awaiting the final MOE NELPs.



<b>Portfolio</b>	Wānanga (Learning)						
<b>Strategic Goal</b>	To improve student, staff, whānau, iwi and community engagement.						
<b>Objectives</b>	<p>2.1 To support the Curriculum Design Roopu to review the 2023 curriculum and timetable and to review the implementation of NCEA Level 1 courses for 2024.</p> <p>2.2 To support the implementation of the new NCEA Literacy and Numeracy requirements.</p> <p>2.3 To further develop culturally sustaining practices at Te Puke High School in collaboration with our Kāhui Ako our local iwi, our ākonga, local organisations, and other community groups.</p>						
<b>NELPs:</b>	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input type="checkbox"/> 7
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Objectives	Actions	Responsibilities	Resources	Evidence	Completion Date
2.1 To support the Curriculum Design Roopu to review the implementation of the 2023 curriculum and timetable and to review implementation of NCEA Level 1 courses for 2024.	<p>2.1a Review the delivery of the junior curriculum and the timetable process for 2023.</p> <p>2.1b Facilitate the establishment of a timeline and action plan for 2024, to include strategic working groups.</p> <p>2.1c Research systems and practices that will enable culturally sustaining outcomes.</p> <p>2.1d Regularly feedback to staff, whānau and ākonga on progress.</p>	<p>THP</p> <p>THP</p> <p>Curriculum Design Roopu</p> <p>Curriculum Design Roopu</p>	Regular Thursday fortnightly hui	<p>Timetable structures</p> <p>Reports</p> <p>Other schools' NCEA course designs</p> <p>Meeting minutes</p> <p>Whānau, ākong and kaiako voice</p>	End of 2024

<p>2.2 To support the implementation of the new NCEA Literacy and Numeracy requirements.</p>	<p>2.2a Appoint a Literacy and Numeracy Co-ordinator.</p> <p>2.2b Establish Literacy Focus Group.</p> <p>2.2c Gather Year 9 and 10 2023 literacy data and initiate teacher collaborative inquiry to accelerate target students.</p> <p>2.1d Lead literacy professional learning to support teacher collaborative inquiries.</p> <p>2.1e Support our MST to work with kaiako, to accelerate 60 ākonga in Maths.</p> <p>2.1f</p>	<p>SLT</p> <p>THP</p> <p>Literacy Focus Group</p> <p>Literacy Focus Group</p> <p>THP and MDO</p>	<p>Release time for co-coordinators</p>	<p>a asTTle data OTJs NCEA Literacy and Numeracy results Ākonga voice Teacher Collaborative Inquiry</p>	<p>End of 2024</p>
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	Continue to implement the Aim High Reading programme.				
<p>2.3</p> <p>To further develop culturally sustaining practices at Te Puke High School in collaboration with our Kāhui Ako our local iwi, our ākonga, local organisations, and other community groups.</p>	<p>2.3a</p> <p>Lead professional learning according to the Kāhui Ako priorities and our Kāhui Ako action plan:</p> <ul style="list-style-type: none"> <li>• Develop a Te Reo Māori Strategy.</li> <li>• Continue to develop staff capability in Te Reo Māori.</li> <li>• Continue to develop teacher understanding of Mātauranga Māori and our Marau-ā-Takiwā.</li> <li>• Support the piloting of the Kahui Ako Learner Profile.</li> <li>• Support Learning Areas to develop their Annual Plans.</li> </ul>	Kāhui Ako Team		<p>Kāhui Ako Action Plan</p> <p>Learning Area Action Plans</p>	End of 2024

	<p>2.3b Work collaboratively with Māori student leaders and other ākonga to address racism and inequity at TPHS and in our community.</p> <p>2.3c Continue to support kaiako to develop their understanding of what works for Pacific and ESOL learners.</p>	<p>THP, MFD, RFD</p> <p>PNA and ESOL team</p>			
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## Outcomes - Progress towards Objectives

### What progress was made towards the Objectives?

#### 2.1

To support the Curriculum Design Roopu to review the implementation of the 2023 curriculum and timetable and to review implementation of NCEA Level 1 courses for 2024.

- Sought feedback from ākonga, whānau and kaiako on junior curriculum and timetable.
- As a result of the review, we have implemented a two-weekly Mahi Tahi session for kaiako to have rich conversations based on their ākonga in their classes.
- As a result of this feedback the Curriculum Design Roopu has identified a need to focus on developing culturally relational and responsive pedagogy in the classroom for 2025. This involves creating a sustainable model of ako, where kaiako are supporting each other to improve their practice.

#### 2.2

To support the implementation of the new NCEA Literacy and Numeracy requirements.

- Appointed a Literacy and Numeracy Co-ordinator to work with kaiako to develop effective practice
- Established a Literacy Focus Group of kaiako and SLT who were key people in this work. An [action plan](#) was developed to provide a clear direction. Key areas of focus were:
  1. Accelerating targeted literacy learners at Years 9 and 10
  2. Accelerating L2 (of the curriculum) literacy learners
  3. Accelerating L3 (of the curriculum) literacy learners
  4. Accelerating literacy for those Year 11 learners who need extra support
  5. Developing systems for a central capture of literacy data
- Professional Learning facilitated by Literacy Focus Group and Maths Leaders to upskill kaiako on Literacy and Maths across the curriculum and useful strategies to apply to classroom practice

- Anna McDougall has been working in our school this year as Maths Specialist Teacher. In this role she has supported kaiako with their Maths pedagogy and planning, as well as working alongside 48 ākonga to accelerate them in Maths. The outcome was that 33 made expected progress and 15 made accelerated progress.
- The Structured Literacy initiative (facilitated by Amanda Porter) offered small groups of very low-level learners (Level 2 of the curriculum and below)) the opportunity to be accelerated in reading and writing. The 20 students who participated in this programme experienced great success.
- Amanda also supported a group of Year 11 students (Anga Whakamua) to achieve Numeracy by providing a highly scaffolded approach, using various Achievement and Unit Standards Unit Standard to attain this qualification.
- Te Puke High School funded the Stepsweb programme, an online programme to support Level 3 learners to accelerate to Level 4 (of the curriculum).
- The Aim High Reading Programme has continued to contribute to the acceleration of many students in reading and writing. This programme uses a tuakana teina approach to learning, where Year 13 students and some community members work alongside Year 9 students to improve reading. This year the mean acceleration Year 9 students was 2yrs 2 months (Aim High cannot be solely attributed to these results). Student voice revealed increased confidence in reading for many students.
- Many students have been successful in achieving their NCEA Literacy and Numeracy qualification:

Juniors	Numeracy Achieved	Literacy Achieved
Year 9	14 (209 total cohort – only some selected to sit)	22 (209 total cohort – only some selected to sit)
Year 10	102 (240 in cohort – all sat)	97 (240 in cohort – all sat)

- At Year 11, 27 students have not yet achieved Numeracy and 54 have not achieved Literacy.

### 2.3

To further develop culturally sustaining practices at Te Puke High School in collaboration with our Kāhui Ako our local iwi, our ākonga, local organisations, and other community groups.

- Developed a [Te Reo Māori Strategy](#) as part of our [Kahui Ako Strategic Plan](#)

- Ran regular Te Reo Māori and Tikanga professional learning sessions facilitated by Debbie Rahurahu, Rangitautini Williams and Wiremu Williams
- Within Schools Teachers supported kaiako to develop Mārau-ā-Kura using the Kahui Ako rauemi (online resources)
- At least one kaiako from each Learning Area piloted the Kahui Ako Draft Learner Profile and gave feedback on its fit for purpose.
- Sought whānau, ākonga and kaiako feedback through the annual Kahui Ako survey. This evidence was collated and analysed to inform future planning.
- Continued to grow Māori leadership through Kia Tū Rangatira Ai Mo Āpōpō roopu, who led projects to effect change for ākonga Māori at TPHS.
- A group of ākonga Māori participated in a Tapuika and Waitaha-led leadership initiative led by Mereana Te Pere. This will become an annual event to grow our local rangatahi and their leadership skill.

## Analysis of Variance

What is the gap between the Target(s) and Objective set and the Outcomes achieved?

“By requiring an ‘analysis of variance’ in annual reports, the government is encouraging boards and school leadership to investigate and **respond to any differences between their planned improvement targets and the actual outcomes achieved** by the students.”

*Planning for Better Student Outcomes*, June 2003 Quarterly, Ministry of Education.

- The changing nature of the Literacy, Numeracy and the NCEA qualification make it difficult to review and revise curriculum content and frameworks at the current time.
- Our greatest challenge is to enable all of our ākonga to achieve the NCEA Literacy and Numeracy co-requisite so that they can achieve NCEA at any level overall.
- We need to continue supporting our kaiako to grow in their knowledge and use of te reo Māori to reach our target of each speaking 7 minutes a day per period.
- Some kaiako piloted the Kahui Ako Learner Profile meaningfully, while others struggled to test it to depth due to multiple pressures such as curriculum and assessment.

## Evaluation

So what? Where to next?

“Evaluating progress will provide boards and school management teams with good **pointers to ways in which the strategy needs to be improved for the coming year in order to take the school closer to its overall (or strategic) goal.**” *Planning for Better Student Outcomes*, June 2003 Quarterly, Ministry of Education.

- It has been several years since Te Puke High School engaged with The Te Kotaitanga research project. This project, led by Russell Bishop and Mere Berryman achieved positive quantitative and qualitative outcomes for Māori learners at Te Puke High School, and many other kura. Facilitators involved with the initiative, supported kaiako to understand and practice culturally responsive and relational pedagogy in the classroom. The professional learning project created a highly effective system change. Kaiako were focusing their teaching on ‘what we know works for Māori learners’. With the advent of the PODs and the integrated curriculum at Te Puke High School, professional learning refocused to 21<sup>st</sup> century learning. Through our Kahui Ako, a significant amount of work has been done to change the hearts and minds of kaiako and to address racism and unconscious bias. It is now time to recentre on the most important part of our role as educators – to ensure our ākonga Māori and all of our ākonga are achieving equitably. We will do this by using Russell Bishop’s work “Teaching to the North East” as a guide to review our current pedagogy and practices and to create sustainable systems of improvement within our kura. Our goal is to make this our business as usual, despite government funding or government directives. Ange Moko will facilitate us through this process over the next two years.
- With the high-stakes nature of the new NCEA literacy and numeracy qualification, we must continue to provide initiatives to support all of our ākonga to achieve the qualification. In 2025, the Year 11 support class will be re-established. This will allow those ākonga who work better in a

structured homeroom setting, to obtain scaffolded learning support. Furthermore, we have been granted professional learning support for 2025 from Evaluation Associates. This will help us to better prepare our students for the CAA (literacy and numeracy) exams. Anna McDougall will provide extra Maths support for targeted Year 10 ākonga working towards their Numeracy qualification. Additionally, the Atamai Homework Club – initiated by Amber Stevens, was a huge success in 2024 and will continue in 2025. The culturally responsive and relational professional learning will focus on ensuring literacy and numeracy are taught across the curriculum.

- Our [Learner Profile](#) provides a roadmap of progressions for our ākonga and whānau across our Kahui Ako pathway. The framework is based on Te Whare Tapa Wha and encompasses Taha Tinana, Taha Wairua, Taha Hinengaro, Taha Whānau and Taha Whenua. This profile gives our ākonga, whānau and kaiako a way of celebrating success from a cultural and values-based approach. Our community has endorsed the Learner Profile through a wide-ranging consultation. It is now up to us at TPHS to find meaningful ways to use this profile. The Social Science department has committed to using the profile as a basis for their first unit of work with their new Year 9s in 2025. The intent is to delve into the 5 pou to develop sound teacher/student relationships, grow knowledge of Marau-ā-Takiwa (local curriculum and land), social, mental and physical capacity, and develop leadership skills.
- Our Kahui Ako focus for 2025 will be on Learning Support, Literacy and Numeracy. The Kahui Ako will provide professional learning around neurodiversity, trauma, emotional regulation, ESOL and relational pedagogy throughout the curriculum. This professional learning will be delivered to Within School Teachers, who will share with kaiako back at kura. Delve deeper into understanding what works best for our Pacific students to ensure they feel a sense of belonging and are achieving equitable outcomes. Work with our PLD providers on this

<b>Portfolio</b>	Whanaungatanga (Relationships)						
<b>Strategic Goal</b>	To improve student, staff, whānau, iwi and community engagement.						
<b>Objectives</b>	<p>3.1 To review and support further development of the staff and student Hauora &amp; Wellbeing Committees.</p> <p>3.2 To review the current Attendance model and develop and implement an effective system that is applied consistently at TPHS and supports Kāhui Ako initiatives.</p> <p>3.3 To develop more ways to Celebrate Student Success and implement formal assemblies to encourage student achievement.</p> <p>3.4 To investigate and build Community Relationships and networks that will enhance and support our students' learning pathways and careers opportunities.</p>						
<b>NELPs:</b>	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
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Objectives	Actions	Responsibilities	Resources	Evidence	Completion Date
3.1 To review and support further development of the staff and student Hauora & Wellbeing Committees.	3.1a Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying.	SLT	Time and promotional resources	Less incidents dealt with	Ongoing
	3.1b Organise regular meeting schedules.	MGY	Time	Regularly scheduled meetings, usually twice a term unless urgent	End of Term 1
	3.1c Recruit staff and students from a cross section of areas.	MGY	Time	Diverse membership	End of Term 1
	3.1d Create an annual strategic plan to support staff & student hauora & wellbeing development that reflects staff and student needs.	H & W Committee	Time	Key tasks coordinated, planned and completed	Ongoing
	3.1e Review and support development of the group.	H & W Committee	Time	Feedback from our staff survey is enacted where appropriate	Ongoing

3.2 To review the current Attendance model and develop and implement an effective system that is applied consistently at TPHS and supports Kāhui Ako initiatives.	3.2a. Meet with HOHs to complete improvements to the system.	MGY, SLT, AAs, HOHs & LOLs	Meeting times	A priority list of events	End of Term 1
	3.2b To develop an attendance support model that is effective for all.	MGY, SLT, AAs, HOHs & LOLs	Meeting times	Kaiārahi Ngā Puna are comfortable using the system	Ongoing but end of
	3.2c To liaise and support the Kahui Ako attendance initiatives.		Meeting times	Annual calendar of events created and shared with community	End of Term 1
3.3 To review and implement further opportunities to Celebrate Student Success and encourage and acknowledge student achievement.	3.3a To liaise with AAs, HOHs and LOLs to review opportunities	MGY, SLT, AAs, HOHs & LOLs	Meeting times	A priority list of events	End of Term 1
	3.3b Develop celebratory occasions to acknowledge student achievements.	MGY, SLT, AAs, HOHs & LOLs	Meeting times	Opportunities to celebrate created	Ongoing throughout
	3.3c Create an annual calendar & promote with the community	MGY	Meeting times	Annual calendar of events created and shared with community	End of Term 1



3.4 To review current community relationships and continue developing new community relationships.	3.3a Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures.	MGY & Kāhui Ako & SLT	Community consultation & meeting times	Improved contact with hwhānau	Ongoing
	3.3b Collaborate with industries and employers to ensure learners/ākonga have the skills and pathways to succeed in work.	MGY & Careers	Meeting times	Connections made	Ongoing
	3.3c Meet with TP business community & EPIC.	MGY & Careers	Meeting times	Connections made	Ongoing
	3.4d Establish a database of community supporters.	MGY & Careers	Meeting times	Database created	Ongoing

	3.4e Promote opportunities to connect.	MGY	Meeting times & funding	Schedule meetings	Ongoing
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## Outcomes - Progress towards Objectives

### What progress was made towards the Objectives?

#### 3.1 To review and support further development of the staff and student Hauora & Wellbeing Committees.

- Despite changes in personnel the Hauora & Wellbeing Committee continuing to meet and address concerns raised by the staff and/or students. Ongoing efforts to recruit student representation were unsuccessful in 2024.
- SLT and Student Support Staff have intervened when necessary to address inappropriate or racist/sexist/religious/homophobic commentaries.
- All electrical equipment on site, should have been tested and tagged for safety.
- Significant building alterations were completed this year to allow better wheelchair access to all parts of the school.
- We now have a free weekly Physiotherapy Clinic on site for students and staff needing treatment for ACC injuries.
- A Hauora Week was once again well received by staff. A breakfast, special morning tea and treats were shared with staff and regular meetings were cancelled.
- Support Staff Day was celebrated so we could acknowledge the many who work behind the scenes to help teachers do their jobs.
- 43 staff opted into the free vaccination scheme offered to all staff.
- After a Lockdown Drill, staff were asked for feedback and some positive feedback was received.
- All of TPHS participated in the National Shake Out Drill and dropped, covered and held on.
- Our Emergency Evacuation Procedures flip charts have been updated.
- We had a good number of staff complete/update their First Aid qualifications.
- Towards the end of the year the results of a PPTA TPHS Branch organised survey of staff were reviewed. Approximately 22 responses were summarised. Some concerns were raised and PPTA members voted to ask for some of their concerns to be

looked at in 2025. This included looking at the pastoral care system around disruptive behaviours, meetings and professional development, more weekly hauora focus, and increasing SLT support.

- At our 2025 New Staff Induction, new teachers were presented with a kete that included tips on how to get around TPHS and find your feet. This was well received

### **3.2 To review the current Attendance model and develop and implement an effective system that is applied consistently at TPHS and supports Kāhui Ako initiatives.**

- The revised Attendance Procedures were shared with staff at the beginning of the year.
- MoE expectations were shared with staff. Staff were reminded to accurately update attendance records in a timely manner as reporting was happening weekly.
- A 2024 review of attendance identified some critical details. Regular attendance has improved or remained the same for all groups, (Asian, European, Māori, MELAA – Middle Eastern, Latin American and African, and Pasifika) since 2023 and chronic absences have reduced in 2024 for all groups.
- Excellent attendance was recognised at Junior Prize Giving and is acknowledged throughout the year.
- Poutiri Trust has undergone some personnel changes that have impacted on the follow up to chronic absenteeism cases.
- A 'Time Out' system to allow senior students to leave school before the end of the year, if they met certain criteria and had achieved what they needed was used more this year. This is an attempt to minimise the informal absences that come up mid-year onwards, once students have passed their qualification for the year.
- Our application to create a Services Academy was finally approved and will be up and running in 2025. Part of the philosophy behind the class is to engage with some of our senior students that might otherwise be disengaged. It has had a very promising start and looks positive for those involved.

### **3.3 To review and implement further opportunities to Celebrate Student Success and encourage and acknowledge student achievement.**

- A number of initiatives are in place to acknowledge student successes, both within the school community and in the wider Te Puke community. In Term 1 we celebrated our previous year's NCEA student achievements. We have fortnightly student House Assemblies and Pat on the Back draws are held to acknowledge students demonstrating our core values. Later in the year our senior students are less formally recognised at House Assemblies for their academic success with certificates presented for Merit and Excellence results.

- With the changes in the Junior Curriculum, we were able to make some changes before the Junior Prize Giving and core classes had the opportunity to acknowledge individual class achievements in class, as well as overall subject success in front of the whole school.
- The Year 10 Te Reo Kori competition has become a highlight on the calendar as the classes battle it out in front of their peers and members from the community.
- Our Prize Giving ceremonies continue to highlight some of our students' contributions and successes at school. We have had Cultural Badging Ceremonies, Senior Prize Giving, Junior Prize Giving, Sports' Prize Giving, Careers Prize Giving, Year 13 Graduation, as well as community group prize giving, eg The Acorn Foundation and the Bay of Plenty Education Trust, to acknowledge our students' excellence.
- In 2024 we had four students share scholarships to the value of \$150,000 out of a total pool of approximately \$270,000.

#### **3.4 To review current community relationships and continue developing new community relationships.**

- We have a well planned start of the year for our new students and their families. We begin with a powhiri and the day finishes with a BBQ and a swim while encouraging families to come along and meet some of the staff.
- Te Puke High School was a frequent contributor to the Te Puke Times with articles sharing TPHS events and successes, nearly every week. The loss of the paper will provide opportunities for us to increase our presence in other platforms.
- The Careers Department and Gateway continue to enjoy positive relationships with local businesses that allow our students to enjoy real world work experiences and potentially lead to a job.
- A number of local businesses have supported some of the campus developments that have been taking place, especially around the Ag/Hort area. A lot of the exciting developments here would not have been possible or affordable without significant assistance.
- Efforts have been made to engage with our wider Māori community and this is work in progress.
- The SLT have met with both Tapuika and Waitaha iwi authorities to build our relationships with them and respectfully work together for the common good of our students.
- Some of our Rumaki students were involved in working with Tapuika leaders and participated in the building of a waka out of Makahae Marae. This will continue in 2025 and gives our students a very real, hands on experience.
- Our Malohi Pasifika programme continues to be the envy of other schools who look to us for inspiration and ideas.
- Our Cultural Week is an opportunity to recognise some of the diversity within the school and celebrate. The Cultural Concert allows our students, a chance to express themselves in a supportive community environment.

- A newly appointed staff member has been given the responsibility of continuing to develop our media profile in the community.
- TPHS continues to enjoy a relationship with EPIC Te Puke on their website, with potential to expand this further in 2025. This also helps us develop relationships with some of our local businesses.
- TPHS students continue to be engaged in the community and supportive when possible. Our Student Leaders have once again been involved in leading our local ANZAC services. Seniors and others have also supported the Cancer Society, Te Puke Halloween Treat Trails, Student Volunteer Army, Duke of Edinburgh, environmental groups like Maketu Ongatoro Wetlands Society and more.
- TPHS was the fortunate recipient of some Christmas Goodie bags from the Curate Church and Empowerment as well as Kura Kai to share with some of our struggling whānau. Kura Kai have been supplying us with frozen meals throughout the year for sharing.

### Analysis of Variance

What is the gap between the Target(s) and Objective set and the Outcomes achieved?

“By requiring an ‘analysis of variance’ in annual reports, the government is encouraging boards and school leadership to investigate and respond to any differences between their planned improvement targets and the actual outcomes achieved by the students.”

*Planning for Better Student Outcomes, June 2003 Quarterly, Ministry of Education.*

#### 3.1 To review and support further development of the staff and student Hauora & Wellbeing Committees.

- We still need to get better representation from across the school and different learning areas.
- We still need to get representation from the student body.
- The PPTA survey at the end of the year suggested some staff still want more done towards their wellbeing, particularly from SLT.

#### 3.2 To review the current Attendance model and develop and implement an effective system that is applied consistently at TPHS and supports Kāhui Ako initiatives.

- Staff have been more actively involved in following up and encouraging families and students to improve the student’s attendance. HoHs have been monitoring attendance and supporting staff when necessary.
- There have been improvements between 2023 and 2024 around improved regular attendance and decreased chronic absenteeism. A review of the data produced some poignant details and recommendations moving forward.

#### 3.3 To review and implement further opportunities to Celebrate Student Success and encourage and acknowledge student achievement.

- With the loss of the Te Puke Times we will need to find other avenues to showcase some of the amazing opportunities and successes enjoyed by our students.
- We do very well celebrating our students' achievements at school. We need to work to make sure the rest of the Te Puke community is aware of our students' successes.
- The Atamai Club supporting students with twice a week learning opportunities one on one with staff proved very successful and was useful. Whanau commented very positively on the support offered.

#### **3.4 To review current community relationships and continue developing new community relationships.**

- TPHS is our community school and people value this coming from a smaller community. When asked for support, many are happy to step up and help out.
- The appointment of a Director of Sport, has provided us with the chance to build community relationships and support for our students. We need to continue building the level of community support and sponsorship for our athletes.

### **Evaluation**

So what? Where to next?

"Evaluating progress will provide boards and school management teams with good pointers to ways in which the strategy needs to be improved for the coming year in order to take the school closer to its overall (or strategic) goal." *Planning for Better Student Outcomes*, June 2003 Quarterly, Ministry of Education.

#### **3.1 To review and support further development of the staff and student Hauora & Wellbeing Committees.**

- LOLs will be asked to promote representation from their staff to give a better representation from across the school.
- Careers, Business, Health Studies and the nurse will be encouraged to find a student who might be interested to join our Committee and share student voice.
- Find other ways to continue to support staff wellbeing

#### **3.2 To review the current Attendance model and develop and implement an effective system that is applied consistently at TPHS and supports Kāhui Ako initiatives.**

- Recommendations from the data include;
  1. Target chronic absenteeism (70% or less attendance)
  2. Engage senior students
  3. Use data for early interventions

4. Foster positive school culture

5. Collaborate with external support

- Interventions targeting senior year levels and Māori students could significantly reduce chronic absenteeism.
- Short Term (2025): Increase regular attendance to 25% and reduce chronic absenteeism to below 20%.
- Long Term (2026 and Beyond): Regular attendance for all groups above 30%, with no group exceeding 15% chronic absenteeism.
- Send out a reminder on Monday or Tuesday that HOHs will be checking on attendance.
- Promote Careers interviews for senior students needing support around goals and next steps.
- Encourage more frequent communication with representatives from Poutiri Trust so we are all on the same page. Having an Attendance Officer share updates at a fortnightly Head of House Meeting would be significant.
- With the start of the Services Academy, we have an opportunity to restart a CACTUS programme. This proved very popular in the past and helped engage some of the less engaged students who were struggling to find motivation to come to school.

### **3.3 To review and implement further opportunities to Celebrate Student Success and encourage and acknowledge student achievement.**

- Continue to explore further groups able to support our students with scholarships or work placements. In particular a focus on Māori and Pasifika specific awards.
- Find more prize sources.
- Make greater use of social media and other platforms to positively promote our students' successful achievements.

### **3.4 To review current community relationships and continue developing new community relationships.**

- To continue working with our Māori community to support our Māori students and keeping them at the centre of our thinking.
- To continue working with our other ethnic community groups, including Pasifika and Indian cultural groups to support our students.
- Have a liaison person/co-ordinator for community support applications.



<b>Portfolio</b>	Manākitanga (Caring)						
<b>Strategic Goal</b>	To improve student, staff, whānau, iwi and community engagement.						
<b>Objectives</b>	<p>4.1 To co-ordinate the Student Support Services within the school. Supporting a needs-based approach to student support within Te Puke High School structures and staffing.</p> <p>4.2 To liaise and co-ordinate with outside agencies to enhance the Student Support Services within Te Puke High School. Further developing the relationships with outside agencies to provide extra support that is required by students at TPHS.</p> <p>4.3 Re-evaluate and redevelop the role and purpose of HOHs and Ngā Puna at TPHS in relation to the changing dynamic of Pastoral Care of Students at Te Puke High School.</p> <p>4.4 Oversee Alternative Education to ensure that we are providing a meaningful programme which effectively transitions students back into school or into a career pathway.</p>						
<b>NELPs:</b>	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
<b>Historical Background</b>	<p>During the second-half of 2020, the Board of Trustees and Senior Leadership Team worked together to review the current Charter, including the Strategic Plan for the next three years. The National Education Learning Priorities (NELPs) were used to help guide our review process.</p> <p>As a result of the review, it was agreed that the school will focus on one strategic goal; “To improve student, staff, whānau, iwi and community engagement.” This goal aligns with the Guiding Principles, Objectives and Outcomes expected of Ka Hikitia – Ka Hāpaitia The Māori Education Strategy (2020).</p> <p>Senior Leaders would be responsible for developing an annual plan for their respective portfolios in relation to the ‘engagement’ strategic goal.</p>						



Objectives	Actions	Responsibilities	Resources	Evidence	Completion Date
<b>4.1</b> To co-ordinate the Student Support Services within the school. Supporting a needs-based approach to student support within Te Puke High School structures and staffing.	<b>4.1a</b> To meet with Morgyn, Aleisha and Kate at the beginning of the year to evaluate the previous year's needs and how these needs were met.	AUS, Morgyn, Kate and Aleisha	Time to meet, Annual report from guidance.	Annual Guidance report.	End of March 2024
	<b>4.1b</b> To evaluate the needs of our students and assess whether our current services are meeting the needs of the students.	AUS, Morgyn, Kate, Aleisha, Rhonda, Monique.	Time to meet, Annual report from guidance.	Annual Guidance report.	End of April 2024
	<b>4.1c</b> To support the Learning Support Coordinators.	AUS, Rhonda, Monique.	Regular meeting time.		End of Term 1 2024
<b>4.2</b> To liaise and co-ordinate with outside agencies to enhance the Student Support Services within Te Puke High School.	<b>4.2a</b> To meet with Morgyn, Aleisha, Kate, Rhonda and Monique at the beginning of the year to evaluate the previous year's	AUS, Morgyn, Kate, Aleisha, Rhonda and Monique.	Meeting.	Meeting minutes	April 2024

Further developing the relationships with outside agencies to provide extra support that is required by students at TPHS.	needs and how these needs were met, making note of any shortcomings within our own resourcing and what other outside agencies are available and able to support our students.				
	4.2b To analyse what further agencies are available for supporting in areas that we are not able to cover within our own Student Support Structures.	Add to the list of agencies and approach them to see if they are able to assist with student support.	Database	Database	End of Term 1 2024
	4.2c To create further opportunities for our students to access outside agencies for support in relation to their needs.	AUS, Outside Agencies. Morgyn, Kate, Rhonda.		Database	End of Term 1 2024
4.3 Continue to evaluate and redevelop the role and purpose of HOHs and Ngā Puna Time at TPHS	4.3a HOH review meeting to discuss and evaluate the year.	AUS, HOHs	Resources. Review afternoon		End of Term 1 2024
	4.3b				

in relation to the changing dynamic of Pastoral Care of Students at Te Puke High School.	Provide Staff PL re Houses throughout 2024	AUS, LDL, HOHs	PL Time	PL	Throughout 2024
	4.3c Gain student feedback through feedback of Nga Puna Structure at TPHS after redevelopment of Nga Puna.	AUS, HOHs	Google Survey	Survey	End 2024
4.4 Oversee Alternative Education to ensure that we are providing a meaningful programme which effectively transitions students back into school or into a career pathway.	4.4a Regular contact slot with AE staff- evaluating goals with staff.	AUS, Rob Veale	Visits to AE	Planning, minutes	Regularly throughout 2024
	4.4b Regular contact with AE students evaluating their pathways to transitioning back to school or workforce.	AUS, Rob Veale	Visits to AE	Pathway planning - goal sheets.	Regularly throughout 2024

## Outcomes - Progress towards Objectives

### What progress was made towards the Objectives?

**4.1 To co-ordinate the Student Support Services within the school. Supporting a needs-based approach to student support within Te Puke High School structures and staffing.**

**4.1a To meet with Morgyn, Aleisha and Kate at the beginning of the year to evaluate the previous year's needs and how these needs were met.**

**4.1b To evaluate the needs of our students and assess whether our current services are meeting the needs of the students.**

**4.2 To liaise and co-ordinate with outside agencies to enhance the Student Support Services within Te Puke High School. Further developing the relationships with outside agencies to provide extra support that is required by students at TPHS.**

There was some fragmentation in the Student Support Services last year with the change of staffing re AUS being on study leave and others having to pick up the role. The Counselling team were more independent and the regular meetings for SSS did not really occur due to the business of the SLT office during 2024. The team were happy to be back primarily under one SLT member again as a 'line manager' per se. On a positive it also provided other members of the SLT team to gain a greater understanding of the complexities of the Counselling and Nursing role of the Student Support Team.

The needs of students at TPHS are constantly growing and we seem to be the school of choice in the area for students with gender diversity. This brings with it an increased workload for the Student Support team. Alongside the growing number of students who have mental health and anxiety issues there has been research on the impact of Covid and Lockdown Isolation for students who are vulnerable and the team is still dealing with the impact of this in the service.

The disjointedness of the Nursing role with the split role for Aleisha only being at school for 3 days of the week is an issue that is having an impact on our students and also the workload of Kate and Morgyn who are having to pick up the slack when Aleisha is not there. This has been rectified with Bridget being employed however a much better scenario would be one nurse in the role for the whole week. The canning of the compulsory HEADDs assessment for all year 9s is a step backwards. As this screening provided a really good base for Kate and Morgyn to work with those new students who need support. Bridget has agreed to try and do as many as possible although it is outside of her job description now.

The Counselling staff are often over extended in their workload and are constantly needing to triage and work with those students who have the greatest needs. One of the areas that is lacking is the capacity to see students on an ongoing regular basis with consistency as the high trauma needs are those which take priority and often are involved and take up days at a time to get sorted to the detriment of other students being seen.

The idea of getting a counselling trainee in has been mooted however upon considering this it was decided that this would just add to Morgyn's workload rather than subtracting from it as he would need to triage and then supervise those that the trainee would see. As Kate

has been in the job now for an extended period of time her knowledge and experience has increased significantly and she is now picking up more complex cases from Morgyn rather than these resting solely on his shoulders.

There has been an increase in the use of outside agencies to try and alleviate some of the workload issues within our own service. This requires some careful management re staffing and rooming but it is also good to utilise the services of the community to work with our students and to fulfil the gaps within our service.

The reintroduction of a Physio service back into the Student Support realm has been a welcome addition. The opportunity for students to see a physio without having to leave the school grounds has been advantageous as it means less time away from learning. A half hour appointment is just that rather than the longer time out when using a service in town. Developing the community link back into the school has also been great and supporting ex students who have set up their physio practice has also been great.

There is a definite need for more mental health support at a high level in Te Puke. The workload and availability of miCamhs as a service is very limiting and Morgyn and Kate are having to deal with a lot of student issues that previously would have been dealt with by this outside service.

Although the Kahui Ako panel is available for our students it does not fit the Secondary Model well and has been used primarily for those students who have siblings at the contributing schools and there are whanau issues that require support for all siblings not just the one attending TPHS.

#### **4.1c To support the Learning Support Coordinators.**

Again there was similar feedback from the Learning Support Co-ordinators that it would be good to be back to being under one SLT member for support. There needs to be a more frequent occurrence for meetings to discuss how things are going within this area of student support in the school. Monique Eades has been a great addition to the team of Learning Support she is very experienced with working with students with special learning needs and has great relationships with students and whanau. Although half way through the year she was successful in applying for the job of Leader of Learning of Te Ringa Awhina this is a loss to the Learning Support team but the students of TRA are lucky to have such a great practitioner taking on this role.

Dayna has filled Monique's role with passion and is gaining in her knowledge of what the role entails and will go from strength to strength in developing her skillset to fill the gap that Monique has left. Dayna has great links to the local community and has outside contact with a number of our students in the community groups that she and her whanau are actively involved in.

There has been some consternation from the Learning Support Co-ordinators that they are working alongside students whom they do not know the back story for. This is a difficult scenario to tackle as the Counselling team are bound by confidentiality and they are not always able to share this information unless the student has agreed to this. Thus there needs to be an understanding by the whole team that there are different fundamental roles that the team fulfil one specifically being tied up to pastoral and the other to learning and although one is impacted by the other where ever possible it is important to stay in one's lane and trust the other part of the team to do their role.

The number of students who are being supported by our Learning Support co-ordinators is steadily growing and this will become increasingly more important with the changes to the literacy and numeracy qualifications for NCEA level 1. A number of our students who

struggle with the literacy aspect of their learning and have previously been able to pick these credits up through their stronger subjects once this is unable to be gained in this way there is going to be a much greater need to support these students to achieve level one NCEA.

The Learning Assistant team are being well managed by Rhonda and we have quite a diverse range of people to fulfil these roles. Although with the nature of the job and the limited hours re working day and holidays not being paid there is quite a high turnover. This has an impact regarding experience and professional learning that is ongoing for the role that these staff are fulfilling.

#### **4.3 Continue to evaluate and redevelop the role and purpose of HOHs and Ngā Puna Time at TPHS in relation to the changing dynamic of Pastoral Care of Students at Te Puke High School.**

##### **4.3a HOH review meeting to discuss and evaluate the year.**

The review of the pastoral care system at TPHS is needed to ascertain if we are meeting the needs of students within the school under the current Nga Puna system. There has been a large turnover of staff since we introduced the concept of Small Groups and the significant adult in contrast to the traditional form class model. The PL that we did to undertake this change in philosophy was intense and time involved. The pastoral care PL seems to have taken a back step over the last few years and this has been largely due to the huge resourcing required for the integrated learning approach that was introduced at junior level. Now that this has been largely disbanded and staff workload and PL requirements in this area have lessened it is time to re-evaluate and educate staff on the need to do some group training on how to get a group of people working effectively together as well as provide the other necessary pastoral and academic mentoring that is required to meet student needs.

The Heads of House would like to see time allocated for PL for Houses where they can meet with staff outside of the Wednesday morning rotation where more time is available in one sitting to tackle some of the gaps that exist in staff learning in relation to being an effective Kiarahi of Nga Puna.

The HOHs also identified the need for Alan to share his vision regarding the philosophy of the current Pastoral Care System at TPHS and why we moved away from the traditional Deaning and Form Class approach. There is a constant grumble from a small minority of staff that they wish we had Deans to deal with the behavioural issues. This concept was far

Attendance is an ongoing issue and whilst the school have not been able to find a suitable attendance officer the current system under the Kahui Ako was not effective last year with little rectification of recidivist truants not attending school. The HOHs hope that the increased time allowance allocated this year will enable them to have more time for a more hands on approach and to supporting the Nga Puna leaders to chase up attendance within their Nga Puna.

The use of the Pastoral Care fortnightly hour has not perhaps been as effective as traditionally hoped in relation to building the skills and relationships within the Nga Puna. Many of these periods have been used for school events such as Cross Country, Battle of the Houses, Spirit Week, Anzac Assembly and multiple Learning Conferences, etc. While these events are important it has meant that the actual time for Kaiarahi Nga Puna to do any values teaching or getting to know their students has been missing. There is a need for this particularly in time allocation with the issues around teaching in the non-designated contact time for 20 mins four times a week.

The sharing out of the various whole school events has been working well and having a person allocated as the key person and other staff assisting means that the Student House Leaders are accountable for assisting that person and the gaps that can occur when there are a number of individuals responsible rather than one person.

The House responsibility for duty has continued to work well with most staff being vigilant with making sure they are out actively supervising students and supporting one another in this important role. There are still some staff who need reminding however SLT are happy to assist if this is an issue that the HOHs cannot solve.

#### **4.3b Provide Staff PL re Houses throughout 2024**

This was an identified need both at SLT and HOH level. Staff need training on how to be effective Kiarahi for their Nga Puna. The allocated HOH Monday time will be when the majority of this PL occurs. The first session which was Alan explaining the philosophy and also getting feedback from staff re their thinking around Nga Puna and what is working well and what needs improving. This was a solution focused workshop which meant that needs were identified but also some solutions were also provided for HOHs and SLT to consider implementing.

The idea to go back to a more structured weekly system means that all students are receiving more of a consistent approach to what is happening during Nga Puna time. The HOHs have come up with a timetable that will be followed with specific tasks being expected of Kiarahi Nga Puna over the week. This includes regular attendance checking, as well as academic checking for Seniors this will be NCEA based and for Juniors this will have a predominant Literacy and Numeracy focus.

Kamar training is also essential during this PL time as staff are at varying degrees of competency regarding how to track students, how to send attendance letters. The kamar training is in workshop type scenarios so those staff who are at different skill levels are still able to learn something each workshop. The potential of Kamar is far in excess of what we are currently utilising it for and it would be good to have greater understanding of the aspects of it which are under utilised at present.

Staff training over the parts of a group, how to get a group working effectively together, briefing and debriefing are all aspects that need to be part of staff PL. This is an essential part of Nga Puna and although there is some good learning that occurs at Year 13 camp with activities to do with Nga Puna this loses impetus and there is a need to continue this throughout the year. Although activities are completed during Nga Puna time the purpose behind the activity is important and it is these reflections which staff need support debriefing with students to ensure the full benefit of the activities is realised.

#### **4.3c Gain student feedback through feedback of Nga Puna Structure at TPHS after redevelopment of Nga Puna.**

This is vital to ascertain what is important Pastoral Care as perceived by the students of TPHS and also for them to have an understanding of the concept and the importance of Nga Puna.

There has been feedback gained from Student Leaders and House Leaders regarding their ideas and feelings about Nga Puna. There is a wide range of things that are occurring at Nga Puna time for each Nga Puna and most students providing feedback shared that they would like a more consistent approach across all Houses and Nga Puna.

#### **4.4 Oversee Alternative Education to ensure that we are providing a meaningful programme which effectively transitions students back into school or into a career pathway.**

##### **4.4a Regular contact slot with AE staff-evaluating goals with staff.**

The Alternative Education team have attended a number of Professional Learning Opportunities this year and AUS has been fortunate to have had the opportunity to attend these also. Two of the most beneficial were the Literacy and Numeracy package of Unit Standards that is available for AE students. These standards provide an essential qualification for our AE students as without these it is impossible for them to achieve Level 1 NCEA. Many of the students attending AE are our most vulnerable learners and have been disengaged from education for some time when they arrive at AE. The PL highlighted the importance of making the literacy and numeracy standards student centred but effective in recording the learning required to reach achievement in the unit standards.

AUS and Rob touch base on an adhoc basis most days to ascertain any issues with students or their learning. Whilst it is effective it would be good to have more time to spend working with Noel and Rob at AE to plan programmes and ensure students are reaching their educational targets.

##### **4.4b Regular contact with AE students evaluating their pathways to transitioning back to school or workforce.**

This is a vital part of the SLT role overseeing AE. A lot of the contact that is with AE can be negative in relation to them not getting things right and a more senior member of staff is required to step in. The opportunity to meet with students on a positive note by looking at the work that they have been completing and discussing their learning goals and what their long term goals are has meant that I get to know the students on a more personal basis and also makes them accountable regarding a plan for them regarding where they see themselves.

There have been some really successful transitions back into school with one student going on to achieve Level 2 NCEA and securing an apprenticeship

Two students have successfully transitioned back into school and achieved Level One NCEA this year.

Two students have left and have been successful in securing full time work.



## Analysis of Variance

What is the gap between the Target(s) and Objective set and the Outcomes achieved?

“By requiring an ‘analysis of variance’ in annual reports, the government is encouraging boards and school leadership to investigate and **respond to any differences between their planned improvement targets and the actual outcomes achieved** by the students.”

*Planning for Better Student Outcomes*, June 2003 Quarterly, Ministry of Education.

**4.1 To co-ordinate the Student Support Services within the school. Supporting a needs-based approach to student support within Te Puke High School structures and staffing.**

**4.1a To meet with Morgyn, Aleisha and Kate at the beginning of the year to evaluate the previous year's needs and how these needs were met.**

**4.1b To evaluate the needs of our students and assess whether our current services are meeting the needs of the students.**

**4.2 To liaise and co-ordinate with outside agencies to enhance the Student Support Services within Te Puke High School. Further developing the relationships with outside agencies to provide extra support that is required by students at TPHS.**

Although we are meeting the needs of students in high-risk situations effectively there are still gaps in the capacity to meet all students needs on a regular basis. Those students who need regular and ongoing support often are unable to receive this constantly within the student counselling service. This is due to the workload of staff and the unpredictable nature of trauma and risk that some of our students are exposed to in their personal lives. This is challenging for those working in the student counselling area as they often feel that they are letting students down who need support but are unable to.

There has been an increased use of outside agency support and this has been effective however it to has its limitations particularly around space in the counselling area. There is only one room available and this has to be shared with a raft of services. There are also limitations around confidentiality for some of our students who do not want to work with local agencies due to community and family relationships that exist within these services.

The lack of continuity in the Nursing area of the school has been challenging as the open and ongoing daily communication that was evident when we had Tarsh as the sole nurse up in the student services area was much more effective in meeting the needs of the students. Also the lack of HEADDs being compulsorily being conducted by the student nurses has meant that students who would have been seen and identified as needing support during the routine process is not happening and there are definitely students falling through the cracks who are not picked up until something of a drastic nature happens and they are referred by someone to the service.

**4.1c To support the Learning Support Coordinators.**

The Learning Support Team has had some changes in personnel due to promotion and our Learning Assistants going on to other career opportunities or study. This has meant that there has been a need for constant PL and support that is ongoing throughout the year. There

is also a crossing of boundaries between the Learning Support Coordinators and the Counselling Team and this has required ongoing managing and will do in the future.

The number of students who are receiving support has increased but there is still further need with the new requirements of the literacy and numeracy standards. This is definitely an area that needs further support within the school and from SLT to ensure that the Learning Support Staff are able to meet the needs of the students who need learning assistance. Dayna has settled into the job well in the last term of the year but will also need support to ensure that she is not burnt out from carrying a large load of students.

#### **4.2 To liaise and co-ordinate with outside agencies to enhance the Student Support Services within Te Puke High School. Further developing the relationships with outside agencies to provide extra support that is required by students at TPHS.**

There has been an increase in the use of outside student support services and the relationship between the iwi organisations has increased this year. This can be attributed to the work that has been done by the Senior Leadership Team as a whole to increase the relationship and support of Tapueka and Waitaha. There have been several agencies working with students which have provided support for students and whanau. This has lessened the load for the Student Support Services but there is still room for further growth. The challenge of this is to ensure that it is a co-ordinated and safe approach for our service to extend to. Morgyn has done a great job overseeing this but with further growth may need further support to ensure this remains manageable.

#### **4.3 Continue to evaluate and redevelop the role and purpose of HOHs and Ngā Puna Time at TPHS in relation to the changing dynamic of Pastoral Care of Students at Te Puke High School.**

There has been progress towards this goal and this will need to be ongoing as the natural turnover of staff occurs. There has been feedback provided from staff in relation to what they would like to see regarding Nga Puna. The HOHs have a role which is more of a mentoring role of the Nga Puna leaders however this can be challenging as some of the staff they are leading are more senior to them in the school hierarchy. Senior Leadership Team assistance for those staff who need reminding of their responsibility to their students helps this situation and next year there is a return to one Senior Leader for overseeing each house which will be beneficial.

There is still a need for ongoing PL around the role of the Kiarahi Nga Puna as this is an area which needs constant attention to ensure that staff are au fait with developing good academic and pastoral relationships with their Nga puna students.

There was not an overall student body feedback regarding Nga Puna and this will need to happen but the structure and purpose of Nga Puna will need to improve further before this can be obtained as although there has been progress to a more consistent approach to Nga Puna time there is still need for this to improve further.

#### **4.4 Oversee Alternative Education to ensure that we are providing a meaningful programme which effectively transitions students back into school or into a career pathway.**

Our AE programme is held up as one of high standard across the Bay of Plenty. However it has largely been a hands on practical based programme. With the literacy and numeracy standards now required there has been some PL for AE staff to upskill them to these standards there will need to be ongoing support provided for staff to scaffold the learning for these students so those who are able to can meet these standards where possible prior to returning to school for leaving for the workforce or further training opportunities. It is a

challenge for many of these students to reach this level without a lot of support due to their long-term disengagement from mainstream education and the consequent impacts on their level of achievement when compared with their chronological age.

It is still very challenging for AUS to get up to AE regularly due to the nature of the DP role in the school. The advantages of having AE offsite are huge particularly with the facility that we have for students up the top of number two road however the disadvantage is that it is a 40 minute return trip and this alongside touching base with staff and each student is a huge chunk out of a day when there are the other contact times at TPHS that have to be negotiated also.

## Evaluation

So what? Where to next?

“Evaluating progress will provide boards and school management teams with good pointers to ways in which the strategy needs to be improved for the coming year in order to take the school closer to its overall (or strategic) goal.” *Planning for Better Student Outcomes*, June 2003 Quarterly, Ministry of Education.

### **4.1 To co-ordinate the Student Support Services within the school. Supporting a needs-based approach to student support within Te Puke High School structures and staffing.**

Further developing relationships with outside agencies that students and whanau can engage with outside of the school service will help to alleviate the pressure on our current counselling services. The growth of Potiri trust in particular and the services they offer within the community could potentially help with the current oversubscription to TPHS counselling staff.

As the time at TPHS for the current LSC's increases there will be a greater understanding of the needs of the students and the understanding of what the role entails. Hopefully the two LSC's we currently have in place will provide some stability and longevity to the role as there has been a constant turnover of staff in this area.

There needs to be more communication between the Student Support Services and the reintroduction of a key worker for at risk students that multiple parts are working with will help the crossing over into other staff roles will help with the current frustration that is happening between counselling staff and learning support staff.

### **4.3 Continue to evaluate and redevelop the role and purpose of HOHs and Ngā Puna Time at TPHS in relation to the changing dynamic of Pastoral Care of Students at Te Puke High School.**

The end of year HOH review of the House System highlighted that more was needed in relation to the continued PL for staff on how to effectively run their Nga Puna and to be ensuring that all of the allocated time was being utilised effectively. There is a need to ensure that there is a structure for each of the 20-minute periods of Nga Puna time. HOHs are going to set up systems where they have a structure that Kiarahi Nga Puna are expected to follow. The House Committees will be more active in designing these activities and sharing the load with the staff to ensure that there are activities which are valuable for building the Nga Puna team alongside tracking attendance and academic progress of students.

The Wednesday morning meeting slot will go back to being weekly rather than fortnightly to ensure staff are provided with the necessary PL to enable the above to happen.

There will also be a concerted effort to design more lessons for the hour long pastoral period and also attempt to ensure that not all non-curriculum school events are scheduled for the Pastoral Period to ensure effective time can be spent tracking and supporting students.

**4.4 Oversee Alternative Education to ensure that we are providing a meaningful programme which effectively transitions students back into school or into a career pathway.**

AUS is going to have a designated fortnightly slot for visiting AE. Rather than trying to meet with each student to discuss their progress and goals on a fortnightly basis this could be varied so that students are seen once a month and their back to school or career pathways are discussed.

There needs to be ongoing support for the AE staff in relation to PL for the literacy and numeracy standards. Te Kura will be a more integral part of the academic programme for the students to ensure that their academic needs are being met alongside their values learning.

**TE PUKE** HIGH SCHOOL



*Aim High*

Whaia Te Matauranga Tiketike

# **NCEA Results 2024**

**Analysis, Interpretation & Recommendations**

## Introduction

This report contains an analysis, interpretation and evaluation of enrolment-based NCEA results of our Year 11, 12 and 13 students at NCEA Levels 1, 2 and 3 respectively in 2024.

Up until 2017, **Participation-based Data**<sup>1</sup> and **Roll-based Data**<sup>2</sup> was used to analyse student performance in NCEA. From 2022, NZQA introduced the use of **Enrolment-based Data**, which includes results from all domestic students who are enrolled at school for 70 calendar days or more. As with all measures, there is an inherent bias with this new measure. Enrolment based data seems to have a bias towards schools that have highly stable student populations. These schools tend to be the 'high decile' exclusive schools. Schools with less stable student populations tend to be disadvantaged by the enrolment-based measure. Ministry of Education statistics show that Te Puke High School is characterised as a school with a highly transient student population with the movement of students in and out of the school four times greater than the average New Zealand school.

The **Achievement Rate** (e.g. 74%) is the percentage of students from a year level who achieve the required number of credits to gain the associated level of NCEA.

The number in brackets e.g. (22) on its own or after the percentage e.g. (78.6%, 22) is the number of TPHS students included in this statistic. The lower the number of students the greater the possibilities of the percentage changing.

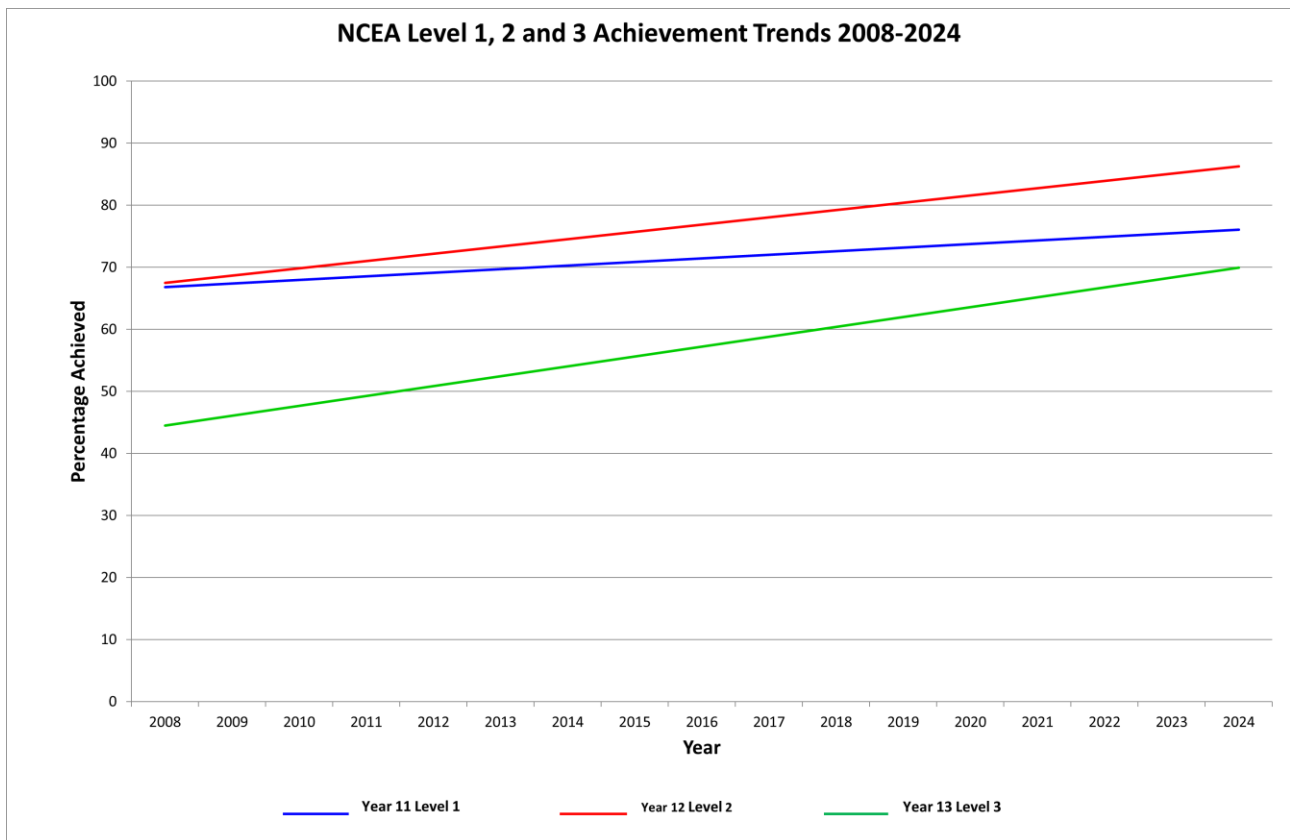
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<sup>1</sup> Participation-based data includes results of students who reached at least 60 credits to be counted towards NCEA Levels 1, 2 or 3. Participation-based data does not include those students who are not actively working towards NCEA.

<sup>2</sup> Roll-based data includes all results for students that are on the school roll as of 1st July each year, whether or not they are working towards NCEA and including students who leave school after this date.

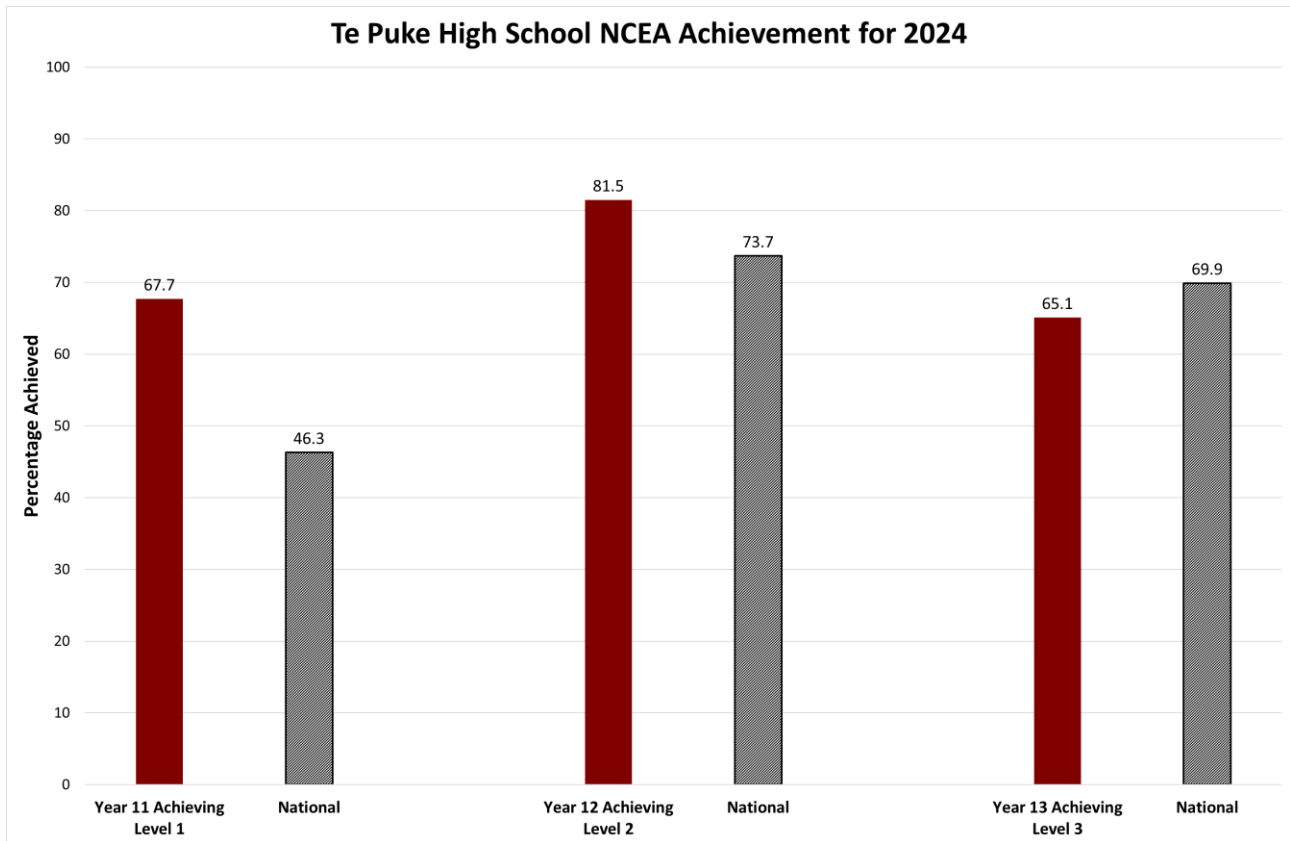
# Results and Interpretation

## 1. Overall Achievement 2008 to 2024



The trend for overall achievement of Year 11 at NCEA Level 1, Year 12 at NCEA Level 2 and Year 13 at NCEA Level 3 continue to show an improvement for the period from 2008 to 2024.

## 2. Overall Achievement in 2024



In 2024, the overall achievement rates for Year 11 and 12 in NCEA Levels 1 and 2 respectively for TPHP are **greater than** the equivalent national achievement rates. However, the achievement rate of Year 13 in NCEA Level 3 was **less than** the equivalent national achievement rate.

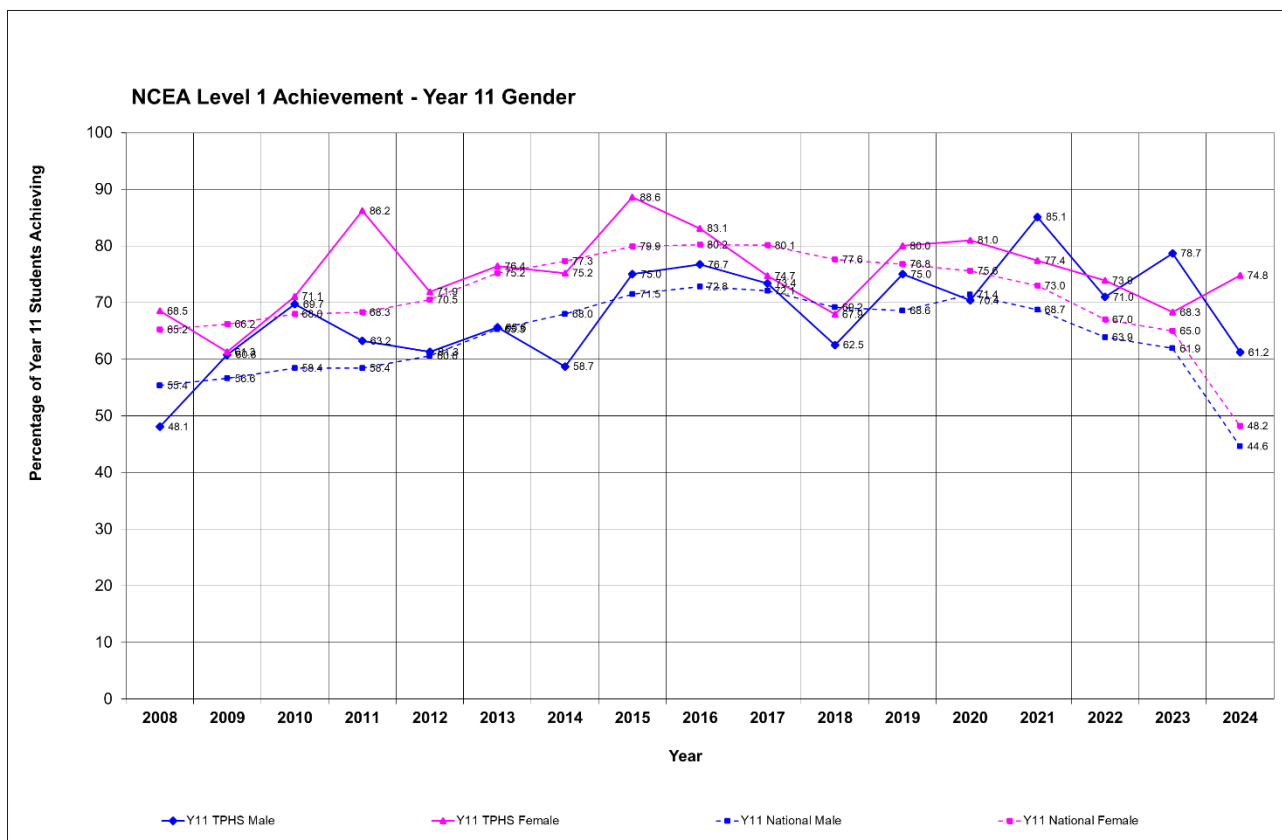


### 3. Year 11 Students Achieving NCEA Level 1



	Enrolment-based Achievement Rate	
	TPHS	National
Overall	67.7% (151)	46.3%

In 2024, 67.7% (151) of Year 11 Te Puke High School students achieved NCEA Level 1. This result is 21.4% **greater than** the national achievement rate (46.3%). However, it is 5.2% **less than** the achievement rate of TPHS students in 2023 (72.9%, 156) and 4.5% **less than** in 2022 (72.2%, 117).

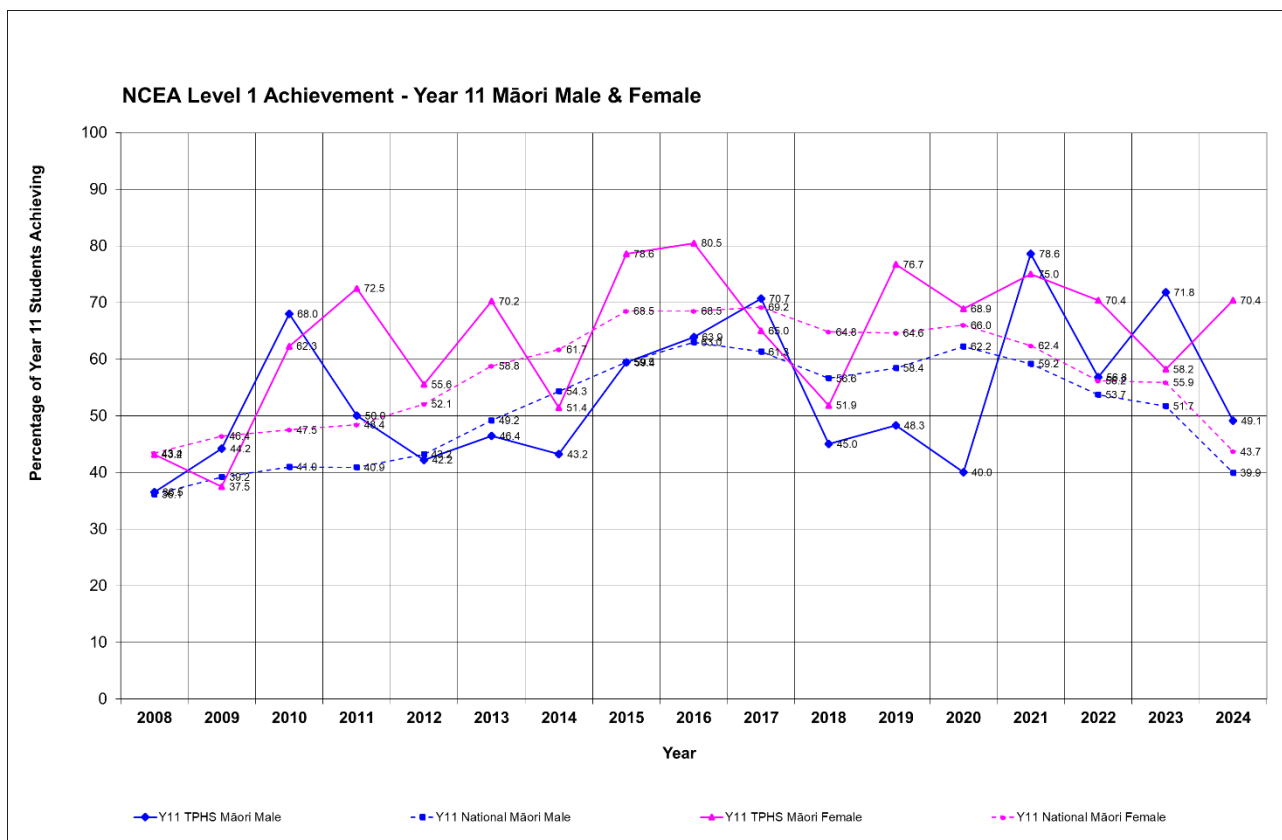


	Enrolment-based Achievement Rate	
	TPHS	National
Male	61.2% (71)	44.6%
Female	74.8% (80)	48.2%

In 2024, 61.2% of Year 11 male TPHS students (71) and 74.8% (80) of Year 11 female TPHS students achieved NCEA Level 1.

For the Year 11 male TPHS students, this result (61.2%) is 16.6% **greater than** the equivalent Year 11 male national achievement (44.6%). However, it is 17.5% **less than** that achieved by Year 11 male TPHS students in 2023 (78.7%, 74) and 9.8% **less than** the 2022 result (71.0%, 66).

For the Year 11 female TPHS students, this result (74.8%) is 26.6% **greater than** the equivalent Year 11 female national achievement (48.2%). In addition, it is 6.5% **greater than** that achieved by Year 11 female TPHS students in 2023 (68.3%, 82) and 0.9% **greater than** the 2022 result (73.9%, 51).



	Enrolment-based Achievement Rate	
	TPHS	National
<b>Māori</b>	59.8% (64)	41.8%
<b>Māori Male</b>	49.1% (26)	39.9%
<b>Māori Female</b>	70.4% (38)	43.7%

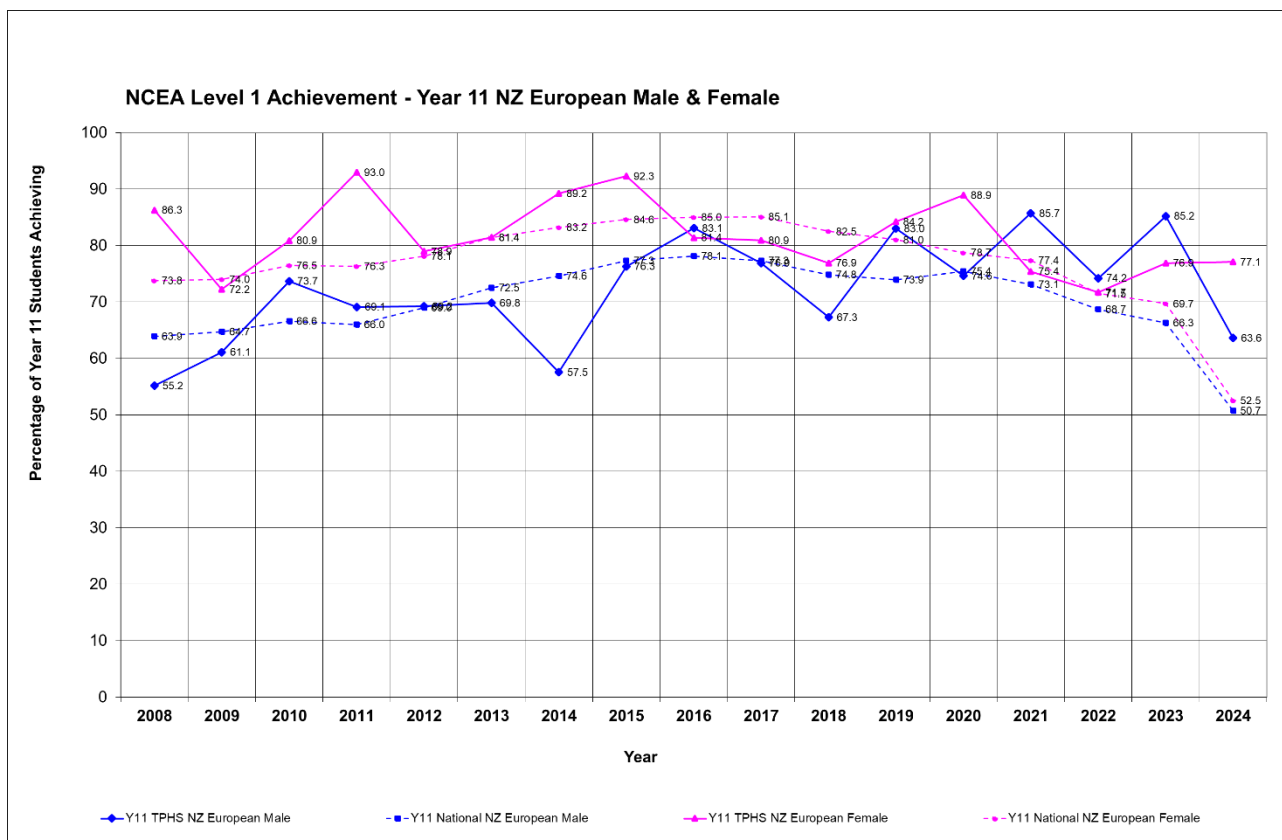
In 2024, 59.8% of Year 11 Māori TPHS students (64) achieved NCEA Level 1. This result is 18.0% **greater than** the equivalent Year 11 Māori national achievement (41.8%). However, it is 4.0% **less than** that achieved by Year 11 Māori TPHS students in 2023 (63.8%, 60), but 2.7% **less than** the 2022 result (62.5%, 40).

### Māori Male

In 2024, 49.1% of Year 11 Māori male TPHS students (26) achieved NCEA Level 1. This result is 9.2% **greater than** the equivalent Year 11 Māori male national achievement (39.9%). However, it is 22.7% **less than** that achieved by Year 11 Māori male TPHS students in 2023 (71.8%, 28) and 7.7% **less than** the 2022 result (56.8%, 21).

### Māori Female

In 2024, 70.4% of Year 11 Māori female TPHS students (38) achieved NCEA Level 1. This result is 26.7% **greater than** the equivalent Year 11 Māori female national achievement (43.7%). In addition, it is 12.2% **greater than** that achieved by Year 11 Māori female TPHS students in 2023 (58.2%, 32) and the same as the 2022 result (70.4%, 19).



	Enrolment-based Achievement Rate	
	TPHS	National
<b>NZ European</b>	70.1% (103)	51.6%
<b>NZ European Male</b>	63.6% (49)	50.7%
<b>NZ European Female</b>	77.1% (54)	52.5%

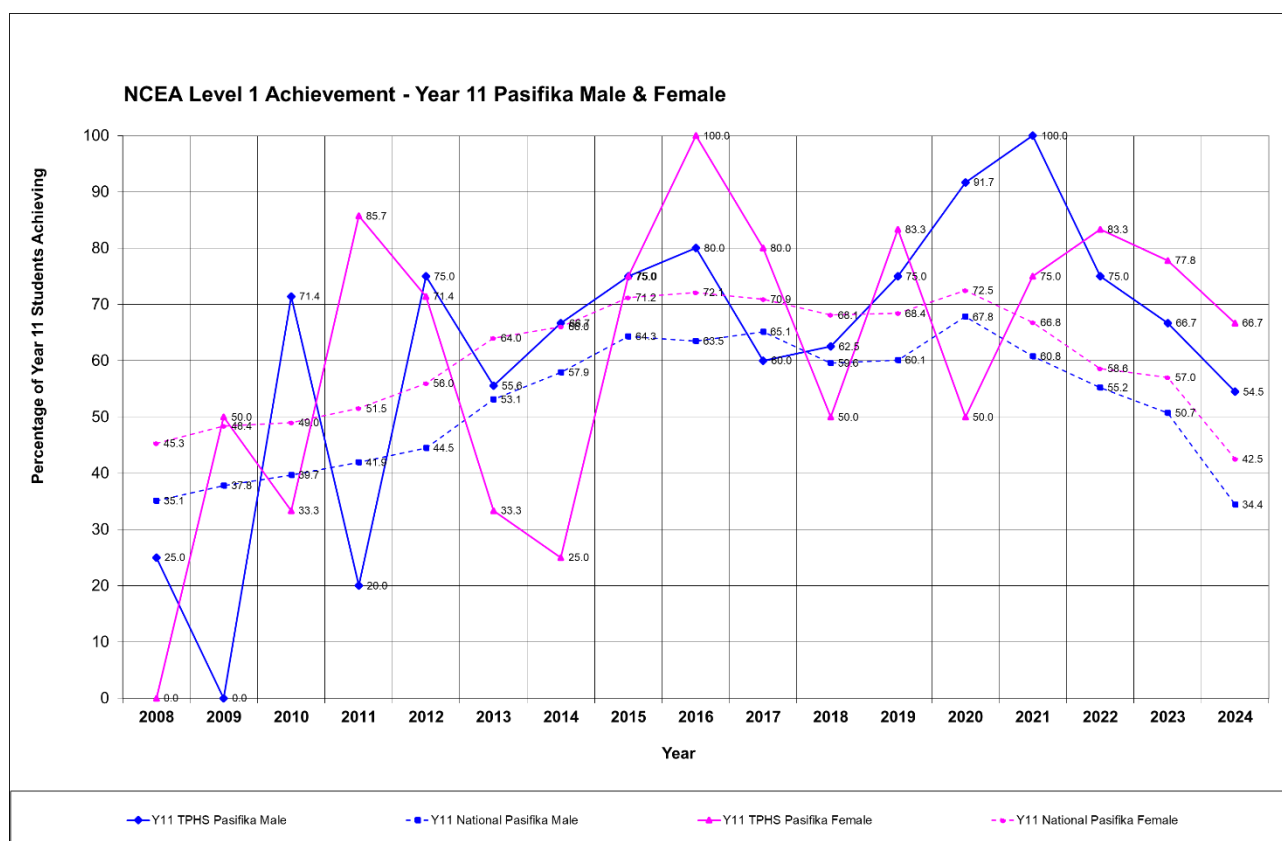
In 2024, 70.1% of Year 11 NZ European TPHS students (103) achieved NCEA Level 1. This result is 18.5% **greater than** the equivalent Year 11 NZ European national achievement (51.6%). However, it is 10.5% **less than** that achieved by Year 11 NZ European TPHS students in 2023 (80.6%, 112) and 3.0% **less than** the 2022 result (73.1%, 79).

### NZ European Male

In 2024, 63.6% of Year 11 NZ European male TPHS students (49) achieved NCEA Level 1. This result is 12.9% **greater than** the equivalent Year 11 NZ European male national achievement (50.7%). However, it is 21.6% **less than** that achieved by Year 11 NZ European male TPHS students in 2023 (85.2%, 52) and 10.6% **less than** the 2022 result (74.2%, 46).

### NZ European Female

In 2024, 77.1% of Year 11 European female TPHS students (54) achieved NCEA Level 1. This result is 24.6% **greater than** the equivalent Year 11 European female national achievement (52.5%). In addition, it is 0.2% **greater than** that achieved by Year 11 European female TPHS students in 2023 (76.9%, 60) and 5.4% **greater than** the 2022 result (71.7%, 33).



	Enrolment-based Achievement Rate	
	TPHS	National
<b>Pasifika</b>	58.8% (10)	38.3%
<b>Pasifika Male</b>	54.5% (6)	34.4%
<b>Pasifika Female</b>	66.7% (4)	42.5%

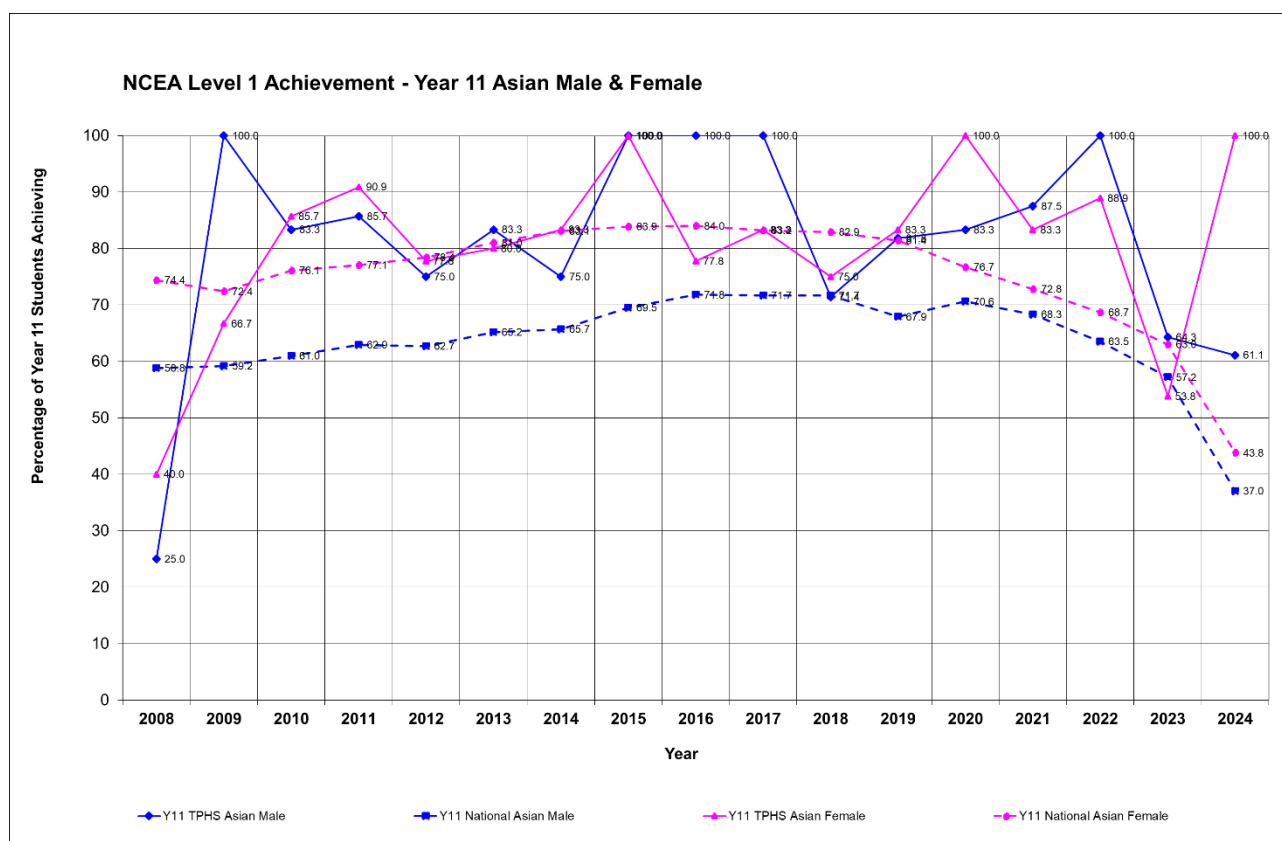
In 2024, 58.8% of Year 11 NZ Pasifika TPHS students (10) achieved NCEA Level 1. This result is 20.5% **greater than** the equivalent Year 11 NZ Pasifika national achievement (38.3%). However, it is 14.5% **less than** that achieved by Year 11 NZ Pasifika TPHS students in 2023 (73.3%, 11) and 19.8% **less than** the 2022 result (78.6%, 11).

### Pasifika Male

In 2024, 54.5% of Year 11 Pasifika male TPHS students (6) achieved NCEA Level 1. This result is 20.1% **greater than** the equivalent Year 11 Pasifika male national achievement (34.4%). However, it is 12.2% **less than** that achieved by Year 11 Pasifika male TPHS students in 2023 (66.7%, 4) and 20.5% **less than** the 2022 result (75.0%, 6).

### Pasifika Female

In 2024, 66.7% of Year 11 Pasifika female TPHS students (4) achieved NCEA Level 1. This result is 24.2% **greater than** the equivalent Year 11 Pasifika female national achievement (42.5%). However, it is 11.1% **less than** Year 11 Pasifika female TPHS students in 2023 (77.8%, 7) and 16.6% **less than** that achieved in 2022 (83.3%, 5).



	Enrolment-based Achievement Rate	
	TPHS	National
<b>Asian</b>	75.9% (22)	40.2%
<b>Asian Male</b>	61.1% (11)	37.0%
<b>Asian Female</b>	100% (11)	43.8%

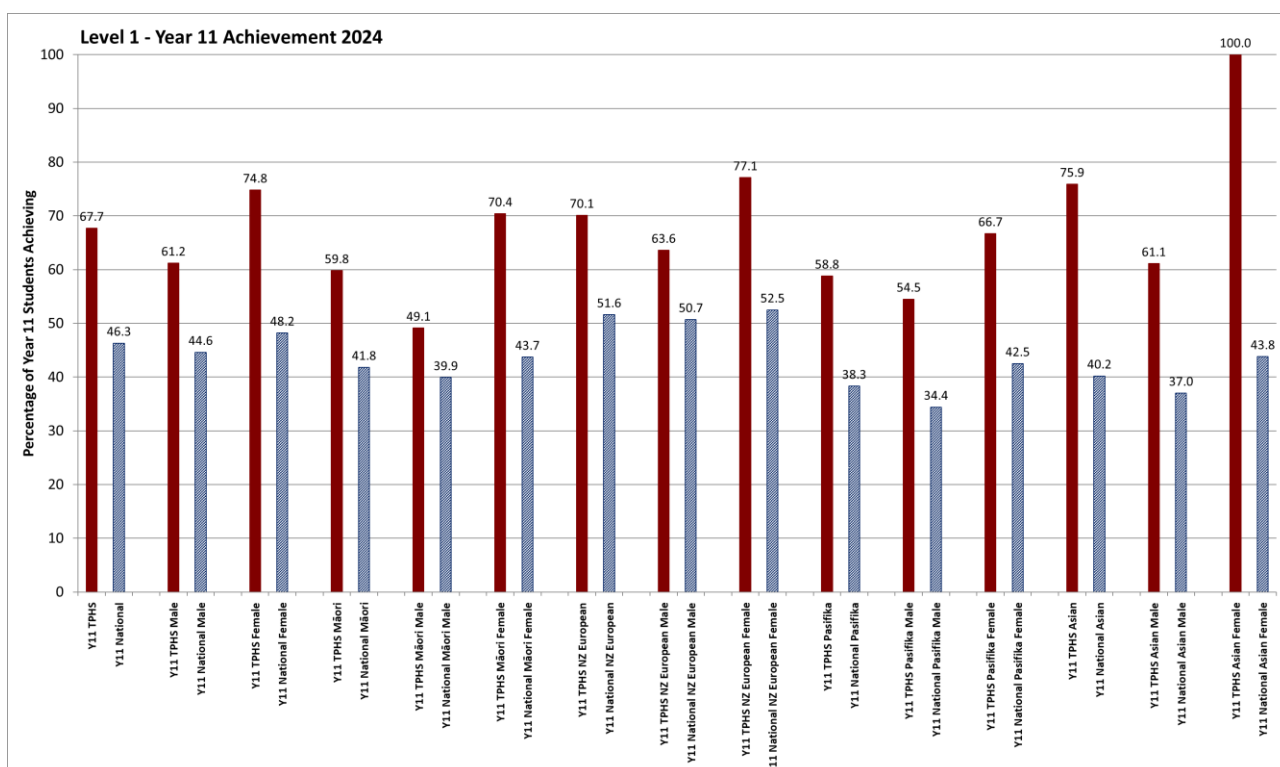
In 2024, 75.9% of Year 11 NZ Asian TPHS students (22) achieved NCEA Level 1. This result is 35.7% **greater than** the equivalent Year 11 NZ Asian national achievement (40.2%). In addition, it is 16.6% **greater than** that achieved by Year 11 NZ Asian TPHS students in 2023 (59.3%, 16) but 18.2% **less than** the 2022 result (94.1%, 16).

### Asian Male

In 2024, 61.1% of Year 11 Asian male TPHS students (11) achieved NCEA Level 1. This result is 24.1% **greater than** the equivalent Year 11 Asian male national achievement (37.0%). However, it is 3.2% **less than** that achieved by Year 11 Asian male TPHS students in 2023 (64.3%, 9) and 38.9% **less than** the 2022 result (100%, 8).

### Asian Female

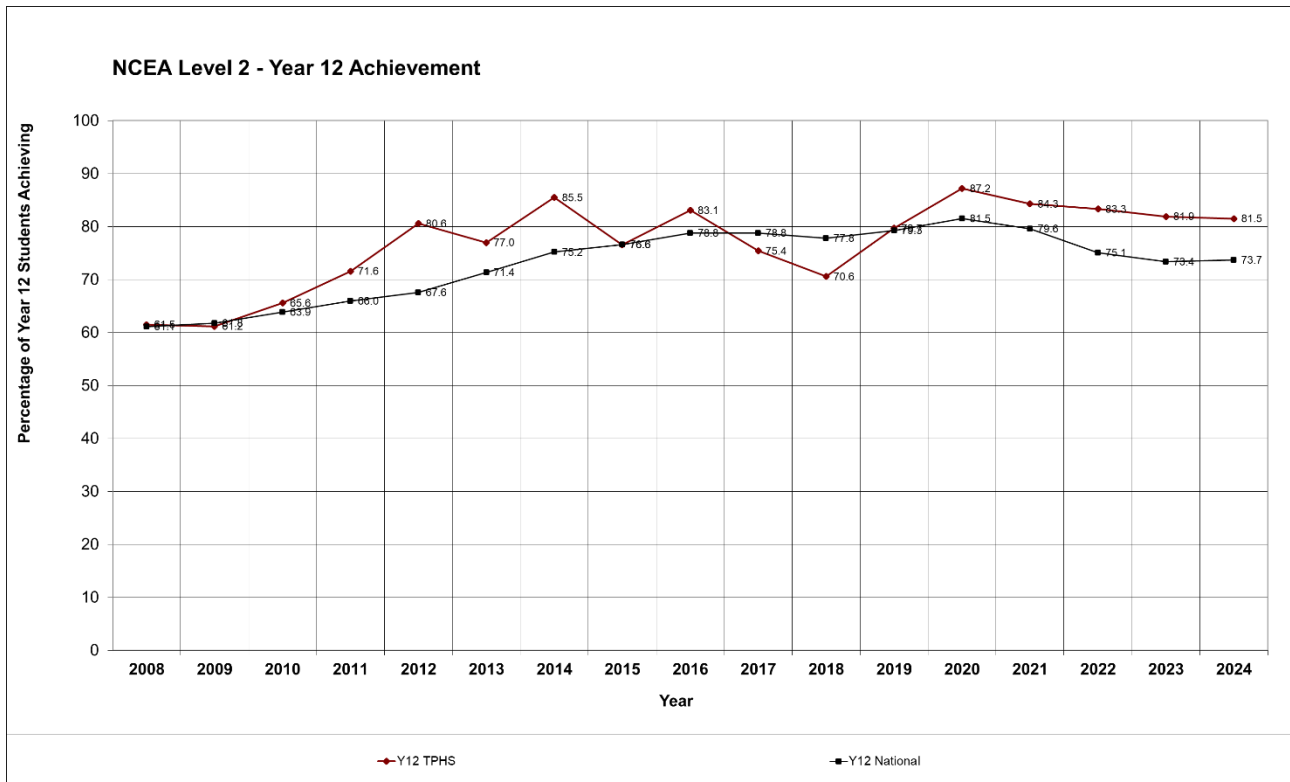
In 2024, 100% of Year 11 Asian female TPHS students (11) achieved NCEA Level 1. This result is 56.2% **greater than** the equivalent Year 11 Asian female national achievement (43.8%). In addition, it is 46.2% **greater than** that achieved by Year 11 Asian female TPHS students in 2023 (53.8%, 7) and 11.1% **greater than** that achieved in 2022 (88.9%, 8).



	Enrolment-based Achievement Rate	
	TPHS	National
Overall	67.7% (151)	46.3%
Male	61.2% (71)	44.6%
Female	74.8% (80)	48.2%
Māori	59.8% (64)	41.8%
NZ European	70.1% (103)	51.6%
Pasifika	58.8% (10)	38.3%
Asian	75.9% (22)	40.2%
Māori Male	49.1% (26)	39.9%
Māori Female	70.4% (38)	43.7%
NZ European Male	63.6% (49)	50.7%
NZ European Female	77.1% (54)	52.5%
Pasifika Male	54.5% (6)	34.4%
Pasifika Female	66.7% (4)	42.5%
Asian Male	61.1% (11)	37.0%
Asian Female	100% (11)	43.8%

In 2024, the achievement rates of all TPHS Year 11 demographic groups are above the national achievement rate.

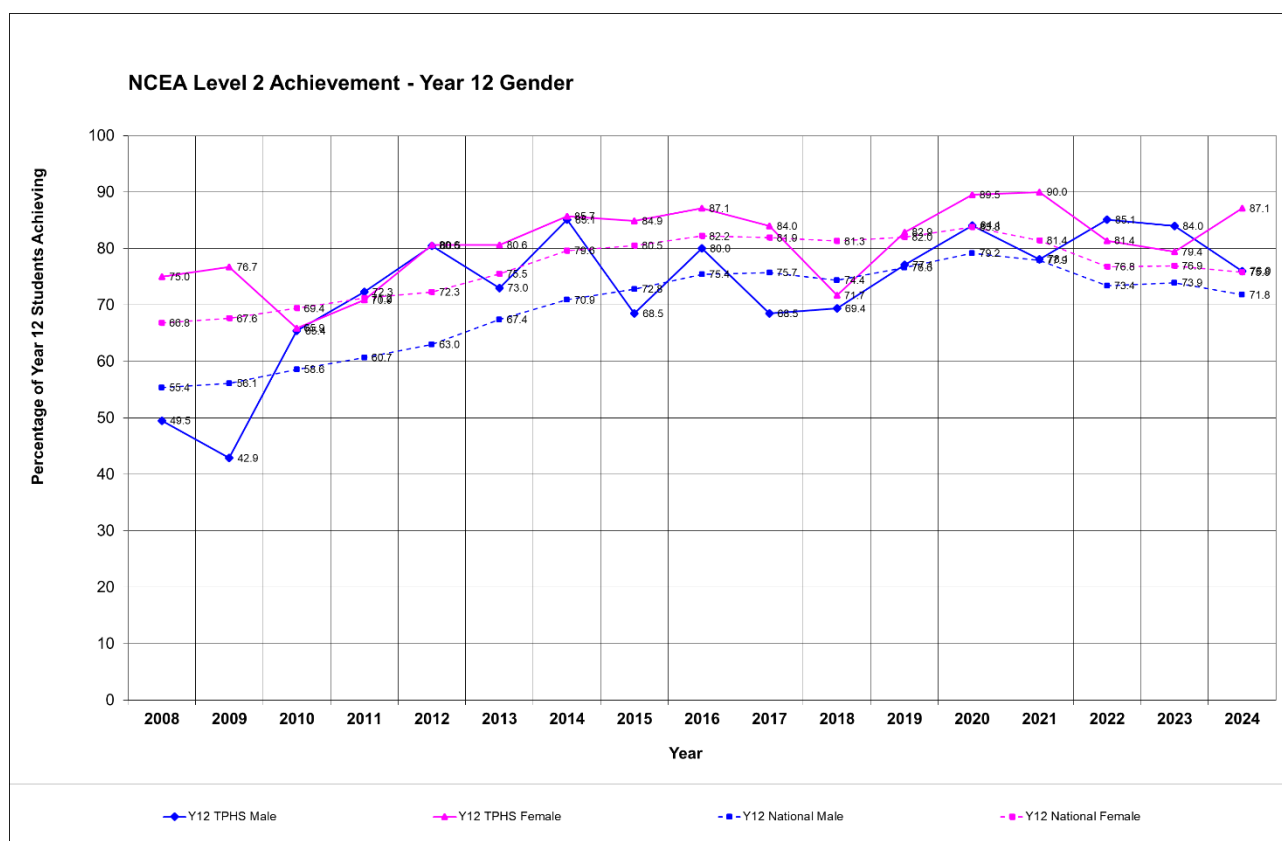
## 4. Year 12 Students Achieving NCEA Level 2



	Enrolment-based Achievement Rate	
	TPHS	National
Overall	81.5% (154)	73.7%

In 2024, 81.5% (154) of Year 12 Te Puke High School students achieved NCEA Level 2. This result is 7.8% **greater than** the national achievement rate (73.7%). However, this result is 0.4% **less than** the achievement rate of TPHS students in 2023 (81.9%, 118) and 1.8% **less than** the achievement rate of TPHS students in 2022 (83.3%, 120).



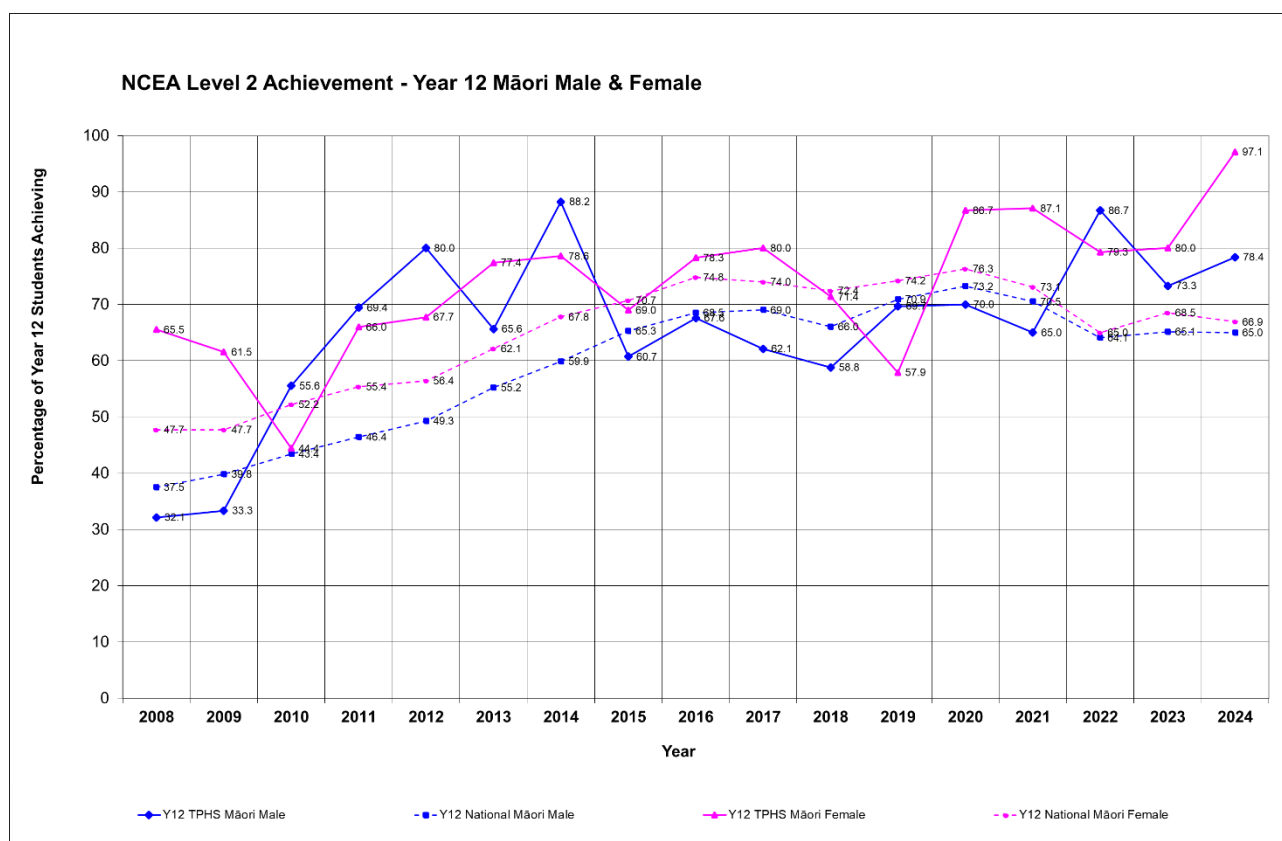


	Enrolment-based Achievement Rate	
	TPHS	National
Male	76.0% (73)	71.8 %
Female	87.1% (81)	75.8%

In 2024, 76.0% of Year 12 male TPHS students (73) and 87.1% (81) of Year 12 female TPHS students achieved NCEA Level 2.

For the Year 12 male TPHS students, this result (76.0%) is 4.2% **greater than** the equivalent Year 12 male national achievement (71.8%). However, it is 8.0% **less than** that achieved by Year 12 male TPHS students in 2023 (84.0%, 68) and 9.1% **less than** the 2022 result (85.1%, 63).

For the Year 12 female TPHS students, this result (87.1%) is 11.3% **greater than** the equivalent Year 12 female national achievement (75.8%). In addition, it is 7.7% **greater than** that achieved by Year 12 female TPHS students in 2023 (79.4%, 50) and 5.7% **greater than** the 2022 result (81.4%, 57).



	Enrolment-based Achievement Rate	
	TPHS	National
<b>Māori</b>	87.3% (62)	65.9%
<b>Māori Male</b>	78.4% (29)	65.0%
<b>Māori Female</b>	97.1% (33)	66.9%

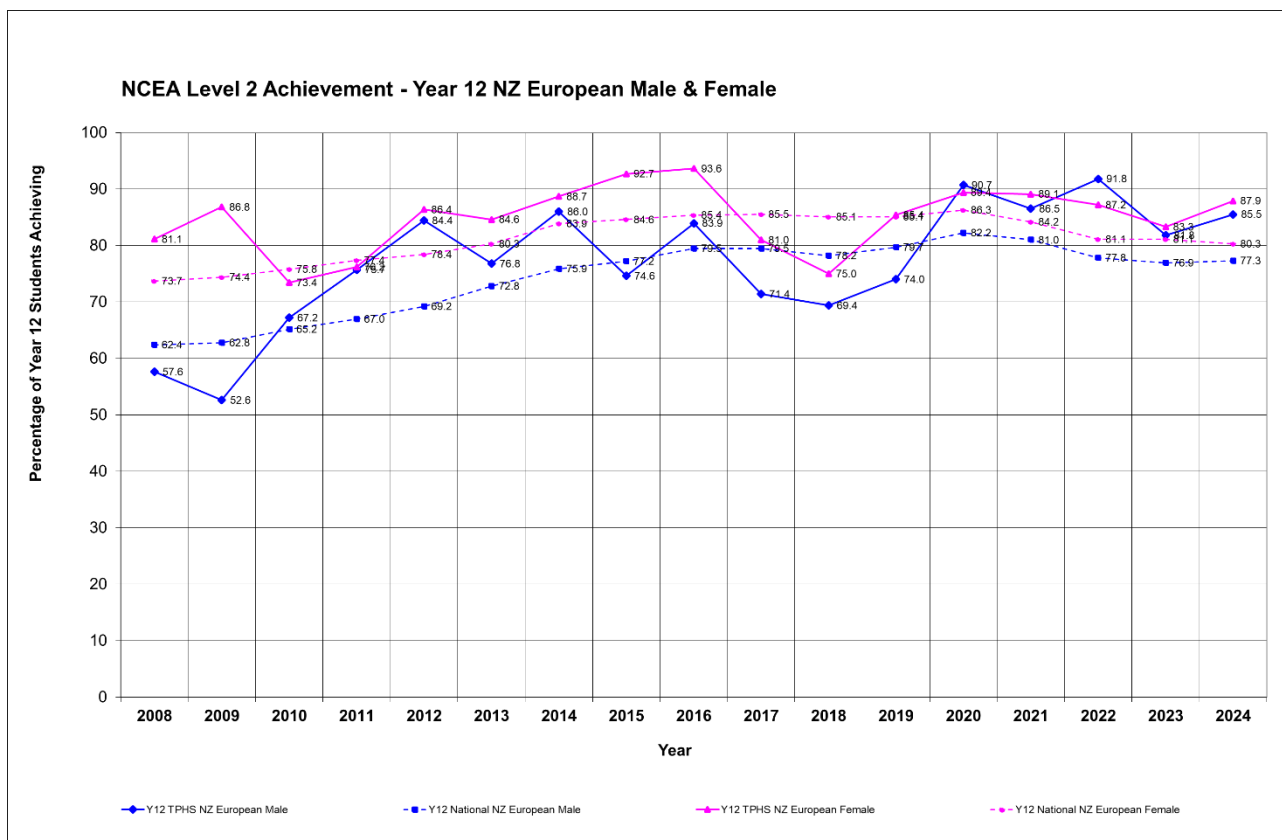
In 2024, 87.3% of Year 12 Māori TPHS students (62) achieved NCEA Level 2. This result is 21.4% **greater than** the equivalent Year 12 Māori national achievement (65.9%). In addition, it is 11.3% **greater than** that achieved by Year 12 Māori TPHS students in 2023 (76.0%, 38) and 4.2% **greater than** the 2022 result (83.1%, 49).

### Māori Male

In 2024, 78.4% of Year 12 Māori male TPHS students (29) achieved NCEA Level 2. This result is 13.4% **greater than** the equivalent Year 12 Māori male national achievement (65.0%). In addition, it is 5.1% **greater than** that achieved by Year 12 Māori male TPHS students in 2023 (73.3%, 22) but 8.3% **less than** the 2022 result (86.7%, 26).

### Māori Female

In 2024, 97.1% of Year 12 Māori female TPHS students (33) achieved NCEA Level 2. This result is 30.2% **greater than** the equivalent Year 12 Māori female national achievement (66.9%). In addition, it is 17.1% **greater than** that achieved by Year 12 Māori female TPHS students in 2023 (80.0%, 16) and 17.8% **greater than** the 2022 result (79.3%, 23).



	Enrolment-based Achievement Rate	
	TPHS	National
<b>NZ European</b>	86.8% (105)	78.8%
<b>NZ European Male</b>	85.5% (47)	77.3%
<b>NZ European Female</b>	87.9% (58)	80.3%

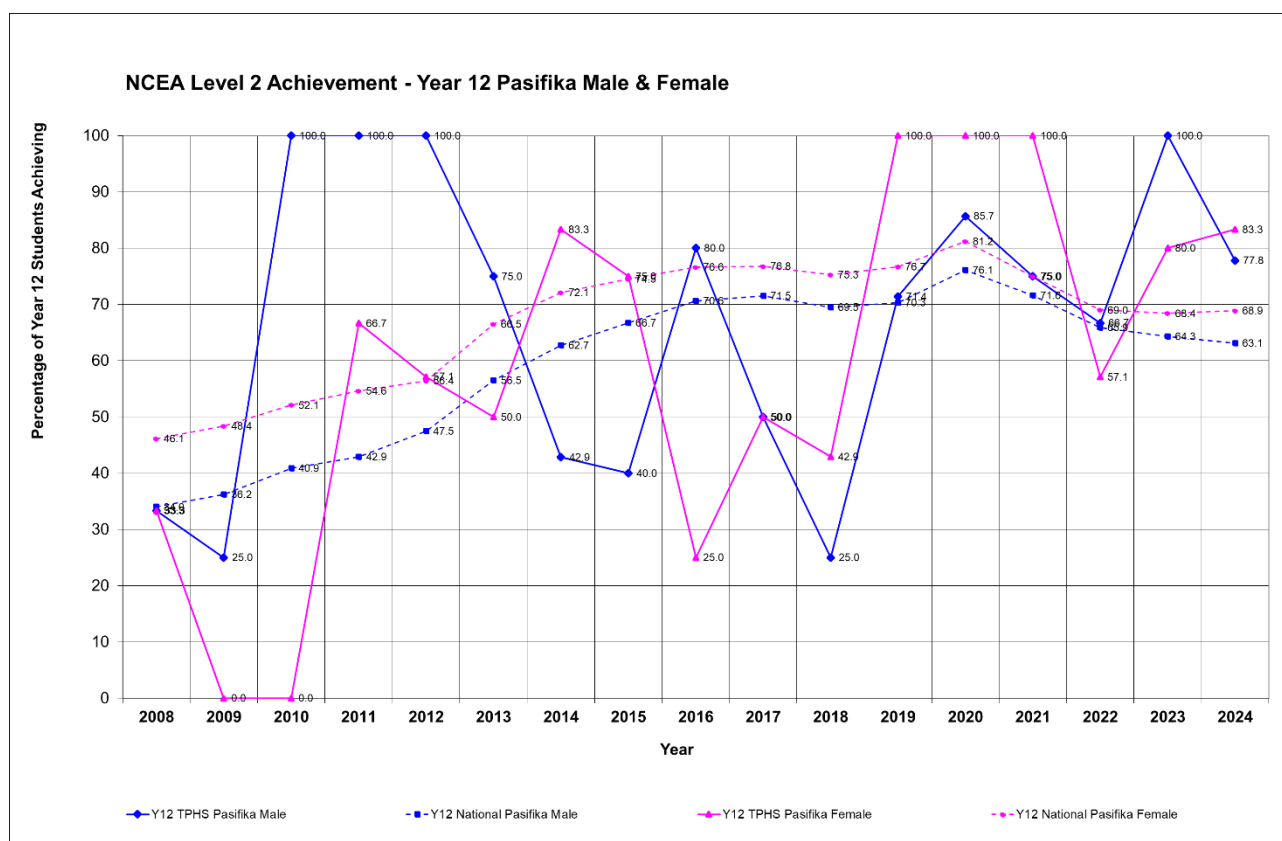
In 2024, 86.8% of Year 12 NZ European TPHS students (105) achieved NCEA Level 2. This result is 8.0% **greater than** the equivalent Year 12 NZ European national achievement (78.8%). In addition, it is 4.3% **greater than** that achieved by Year 12 NZ European TPHS students in 2023 (82.5%, 80) but 2.8% **less than** the 2022 result (89.6%, 86).

### NZ European Male

In 2024, 85.5% of Year 12 NZ European male TPHS students (47) achieved NCEA Level 2. This result is 8.2% **greater than** the equivalent Year 12 NZ European male national achievement (77.3%). In addition, it is 3.7% **greater than** that achieved by Year 12 NZ European male TPHS students in 2023 (81.8%, 45) but 6.3% **less than** the 2022 result (91.8%, 45).

### NZ European Female

In 2024, 87.9% of Year 12 European female TPHS students (58) achieved NCEA Level 2. This result is 7.6% **greater than** the equivalent Year 12 European female national achievement (80.3%). In addition, it is 4.6% **greater than** that achieved by Year 12 European female TPHS students in 2023 (83.3%, 35) and 0.7% **greater than** the 2022 result (87.2%, 41).



	Enrolment-based Achievement Rate	
	TPHS	National
<b>Pasifika</b>	80.0% (12)	66.0%
<b>Pasifika Male</b>	77.8% (7)	63.1%
<b>Pasifika Female</b>	83.3% (5)	68.9%

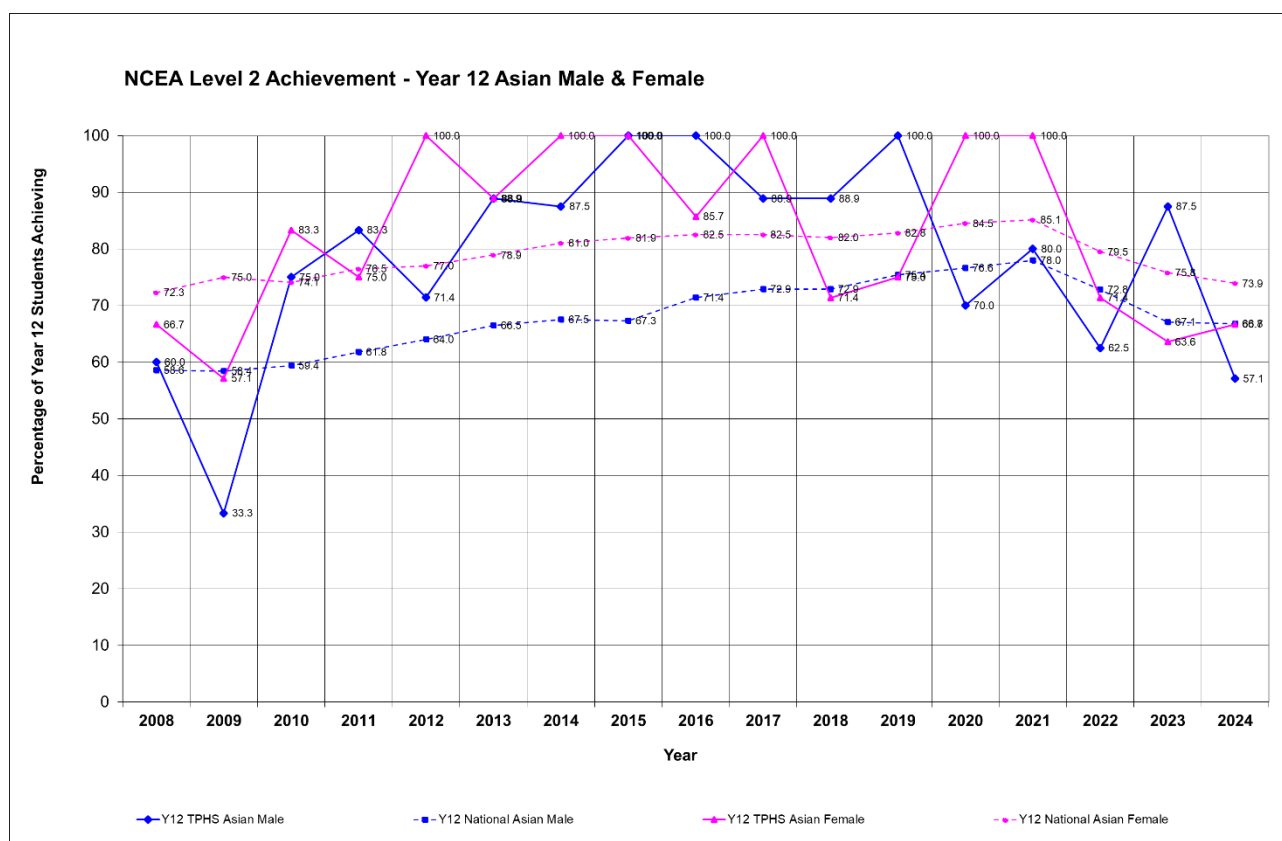
In 2024, 80.0% of Year 12 NZ Pasifika TPHS students (12) achieved NCEA Level 2. This result is 14.0% **greater than** the equivalent Year 12 NZ Pasifika national achievement (66.0%). However, it is 11.7% **less than** that achieved by Year 12 NZ Pasifika TPHS students in 2023 (91.7%, 11) but 18.5% **greater than** the 2022 result (61.5%, 8).

### Pasifika Male

In 2024, 77.8% of Year 12 Pasifika male TPHS students (7) achieved NCEA Level 2. This result is 14.7% **greater than** the equivalent Year 12 Pasifika male national achievement (63.1%). However, it is 22.2% **less than** that achieved by Year 12 Pasifika male TPHS students in 2023 (100%, 7) but 11.1% **greater than** the 2022 result (66.7%, 4).

### Pasifika Female

In 2024, 83.3% of Year 12 Pasifika female TPHS students (5) achieved NCEA Level 2. This result is 14.4% **greater than** the equivalent Year 12 Pasifika female national achievement (68.9%). In addition, it is 3.3% **greater than** that achieved by Year 12 Pasifika male TPHS students in 2023 (80.0%, 4) and 26.2% **greater than** the 2022 result (57.1%, 4).



	Enrolment-based Achievement Rate	
	TPHS	National
<b>Asian</b>	60.6% (20)	70.1%
<b>Asian Male</b>	57.1% (12)	66.8%
<b>Asian Female</b>	66.7% (8)	73.9%

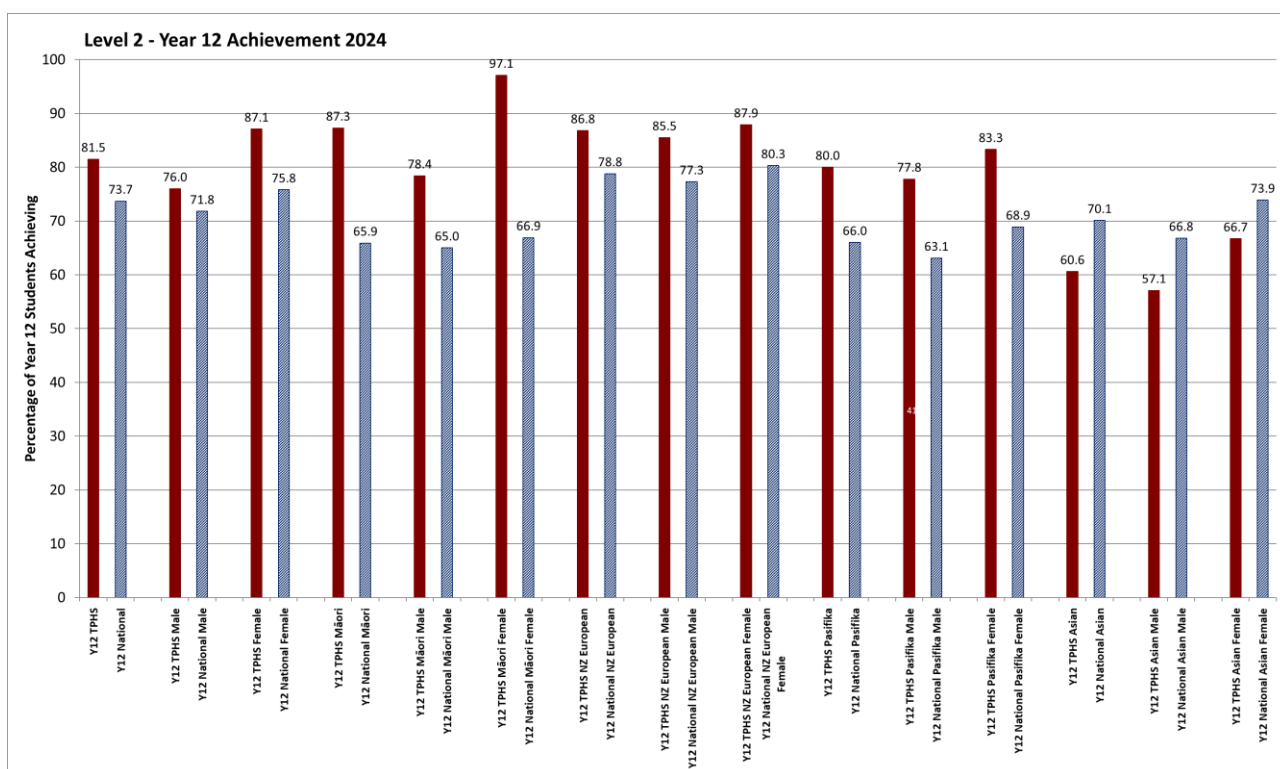
In 2024, 60.6% of Year 12 NZ Asian TPHS students (20) achieved NCEA Level 2. This result is 9.5% **less than** the equivalent Year 12 NZ Asian national achievement (70.1%). In addition, it is 13.1% **less than** that achieved by Year 12 NZ Asian TPHS students in 2023 (73.7%, 14) and 6.1% **less than** the 2022 result (66.7%, 10).

### Asian Male

In 2024, 57.1% of Year 12 Asian male TPHS students (12) achieved NCEA Level 2. This result is 9.7% **less than** the equivalent Year 12 Asian male national achievement (66.8%). In addition, it is 30.4% **less than** that achieved by Year 12 Asian male TPHS students in 2023 (87.5%, 7) and 5.4% **less than** the 2022 result (62.5%, 5).

### Asian Female

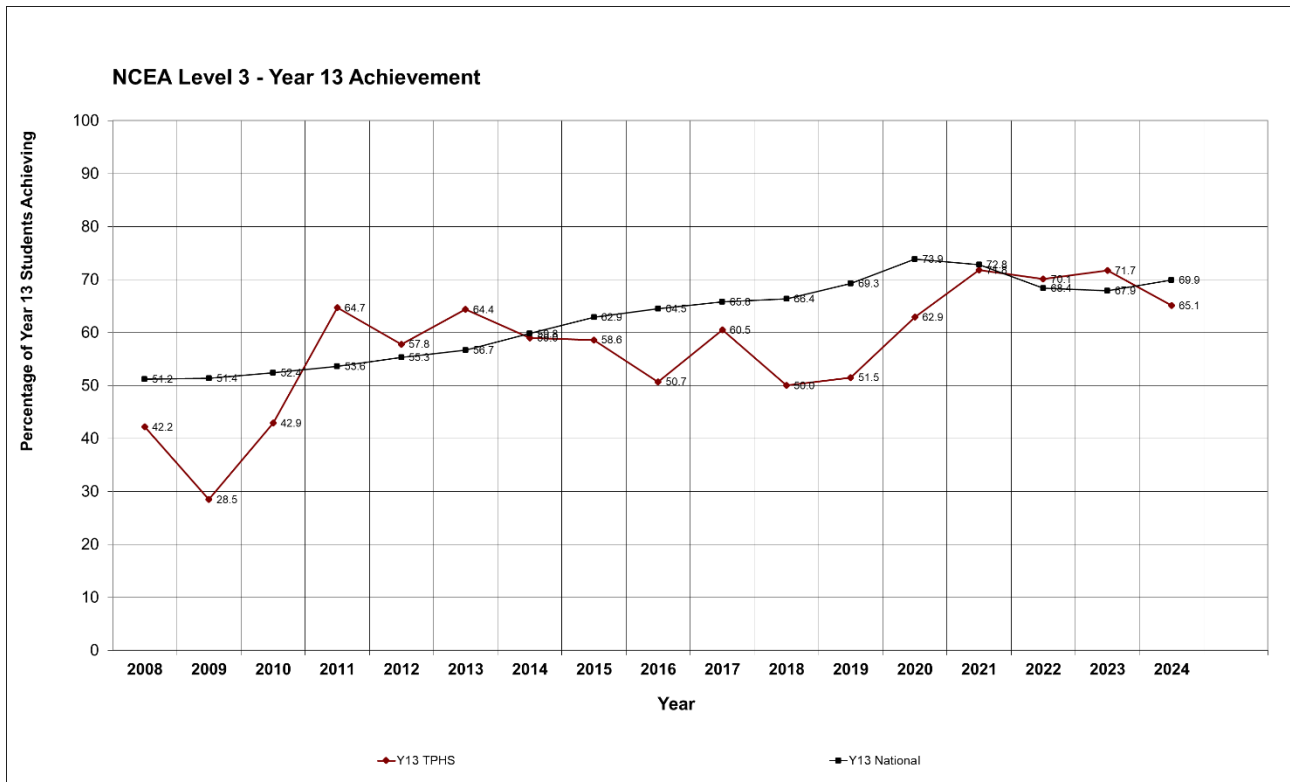
In 2024, 66.7% of Year 12 Asian female TPHS students (8) achieved NCEA Level 2. This result is 7.2% **less than** the equivalent Year 12 Asian female national achievement (73.9%). However, it is 3.1% **greater than** that achieved by Year 12 Asian female TPHS students in 2023 (63.6%, 7) but 4.7% **less than** the 2022 result (71.4%, 5).



	Enrolment-based Achievement Rate	
	TPHS	National
<b>Overall</b>	81.5% (154)	73.7%
<b>Male</b>	76.0% (73)	71.8 %
<b>Female</b>	87.1% (81)	75.8%
<b>Māori</b>	87.3% (62)	65.9%
<b>NZ European</b>	86.8% (105)	78.8%
<b>Pasifika</b>	80.0% (12)	66.0%
<b>Asian</b>	60.6% (20)	70.1%
<b>Māori Male</b>	78.4% (29)	65.0%
<b>Māori Female</b>	97.1% (33)	66.9%
<b>NZ European Male</b>	85.5% (47)	77.3%
<b>NZ European Female</b>	87.9% (58)	80.3%
<b>Pasifika Male</b>	77.8% (7)	63.1%
<b>Pasifika Female</b>	83.3% (5)	68.9%
<b>Asian Male</b>	57.1% (12)	66.8%
<b>Asian Female</b>	66.7% (8)	73.9%

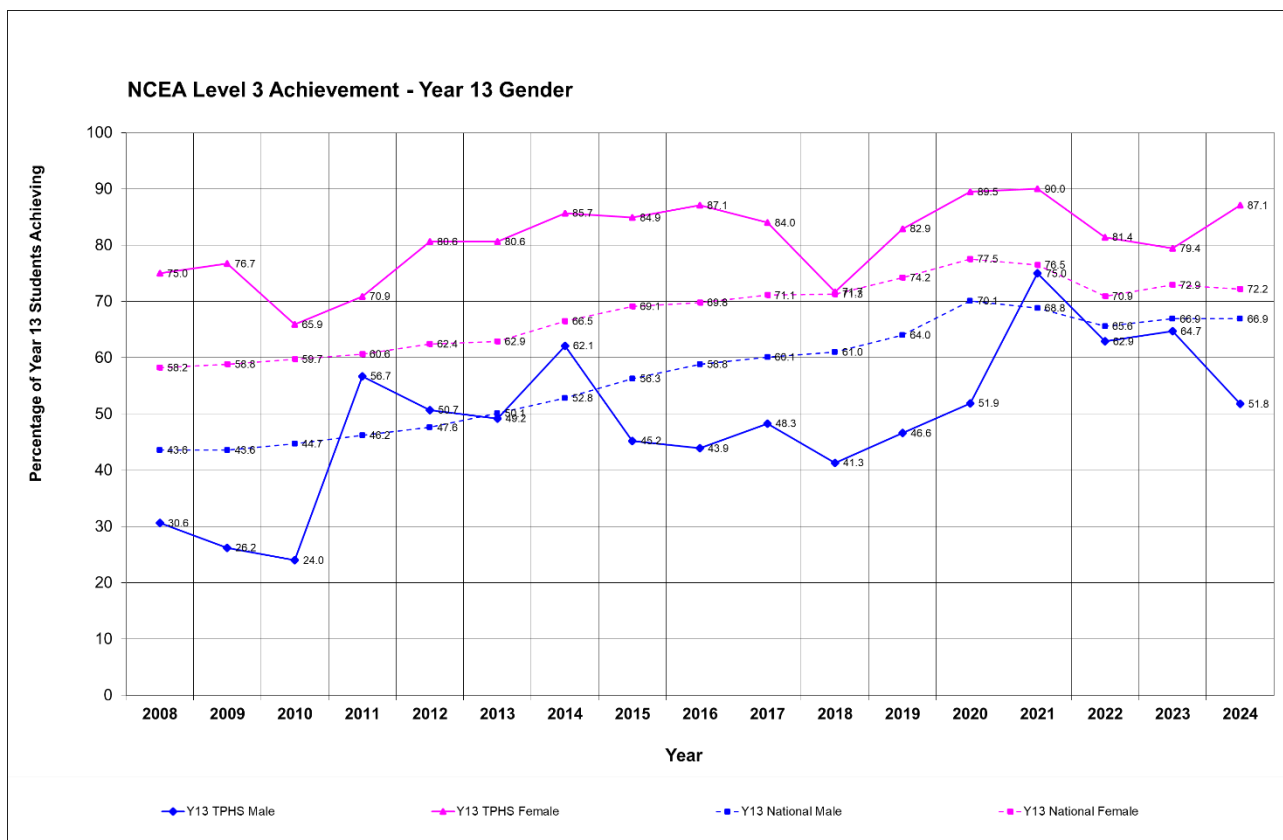
In 2024, the achievement rates of most TPHS Year 12 demographic groups were above the national achievement rate. However, Year 12 Asian males (57.1%, 12) and Year 12 Asian females (66.7%, 8) had the lowest achievement rates and are below the national achievement rates for their demographic group.

## 5. Year 13 Students Achieving NCEA Level 3



	Enrolment-based Achievement Rate	
	TPHS	National
Overall	65.1% (69)	69.9%

In 2024, 65.1% (69) of Year 13 Te Puke High School students achieved NCEA Level 3. This result is 4.8% **less than** the national achievement rate (69.9%). In addition, this result is 6.6% **less than** that achieved by Year 13 TPHS students in 2023 (71.7%, 71) and 5.0% **less than** the 2022 result (70.1%, 68).



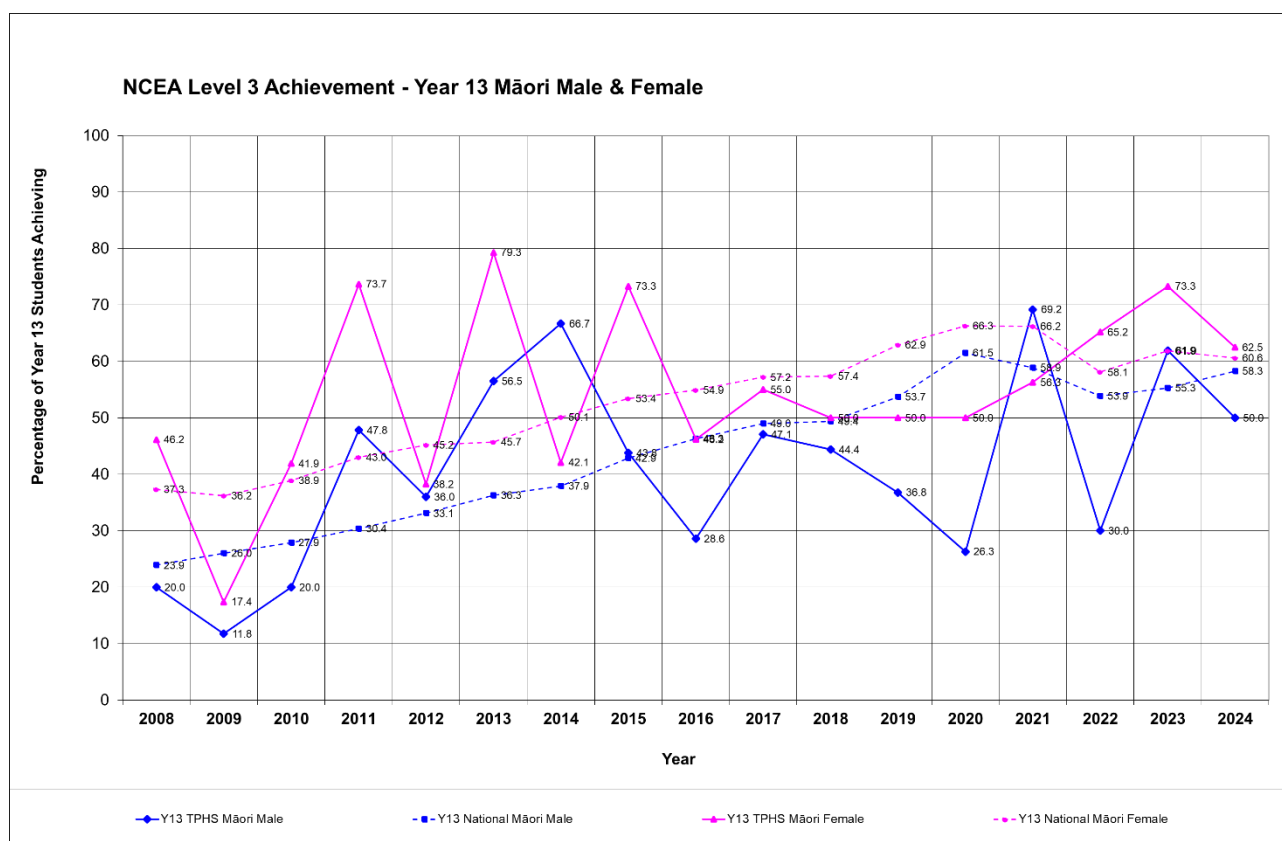
	Enrolment-based Achievement Rate	
	TPHS	National
Male	51.8% (29)	66.9%
Female	80.0% (40)	72.2%

In 2024, 51.8% of Year 13 male TPHS students (29) and 80.0% (40) of Year 13 female TPHS students achieved NCEA Level 3.

For the Year 13 male TPHS students, this result (51.8%, 29) is 15.1% **less than** the equivalent Year 13 male national achievement (66.9%). In addition, it is 12.9% **less than** achieved by Year 13 male TPHS students in 2023 (64.7%, 33) and 11.1% **less than** the 2022 result (62.9%, 22).

For the Year 13 female TPHS students, this result (80.0%, 40) is 7.8% **greater than** the equivalent Year 13 female national achievement (72.2%). In addition, it is 0.8% **greater than** that achieved by Year 13 female TPHS students in 2023 (79.2%, 38) and 5.8% **greater than** the 2022 result (74.2%, 46).





	Enrolment-based Achievement Rate	
	TPHS	National
<b>Māori</b>	55.6% (20)	59.5%
<b>Māori Male</b>	50.0% (10)	58.3%
<b>Māori Female</b>	62.5% (10)	60.6%

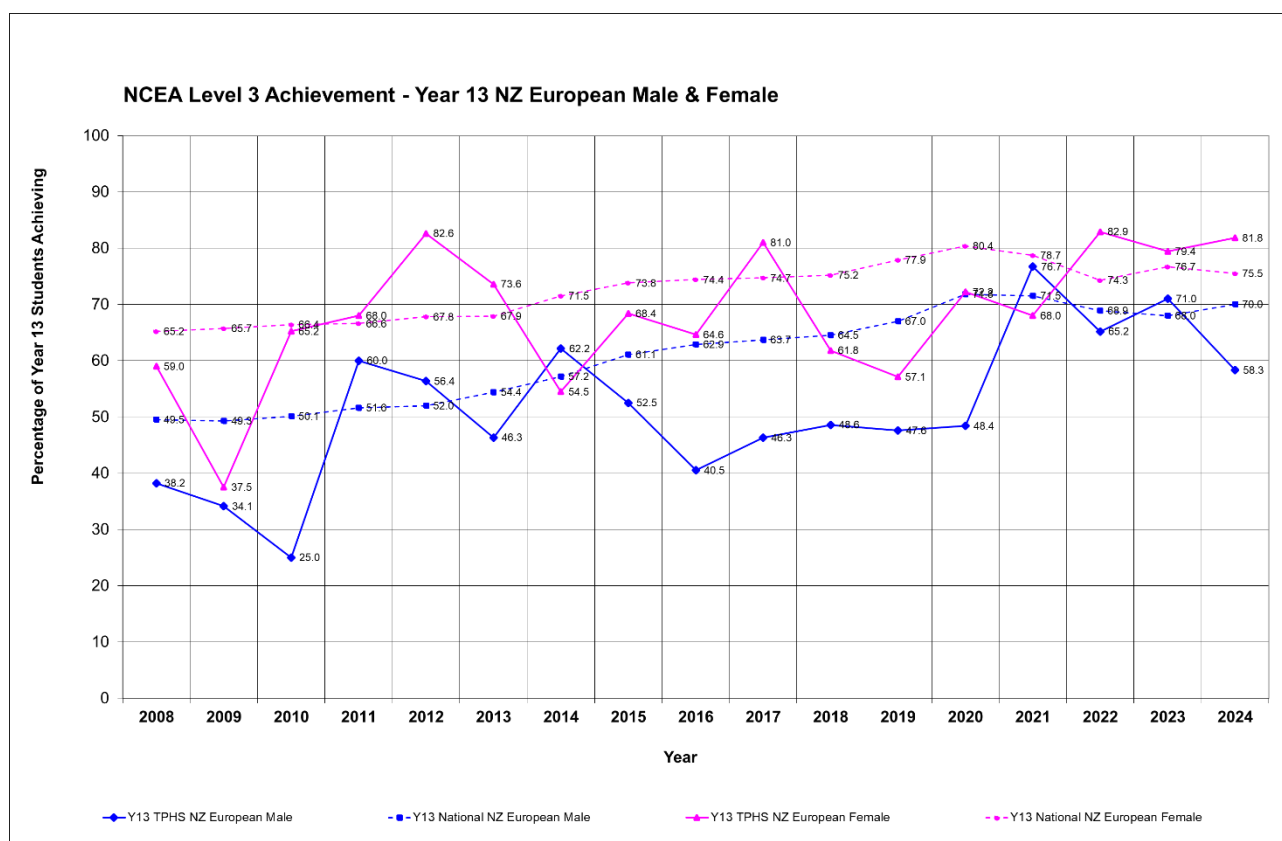
In 2024, 55.6% of Year 13 Māori TPHS students (20) achieved NCEA Level 3. This result is 3.9% **less than** the equivalent Year 13 Māori national achievement (59.5%). In addition, it is 11.1% **less than** that achieved by Year 13 Māori TPHS students in 2023 (66.7%, 24) but 1.1% **greater than** the 2022 result (54.5%, 18).

### Māori Male

In 2024, 50.0% of Year 13 Māori male TPHS students (10) achieved NCEA Level 3. This result is 8.3% **less than** the equivalent Year 13 Māori male national achievement (58.3%). In addition, it is 11.9% **less than** that achieved by Year 13 Māori male TPHS students in 2023 (61.9%, 13) but 20.0% **greater than** the 2022 result (30.0%, 3).

### Māori Female

In 2024, 62.5% of Year 13 Māori female TPHS students (10) achieved NCEA Level 3. This result is 1.9% **greater than** the equivalent Year 13 Māori female national achievement (60.6%). However, it is 10.8% **less than** that achieved by Year 13 Māori female TPHS students in 2023 (73.3%, 11) and 2.7% **less than** the 2022 result (65.2%, 15).



	Enrolment-based Achievement Rate	
	TPHS	National
<b>NZ European</b>	69.6% (48)	72.8%
<b>NZ European Male</b>	58.3% (21)	70.0%
<b>NZ European Female</b>	81.8% (27)	75.5%

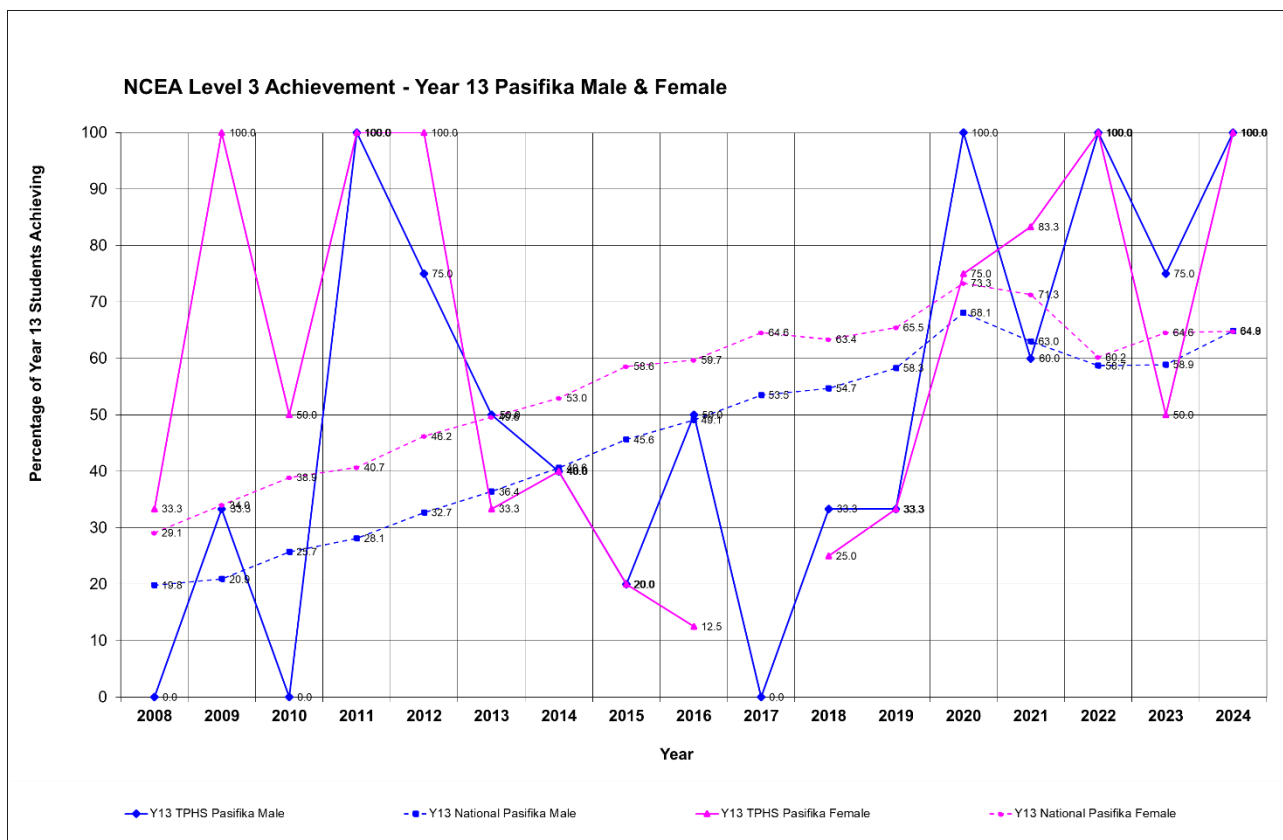
In 2024, 69.6% of Year 13 NZ European TPHS students (48) achieved NCEA Level 3. This result is 3.2% **less than** the equivalent Year 13 NZ European national achievement (72.8%). In addition, it is 5.8% **less than** that achieved by Year 13 NZ European TPHS students in 2023 (75.4%, 49) and 7.0% **less than** the 2022 result (76.6%, 49).

### NZ European Male

In 2024, 58.3% of Year 13 NZ European male TPHS students (21) achieved NCEA Level 3. This result is 11.7% **less than** the equivalent Year 13 NZ European male national achievement (70.0%). In addition, it is 12.7% **less than** that achieved by Year 13 NZ European male TPHS students in 2023 (71.0%, 22) and 6.9% **less than** the 2022 result (65.2%, 15).

### NZ European Female

In 2024, 81.8% of Year 13 European female TPHS students (27) achieved NCEA Level 3. This result is 6.3% **greater than** the equivalent Year 13 European female national achievement (75.5%). In addition, it is 2.4% **greater than** that achieved by Year 13 European female TPHS students in 2023 (79.4%, 27) but 1.1% **less than** the 2022 result (82.9%, 34).



	Enrolment-based Achievement Rate	
	TPHS	National
<b>Pasifika</b>	100% (7)	64.9%
<b>Pasifika Male</b>	100% (3)	64.9%
<b>Pasifika Female</b>	100% (4)	64.8%

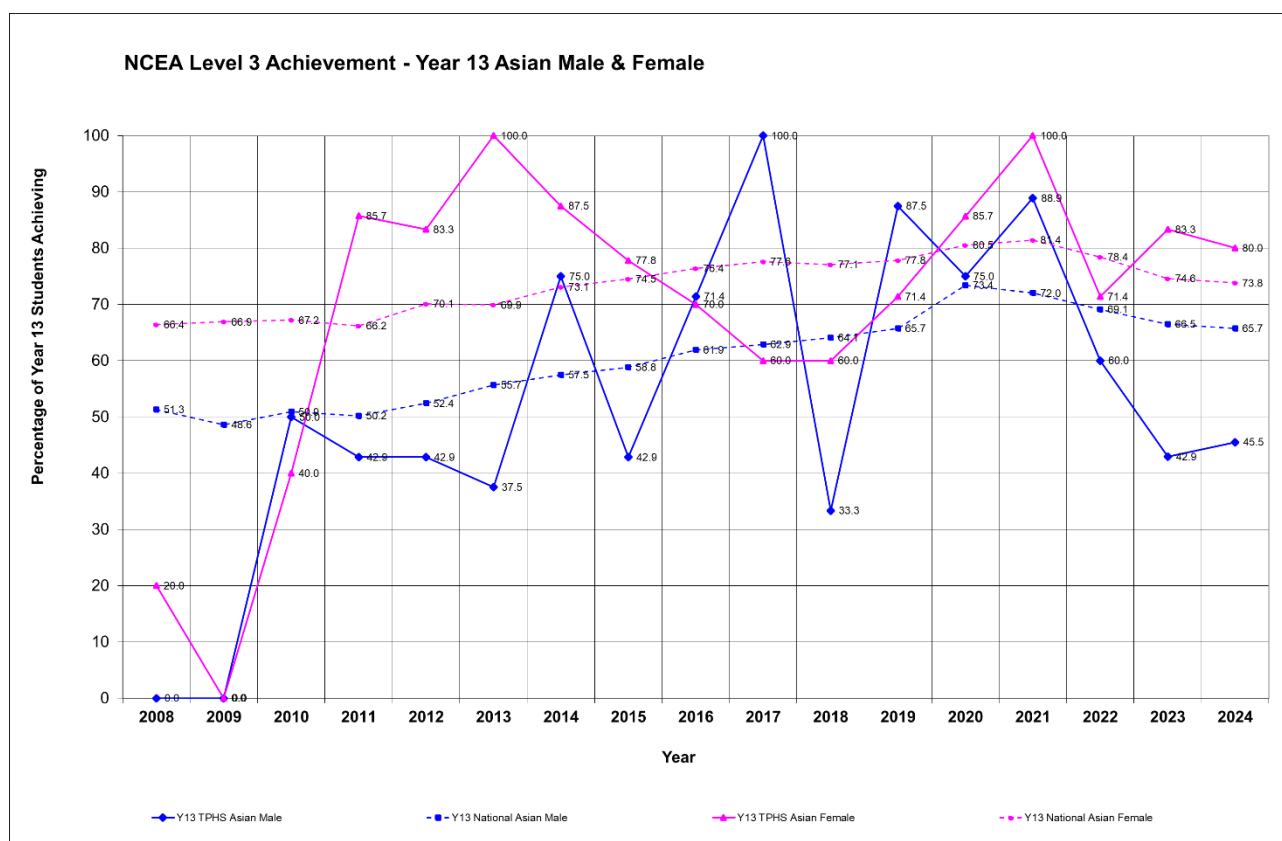
In 2024, 100% of Year 13 NZ Pasifika TPHS students (7) achieved NCEA Level 3. This result is 35.1% **greater than** the equivalent Year 13 NZ Pasifika national achievement (64.9%). In addition, it is 33.3% **greater than** that achieved by Year 13 NZ Pasifika TPHS students in 2023 (66.7%, 4) and the same as the 2022 result (100%, 5).

### Pasifika Male

In 2024, 100% of Year 13 Pasifika male TPHS students (3) achieved NCEA Level 3. This result is 35.1% **greater than** the equivalent Year 13 Pasifika male national achievement (64.9%). In addition, it is 25.0% **greater than** that achieved by Year 13 Pasifika female TPHS students in 2023 (75%, 3) and the same as the 2022 result (100%, 3).

### Pasifika Female

In 2024, 100% of Year 13 Pasifika female TPHS students (4) achieved NCEA Level 3. This result is 35.2% **greater than** the equivalent Year 13 Pasifika female national achievement (64.8%). In addition, it is 50% **greater than** that achieved by Year 13 Pasifika female TPHS students in 2023 (50%, 1) and the same as the 2022 result (100%, 2).



	Enrolment-based Achievement Rate	
	TPHS	National
<b>Asian</b>	61.9% (13)	69.6%
<b>Asian Male</b>	45.5% (5)	65.7%
<b>Asian Female</b>	80.0% (8)	73.8%

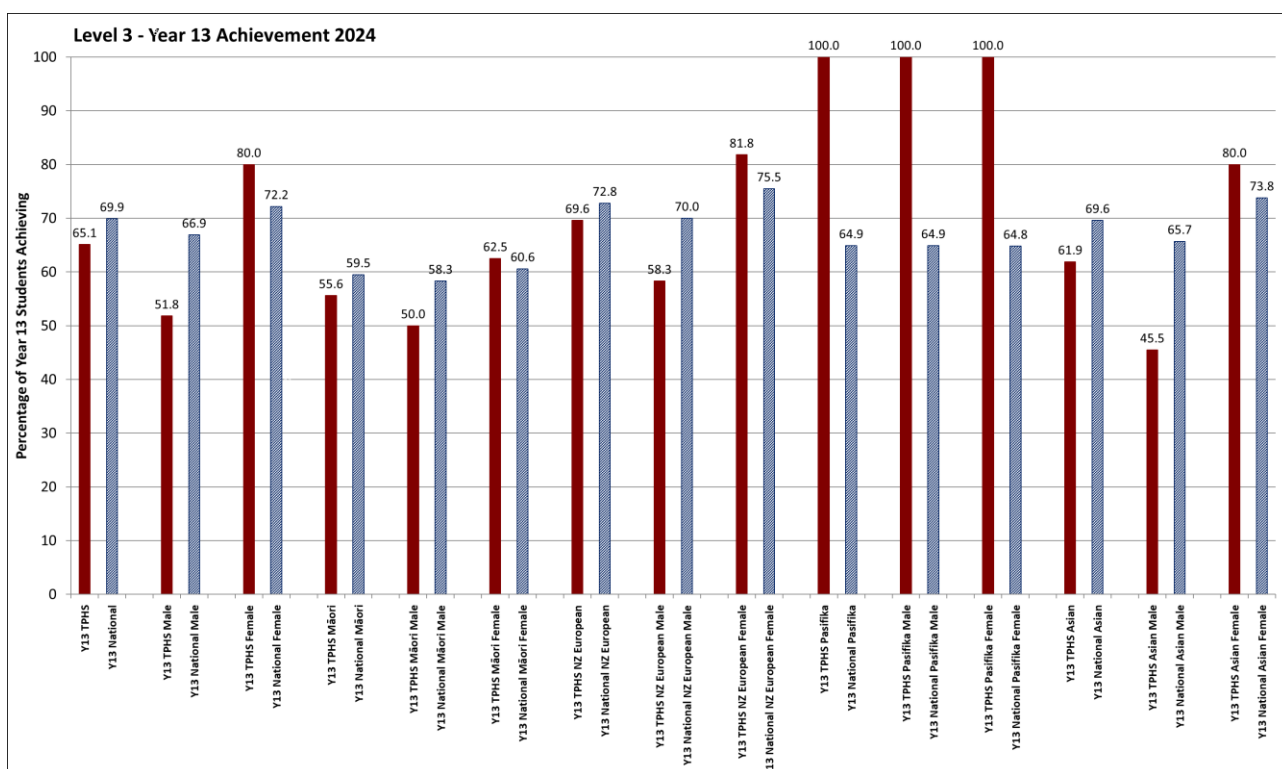
In 2024, 61.9% of Year 12 NZ Asian TPHS students (13) achieved NCEA Level 3. This result is 7.7% **less than** the equivalent Year 12 NZ Asian national achievement (69.6%). However, it is 0.4% **greater than** that achieved by Year 12 NZ Asian TPHS students in 2023 (61.5%, 8) but 4.8% **less than** the 2022 result (66.7%, 8).

### Asian Male

In 2024, 45.5% of Year 13 Asian male TPHS students (5) achieved NCEA Level 3. This result is 20.2% **less than** the equivalent Year 13 Asian male national achievement (65.7%). However, it is 2.6% **greater than** that achieved by Year 13 Asian male TPHS students in 2023 (42.9%, 3) but 14.5% **less than** the 2022 result (42.9%, 3).

### Asian Female

In 2024, 80.0% of Year 13 Asian female TPHS students (8) achieved NCEA Level 3. This result is 6.2% **greater than** the equivalent Year 13 Asian female national achievement (73.8%). However, it is 3.3% **less than** that achieved by Year 13 Asian male TPHS students in 2023 (83.3%, 5) but 8.6% **greater than** the 2022 result (71.4%, 5).



	Enrolment-based Achievement Rate	
	TPHS	National
Overall	65.1% (69)	69.9%
Male	51.8% (29)	66.9%
Female	80.0% (40)	72.2%
Māori	55.6% (20)	59.5%
NZ European	69.6% (48)	72.8%
Pasifika	100% (7)	64.9%
Asian	61.9% (13)	69.6%
Māori Male	50.0% (10)	58.3%
Māori Female	62.5% (10)	60.6%
NZ European Male	58.3% (21)	70.0%
NZ European Female	81.8% (27)	75.5%
Pasifika Male	100% (3)	64.9%
Pasifika Female	100% (4)	64.8%
Asian Male	45.5% (5)	65.7%
Asian Female	80.0% (8)	73.8%

In 2024, the achievement rates of the TPHS Year 13 demographic groups were very inconsistent. Year 13 Māori males (50%, 10) and Year 13 Asian males (45.5%, 5) had the lowest achievement rates and were below the national achievement rates for their respective demographic groups.

## 6. Endorsements

NZQA recognise high academic achievement through an NCEA ***Certificate of Endorsement***, which recognises students who have performed exceptionally well across a number of courses within a level of NCEA.

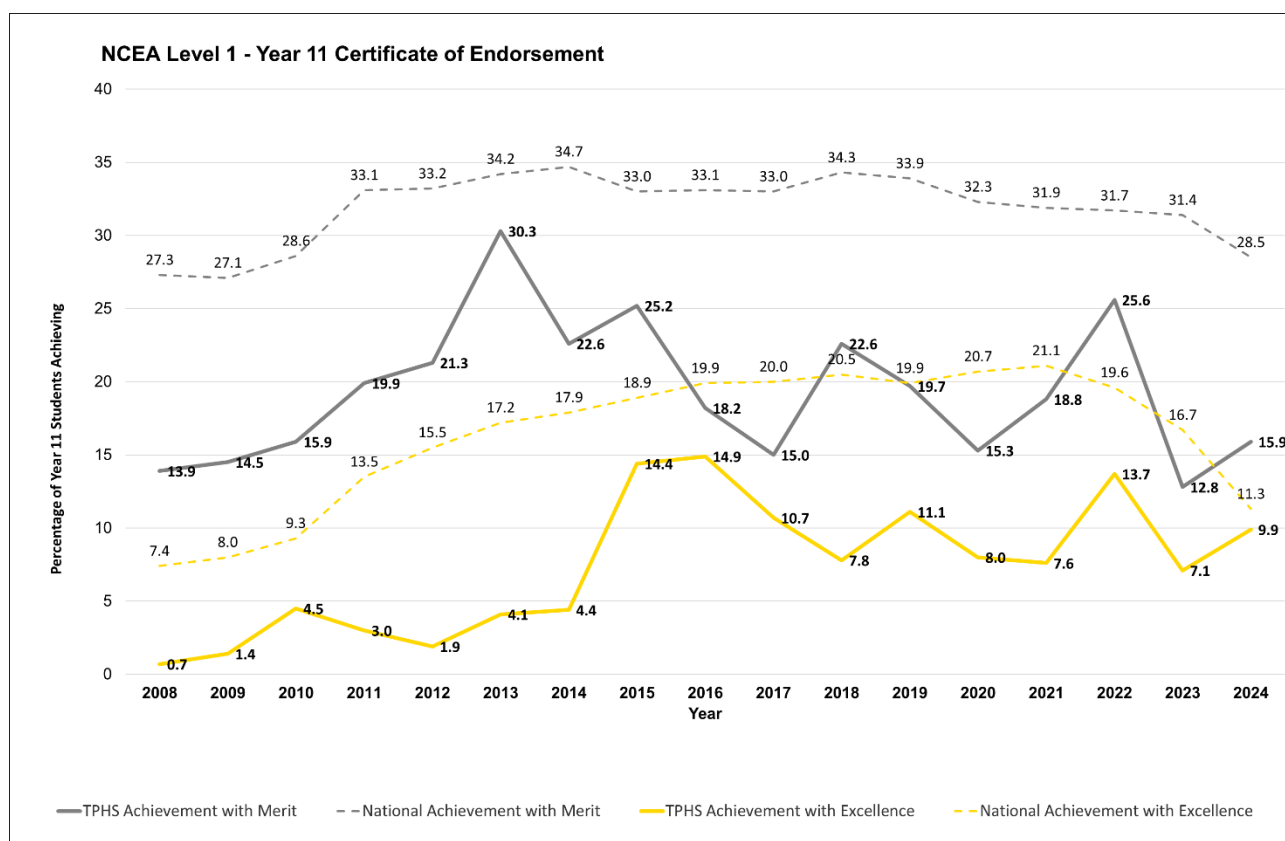
The NCEA ***Certificate of Endorsement*** is awarded at two levels:

- **NCEA Merit Certificate of Endorsement**

A combination of 50 Merit or Excellence credits within a level of NCEA.

- **NCEA Excellence Certificate of Endorsement**

50 Excellence credits within a level of NCEA.



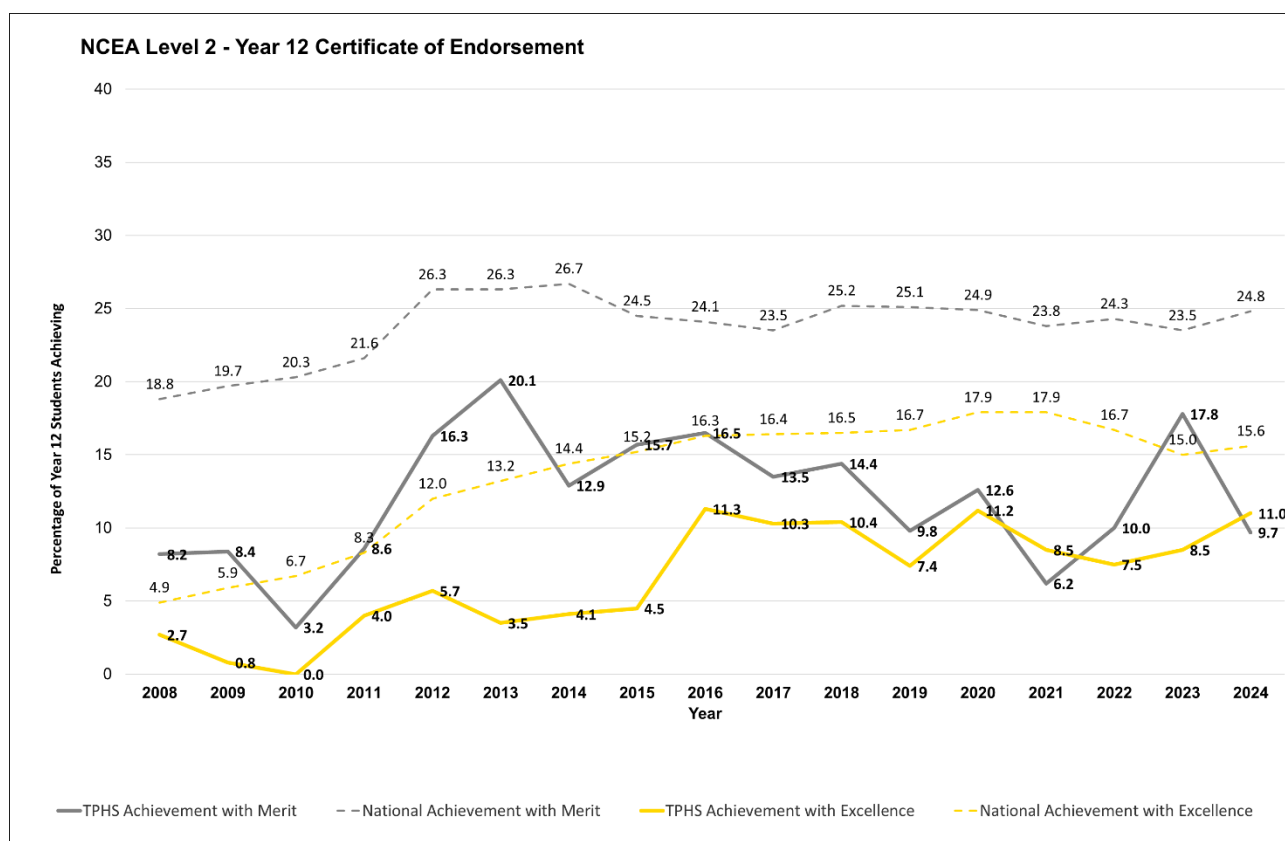
	TPHS	National
<b>Merit Certificate of Endorsement</b>	15.9%	28.5%
<b>Excellence Certificate of Endorsement</b>	9.9%	11.3%

### Certificate of Endorsement at Merit Level

In 2024, 15.9% of Year 11 TPHS students achieved an NCEA Level 1 *Certificate of Endorsement* at Merit level. This result is 12.6% **less than** the equivalent Year 11 national achievement (28.5%). However, it is 3.1% **greater than** that achieved by Year 11 TPHS students in 2023 (12.8%), but 9.7% **less than** the 2022 result (25.6%).

### Certificate of Endorsement at Excellence Level

In 2024, 9.9% of Year 11 TPHS students achieved an NCEA Level 1 *Certificate of Endorsement* at Excellence level. This result is 1.4% **less than** the equivalent Year 11 national achievement (11.3%). However, it is 2.8% **greater than** that achieved by Year 11 TPHS students in 2023 (7.1%), but 3.8% **less than** the 2022 result (13.7%).



	TPHS	National
<b>Merit Certificate of Endorsement</b>	9.7%	24.8%
<b>Excellence Certificate of Endorsement</b>	11.0%	15.6%

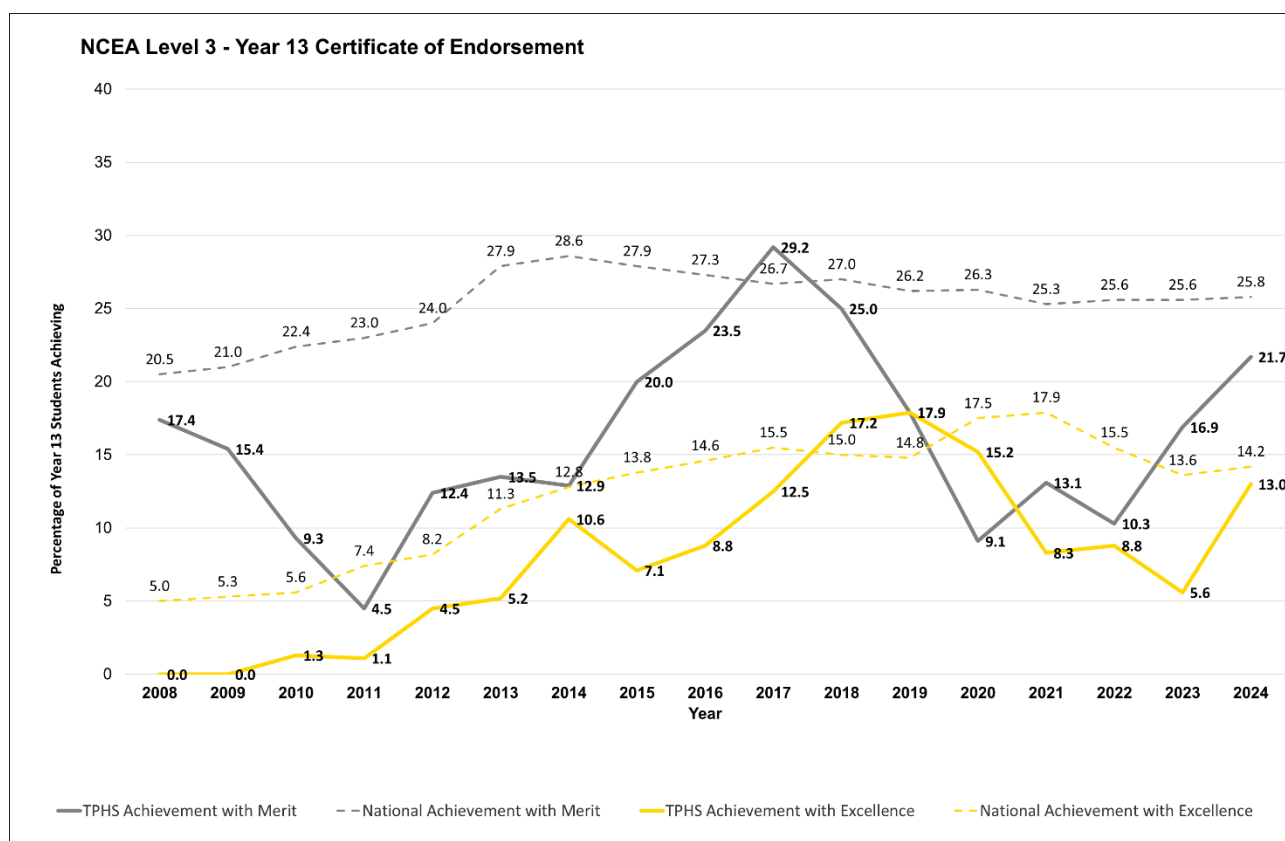
### Certificate of Endorsement at Merit Level

In 2024, 9.7% of Year 12 TPHP students achieved an NCEA Level 2 *Certificate of Endorsement* at Merit level. This result is 15.1% **less than** the equivalent Year 12 national achievement (24.8%). In addition, it is 8.1% **less than** that achieved by Year 12 TPHP students in 2023 (17.8%) and 0.3% **less than** the 2022 result (10.0%).

### Certificate of Endorsement at Excellence Level

In 2024, 11.0% of Year 12 TPHP students achieved an NCEA Level 2 *Certificate of Endorsement* at Excellence level. This result is 4.6% **less than** the equivalent Year 12 national achievement (15.6%). However, this result is 2.5% **greater than** Year 12 TPHP students in 2023 (8.5%) and 3.5% **greater than** in 2022 (7.5%).





	TPHS	National
<b>Merit Certificate of Endorsement</b>	21.7%	25.8%
<b>Excellence Certificate of Endorsement</b>	13.0%	14.2%

### Certificate of Endorsement at Merit Level

In 2024, 21.7% of Year 13 TPHS students achieved an NCEA Level 3 *Certificate of Endorsement* at Merit level. This result is 4.1% **less than** the equivalent Year 13 national achievement (25.8%). However, it is 4.8% **greater than** that achieved by Year 13 TPHS students in 2023 (16.9%) and 11.4% **greater than** the 2022 result (10.3%).

### Certificate of Endorsement at Excellence Level

In 2024, 13.0% of Year 13 TPHS students achieved an NCEA Level 3 *Certificate of Endorsement* at Excellence level. This result is 1.2% **less than** the equivalent Year 13 national achievement (14.2%). However, it is 7.4% **greater than** that achieved by Year 13 TPHS students in 2023 (5.6%) and 4.2% **greater than** the 2022 result (8.8%).

## 7. Recommendations to Improve Student Achievement

### 1. Strengthen Achievement for Priority Learners

- **Target support for Year 13 Māori, NZ European, and Asian males**, whose achievement rates in NCEA Level 3 are below national averages.
- **Provide culturally responsive mentoring and tutoring** programmes, particularly for male learners in underachieving demographics.

### 2. Raise Endorsement Rates

- **Embed a schoolwide focus on merit and excellence criteria** across all subject areas, not just meeting minimum credit thresholds.
- **Implement goal setting and progress tracking for endorsements** with students and whānau from Year 11 onward.

### 3. Strengthen Academic Pathways Across Year Levels

- Monitor and support **at-risk learners in Year 11 and Year 12**, especially males whose achievement rates have declined compared to previous years.
- Create **Year 10–11 transition support** to prepare students for Level 1 success and early endorsement opportunities.

### 4. Use Data to Drive Differentiated Teaching

- **Use** enrolment-based achievement data to inform **targeted interventions within Learning Areas**.
- Conduct regular reviews of internal assessment performance by gender and ethnicity to address gaps earlier.

### 5. Enhance Staff Capability in NCEA Pedagogy

- Provide **PLD focused on lifting endorsement-level performance**, designing high-quality assessment tasks, and scaffolding for excellence.
- Share **best practices from high-performing Learning Areas** (e.g., Learning Areas where Asian female or Pasifika students excelled).

# Te Puke High School Gives Effect to Te Tiriti o Waitangi

## 1. Partnership (Rangatiratanga)

- Te Puke High School actively collaborate with local iwi (tribes), hapū (sub-tribes), and whānau (families) to ensure Māori voices are heard in decision-making.
- Māori representation on Boards of Trustees or advisory groups.
- Engagement with local iwi to integrate authentic Māori perspectives into teaching and school governance.

## 2. Protection (Kaitiakitanga)

- Te Puke High School protect and promote *te reo Māori* (the Māori language) and *tikanga Māori* (Māori customs and traditions).
- Implementation of immersion programmes.
- Ensuring a culturally safe and inclusive environment for Māori students.

## 3. Participation (Ōritetanga)

- Te Puke High School ensures equitable opportunities for Māori students to achieve educational success as Māori.
- Culturally responsive teaching practices that acknowledge and celebrate Māori identity and heritage.
- Providing Māori students with leadership opportunities and representation in school activities.

## 4. Cultural Inclusion in the Curriculum

- Integrating *Aotearoa New Zealand Histories* into the curriculum, ensuring students learn about the Treaty, colonisation, and its impact.
- Teaching *mātauranga Māori* (Māori knowledge) alongside Western perspectives.
- Encouraging the use of *karakia* (prayers or affirmations), *waiata* (songs), and *whakataukī* (proverbs) in school life.

## 5. Professional Development for Staff

- Te Puke High School provide professional learning on *culturally responsive pedagogy*, *te reo Māori*, and Treaty principles.
- Encouraging teachers to understand and apply the *Tātaiako* cultural competencies framework to improve engagement with Māori students.

## 6. Māori Student Achievement and Wellbeing

- Te Puke High School use data to monitor and improve Māori student outcomes, following the *Ka Hikitia* Māori Education Strategy.
- Implementing *Manaakitanga* (care and respect) and *Whanaungatanga* (relationships) to create strong support networks for Māori learners.

# Statement of Compliance with Employment Policy

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	<p><i>Yes, policies and procedures in place to ensure Te Puke High School meets the obligations to provide good and safe working conditions.</i></p> <p><b>1. Health and Safety Compliance</b>  <i>Under the Health and Safety at Work Act 2015, Te Puke High School required to:</i></p> <ul style="list-style-type: none"> <li>• <b>Identify and manage risks and hazards:</b> <i>Te Puke High School staff regularly assess the physical environment (e.g., buildings, grounds, classrooms, labs) to identify risks and implement controls.</i></li> <li>• <b>Consult with staff:</b> <i>The Boards and Senior Leadership Team involve staff through Health and Safety Committees or regular staff meetings to ensure input into safety decisions.</i></li> <li>• <b>Provide training and information:</b> <i>Staff are given training in hazard management, emergency procedures, and safe practices relevant to their roles.</i></li> <li>• <b>Maintain reporting systems:</b> <i>Staff are encouraged and supported to report hazards, incidents, and near misses so that corrective action can be taken.</i></li> </ul>
	<p><b>2. Wellbeing and Workload Management</b>  <i>Te Puke High School supports both physical and psychological well-being:</i></p> <ul style="list-style-type: none"> <li>• <b>Reasonable workload expectations:</b> <i>Leaders are</i></li> </ul>

	<p><i>expected to manage workloads fairly, allocate non-contact time appropriately, and avoid unreasonable expectations.</i></p> <ul style="list-style-type: none"> <li>• <b>Support services:</b> Access to Employee Assistance Programmes (EAP), mental health support, and professional counselling is often provided.</li> <li>• <b>Positive work culture:</b> Leadership is responsible for promoting a respectful, inclusive, and collegial environment that discourages bullying, harassment, and discrimination.</li> </ul>
<p><b>What is in your equal employment opportunities programme?</b>  <b>How have you been fulfilling this programme?</b></p>	<p><i>At Te Puke High School, we promote equal employment opportunities (EEO) for all staff as part of our commitment to being a good employer. Te Puke High School supports the fair and proper treatment of staff members in all aspects of their employment, and we comply with employment legislation and regulations, and all relevant employment agreements. We aim to provide a safe and inclusive environment, and to identify and eliminate causes of inequality in employment at our school.</i></p> <p><i>At Te Puke High School, we implement equal employment opportunities in all relevant school policies, procedures, and practices. The board is required to operate an EEO programme, which means "a programme that is aimed at the identification and elimination of all aspects of policies, procedures, and other institutional barriers that cause or perpetuate, or tend to cause or perpetuate, inequality with respect to the employment of any persons or group of persons" (Education and Training Act 2020, s 10, s 597).</i></p>

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

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

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

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

### ***Equal employment opportunities (EEO) programme***

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

- *appoint appropriately qualified staff through a fair and impartial appointment process*
- *create opportunities for staff to receive information about the programme and provide*

	<p><i>feedback (e.g. through staff meetings)</i></p> <ul style="list-style-type: none"> <li>• <i>explore professional development and training opportunities</i></li> <li>• <i>monitor the implementation of our programme and report to the board.</i></li> </ul>
<p><b>How do you practise impartial selection of suitably qualified persons for appointment?</b></p>	<p><i>At Te Puke High School, we follow the stages of appointment below if there is a vacancy and we are able to recruit given relevant considerations (e.g. staffing entitlement, budgeting, operational requirements). The board, or its delegated representative(s), ensures that each stage of appointment contributes to a fair and impartial process.</i></p> <p><i>Te Puke High School considers the character, competence, qualifications, and experience of applicants to ensure the school appoints the person who is best suited to the role. We check the authenticity of documentation and ensure that any personal information is managed according to our privacy and records retention policies. See Privacy Policy and School Records Retention and Disposal.</i></p> <p><b>Advertising a position</b></p> <p><i>Te Puke High School prepares a job description and advertises the position according to the terms of the relevant employment agreement. We include information about employment conditions in the advertisement, which may include:</i></p>

- *the duration of the position whether a collective agreement applies*
- *our expected timeframe for the appointment process.*

*We advertise for permanent appointments unless conditions for fixed-term employment are met.*

*We advertise positions in a way that enables suitably qualified people to apply. We ensure that language used in the advertisement is not misleading, and does not indicate that the school intends to treat applicants differently based on prohibited grounds (Human Rights Act 1993, s 67).*

*We acknowledge any applications received and store documentation confidentially and securely. We do not make an offer of appointment while the position is being advertised.*

### ***Interviewing and reference checking***

*The board, or its delegated representative(s), shortlists applicants as required, and conducts interviews and reference checks to determine which applicant is best suited to the position.*

*The suitability of candidates is determined using the criteria of the job description. During the interview and reference checking process, we consider the competence, qualifications, experience, and character of applicants in deciding who to appoint.*

*We ensure that:*



- *interviews follow a consistent format, with each candidate subject to the same fair and impartial process*
- *any expenses related to the interview process are agreed with candidates in advance of the interview*
- *any questions asked in the interview are directly related to the candidate's ability to carry out the role*
- *secondary information that is not relevant to the role does not influence decision-making.*

*Te Puke High School completes reference checks to gather and confirm information about applicants. Our reference checking process is tailored to meet the requirements of the job that is being advertised, but we ensure all applicants for a specific position receive the same treatment. Reference checks may occur before or after the school conducts interviews.*

*The school seeks consent from applicants to contact their referees and only contacts referees listed by the applicant. We confirm the applicant's identity with their referees and discuss confidentiality expectations. We only request information from applicants and their referees that relates directly to the applicant's suitability for the position. We do not ask questions that could be considered discriminatory or a breach of privacy.*

*To ensure fairness and consistency across all applicants for a specific position, we:*

- conduct reference checks for all applicants at the same stage of the interview process (i.e. before or after interviews)*
- ask all referees consistent questions*
- aim to have one person complete all reference checks for a particular position to ensure consistency in process and interpretation.*

*We comply with legislative requirements to safety check and police vet as appropriate, according to the nature of the role. See Safety Checking and Police Vetting.*

*We also confirm the identity of applicants and ensure we sight originals or verified copies of any documentation.*

### ***Making an appointment***

*As required by the Education and Training Act (s 603), when we make an appointment we give preference to the person who is best suited to the position. The appointment committee or person delegated to conduct the appointment process seeks board approval to make an appointment where required. If after a robust appointment process we determine that none of the applicants are best suited to the position, the school may re-advertise the position.*

	<p><i>The school contacts the successful applicant and provides an offer of employment. The successful applicant is required to confirm in writing that they accept the offer. We ensure that the successful applicant is aware of the requirements and expectations of the position. We do not announce the appointment until we receive formal acceptance from the applicant. We also notify unsuccessful candidates.</i></p> <p><i>We ensure all new staff have an employment agreement and are aware of the terms and conditions of their employment.</i></p> <p><i>We provide an appropriate induction once staff are appointed.</i></p>
<p><b>How are you recognising,</b></p> <ul style="list-style-type: none"> <li>– <b>The aims and aspirations of Māori,</b></li> <li>– <b>The employment requirements of Māori, and</b></li> <li>– <b>Greater involvement of Māori in the Education service?</b></li> </ul>	<p><b>1. Recognising the Aims and Aspirations of Māori</b></p> <p><b>Culturally Responsive Practices</b></p> <ul style="list-style-type: none"> <li>• <i>Integrating te reo Māori and tikanga Māori across the curriculum.</i></li> <li>• <i>Celebrating Māori success and identity through school events such as <b>Matariki, Kapa Haka, and Te Wiki o te Reo Māori.</b></i></li> <li>• <i>Using Māori models of well-being to guide student support services.</i></li> </ul> <p><b>Educational Goals and Target Setting</b></p> <ul style="list-style-type: none"> <li>• <i>Establishing achievement goals specifically focused on improving outcomes for Māori learners.</i></li> <li>• <i>Monitoring progress through disaggregated achievement data and responding with targeted interventions.</i></li> </ul>

	<p><b>Student Voice and Whānau Engagement</b></p> <ul style="list-style-type: none"> <li>• Seeking regular input from Māori students about their learning, wellbeing, and aspirations.</li> <li>• Hosting whānau hui and wānanga to engage Māori families in goal setting, transitions, and cultural priorities.</li> </ul>
	<p><b>2. Recognising the Employment Requirements of Māori</b></p> <p><b>Inclusive Recruitment and Retention</b></p> <ul style="list-style-type: none"> <li>• Actively recruiting Māori staff through inclusive job advertisements, Māori networks, and iwi partnerships.</li> <li>• Supporting Māori staff with access to professional development that recognises their cultural expertise and leadership potential.</li> </ul> <p><b>Safe and Culturally Affirming Workplaces</b></p> <ul style="list-style-type: none"> <li>• Creating environments where Māori staff feel valued for both their professional and cultural contributions.</li> <li>• Offering roles and responsibilities that reflect their identity and commitment to kaupapa Māori, such as positions in pastoral care, curriculum design, or community liaison.</li> </ul> <p><b>Leadership Pathways</b></p> <ul style="list-style-type: none"> <li>• Supporting Māori staff to take on middle and senior leadership roles.</li> <li>• Encouraging participation in Māori leadership programmes and mentoring initiatives.</li> </ul>

	<p><b>3. Supporting Greater Involvement of Māori in the Education Service</b></p> <p><b>Governance and Decision-Making</b></p> <ul style="list-style-type: none"> <li>• Including Māori representation on the Board and ensuring their voices shape school strategy and policy.</li> <li>• Collaborating with local iwi, hapū, and mana whenua in decision-making and programme design.</li> </ul> <p><b>Strategic Planning</b></p> <ul style="list-style-type: none"> <li>• Reflecting Māori priorities and perspectives in the school's vision, values, and strategic goals.</li> </ul> <p><b>Partnerships with Iwi and Māori Organisations</b></p> <ul style="list-style-type: none"> <li>• Developing formal partnerships with iwi and Māori community groups to support student learning and wellbeing.</li> <li>• Inviting kaumātua, Māori educators, and community leaders into the school to share knowledge and guide cultural initiatives.</li> </ul>
How have you enhanced the abilities of individual employees?	<p><b>1. Professional Learning and Development (PLD) Opportunities</b></p> <ul style="list-style-type: none"> <li>• <b>Tailored PLD programmes</b> are offered based on individual roles, and school priorities (e.g., literacy, digital fluency, culturally responsive pedagogy).</li> <li>• Staff attend accredited PLD and in-school workshops led by experts, facilitators, or internal leaders.</li> <li>• Opportunities are provided for staff to attend external</li> </ul>

conferences, wānanga, and subject association events.

## **2. Professional Growth Cycle and Goal Setting**

- Each staff member sets **individual professional goals** aligned with the school's strategic objectives and the **Professional Growth Cycle (PGC)**.
- Regular coaching, feedback, and reflection sessions are held to monitor progress and support further growth.
- Appraisal processes focus on **strengths-based development**, helping staff build confidence and competence in key areas.

## **3. Mentoring and Support Networks**

- **Beginning teachers (PCTs)** are supported through the **Induction and Mentoring Programme**, overseen by a trained mentor and school leaders.
- Experienced staff are offered opportunities to mentor others or receive coaching from senior colleagues, contributing to a culture of collaborative professional learning.
- Support is also given for completing **postgraduate study**, **teacher inquiry**, or involvement in **communities of learning (Kāhui Ako)**.

## **4. Leadership Development Pathways**

- Staff with leadership potential are identified and encouraged to participate in leadership courses.
- Internal opportunities for leadership (e.g., leading a PLD

	<p>session, coordinating a project or committee) are used to grow leadership capability in a supported way.</p> <p><b>5. Wellbeing and Work-Life Support</b></p> <ul style="list-style-type: none"> <li>• <i>By maintaining a focus on staff wellbeing, schools enable employees to develop their skills in a <b>safe and supportive environment</b>.</i></li> <li>• <i>Initiatives such as workload management, EAP (Employee Assistance Programmes), and flexible working arrangements help staff stay healthy and engaged.</i></li> </ul> <p><b>6. Use of Data and Reflection</b></p> <ul style="list-style-type: none"> <li>• <i>Teachers analyse <b>student achievement data</b> to inform practice and make adjustments based on evidence, thereby improving both student outcomes and professional competence.</i></li> <li>• <i>Regular reflective practice is encouraged through inquiry models, peer observations, and learning walks.</i></li> </ul>
<p><b>How are you recognising the employment requirements of women?</b></p>	<p><b>1. Equal Pay and Opportunities</b></p> <p><i>The school ensures equal pay for equal work, in line with sector-wide collective agreements such as the Secondary Teachers' Collective Agreement or Support Staff in Schools Collective Agreement.</i></p> <p><i>Roles and promotions are based on merit and performance, with transparent recruitment and selection processes to prevent gender bias.</i></p> <p><b>2. Flexible Working Arrangements</b></p>

*The school supports women's employment through flexible work options, especially for those with caregiving responsibilities. This may include:*

*Part-time roles or job sharing*

*Flexible start and finish times*

*Opportunities for remote or hybrid work when appropriate*

*These arrangements help support work–life balance, especially for staff returning from parental leave.*

### **3. Parental Leave and Return to Work Support**

*Schools meet all legal obligations under the Parental Leave and Employment Protection Act 1987.*

*Support is provided for women returning to work after parental leave through:*

- *A phased return to work where possible*
- *Keeping-in-touch opportunities during leave*

*Access to leave for family responsibilities (e.g., caring for sick children)*

### **4. Supportive and Inclusive Workplace Culture**

*The school fosters a culture of respect, safety, and inclusion, where women feel valued and able to fully participate in all aspects of school life.*



	<p><i>Policies are in place to prevent and address harassment, discrimination, and bullying.</i></p> <p><i>Health and safety measures consider gender-specific needs (e.g., access to suitable facilities, safe environments).</i></p> <p><b>5. Professional Growth and Leadership Development</b></p> <p><i>Women are supported and encouraged to pursue career advancement, including opportunities to:</i></p> <p><i>Lead teams, departments, or school-wide initiatives</i></p> <p><i>Participate in leadership development programmes, including those specifically aimed at women in education</i></p> <p><i>Mentoring and coaching is provided to grow capability and confidence in leadership roles.</i></p> <p><b>6. Representation and Voice</b></p> <p><i>Women are represented in leadership roles across the school – from team leaders to senior leadership positions and governance boards.</i></p> <p><i>Their voices are actively included in decision-making processes, policy development, and strategic planning.</i></p>
<b>How are you recognising the employment requirements of persons with disabilities?</b>	<p><b>1. Inclusive Recruitment Practices</b></p> <ul style="list-style-type: none"> <li><i>Recruitment processes are adapted where necessary (e.g., offering alternative formats, accessible interview spaces, or additional time).</i></li> </ul>

	<ul style="list-style-type: none"> <li>Appointment decisions are based on skills and qualifications, with a commitment to <b>non-discrimination</b>.</li> </ul>
	<p><b>2. Reasonable Accommodations</b></p> <ul style="list-style-type: none"> <li>The school provides <b>reasonable adjustments</b> to support employees with disabilities in performing their roles. This may include: <ul style="list-style-type: none"> <li>Modified duties or flexible work hours</li> <li>Physical changes to the work environment (e.g., ramps, ergonomic furniture, accessible bathrooms)</li> <li>Assistive technology and specialised equipment</li> <li>Adapted communication methods or materials (e.g., large print, screen readers)</li> </ul> </li> </ul>
	<p><b>3. Supportive and Respectful Work Environment</b></p> <ul style="list-style-type: none"> <li>A culture of <b>respect, inclusion, and understanding</b> is promoted across the staff.</li> <li>The school has clear policies to prevent discrimination, bullying, and harassment, including those based on disability.</li> <li>Staff are provided with professional development on <b>disability awareness</b> and inclusive practices.</li> </ul>
	<p><b>4. Individualised Support and Professional Growth</b></p> <ul style="list-style-type: none"> <li>Employees with disabilities are supported through <b>individualised planning</b>, including setting professional goals and identifying support needs.</li> </ul>

	<ul style="list-style-type: none"> <li>• They have equal access to <b>professional development</b> and career advancement opportunities.</li> <li>• Ongoing dialogue between the employee, their manager, and support services ensures that their needs are monitored and met.</li> </ul>
	<p><b>5. Health and Safety Considerations</b></p> <ul style="list-style-type: none"> <li>• The school ensures a physically and emotionally safe workplace by: <ul style="list-style-type: none"> <li>◦ Regularly reviewing the safety of all facilities and equipment for accessibility</li> <li>◦ Including disability-specific needs in emergency plans (e.g., evacuation procedures)</li> <li>◦ Consulting with disabled staff to identify and manage potential risks</li> </ul> </li> </ul>
	<p><b>6. Confidentiality and Dignity</b></p> <ul style="list-style-type: none"> <li>• Information about a staff member's disability is handled with <b>confidentiality and sensitivity</b>.</li> <li>• Staff are empowered to disclose any needs without fear of discrimination, and with assurance of support.</li> </ul>

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

Reporting on Equal Employment Opportunities (EEO) Programme/Policy	YES	NO
<b>Do you operate an EEO programme/policy?</b>		
<b>Has this policy or programme been made available to staff?</b>	Yes	

<b>Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?</b>	Yes	
<b>Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?</b>	Yes	
<b>Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?</b>	Yes	
<b>Does your EEO programme/policy set priorities and objectives?</b>	Yes	

**TE PUKE** HIGH SCHOOL



Aim High

Whaia Te Matauranga Tiketike

**2024 Annual  
Financial  
Statements**

# **TE PUKE HIGH SCHOOL**

## **ANNUAL FINANCIAL STATEMENTS**

### **FOR THE YEAR ENDED 31 DECEMBER 2024**



Ministry Number:	123
Principal:	Alan Liddle
School Address:	19 Tui Street, Te Puke
School Postal Address:	PO Box 344, Te Puke, 3153
School Phone:	(07) 573 9769
School Email:	<a href="mailto:tphs@tepuke.school.nz">tphs@tepuke.school.nz</a>
Accountant / Service Provider:	Accounting For Schools Limited

# TE PUKE HIGH SCHOOL

Annual Financial Statements - For the year ended 31 December 2024

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# TE PUKE 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.

Christina Maree Robinson.

Full Name of Presiding Member

CM Robinson

Signature of Presiding Member

27/5/2025.

Date:

Alan Robert Liddle.

Full Name of Principal

AL Liddle

Signature of Principal

27/5/2025

Date:



# TE PUKE 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	14,783,674	12,185,873	13,700,109
Locally Raised Funds	3	1,431,030	1,099,415	1,161,817
Interest		120,927	65,000	76,626
Other Revenue		1,923	5,000	2,015
		<hr/>	<hr/>	<hr/>
		16,337,554	13,355,288	14,940,567
<b>Expenses</b>				
Locally Raised Funds	3	993,995	819,905	766,317
Learning Resources	4	10,784,866	9,146,657	9,341,633
Administration	5	1,958,745	739,830	1,946,636
Interest		4,697	5,500	4,532
Property	6	2,804,307	2,630,398	2,718,278
		<hr/>	<hr/>	<hr/>
<b>Total Expense</b>		16,546,610	13,342,290	14,777,396
<b>Net Surplus / (Deficit) for the year</b>		(209,056)	12,998	163,171
Other Comprehensive Revenue and Expenses		8,062	-	(4,369)
<b>Total Comprehensive Revenue and Expense for the Year</b>		<hr/>	<hr/>	<hr/>
		(200,994)	12,998	158,802

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

# TE PUKE 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>Balance at 1 January</b>	<u>2,348,984</u>	<u>2,190,182</u>	<u>2,190,182</u>
Total comprehensive revenue and expense for the year	(200,994)	12,998	158,802
Contributions from / (Distributions to) the Ministry of Education			
Contribution - Furniture and Equipment Grant	114,154	-	-
<b>Equity at 31 December</b>	<u>2,262,144</u>	<u>2,203,180</u>	<u>2,348,984</u>
Accumulated comprehensive revenue and expense	2,225,689	2,203,180	2,320,591
Reserves	36,455	-	28,393
<b>Equity at 31 December</b>	<u>2,262,144</u>	<u>2,203,180</u>	<u>2,348,984</u>

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.

**TE PUKE HIGH SCHOOL**  
Statement of Financial Position  
As at 31 December 2024

		2024	2024	2023
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	7	3,050,064	3,082,246	3,123,074
Accounts Receivable	8	825,024	854,310	869,407
GST Receivable		58,648	33,946	-
Prepayments		39,535	42,000	43,694
Investments	9	171,280	160,000	161,272
Funds receivable for Capital Works Projects	16	67,946	-	111,353
		4,212,497	4,172,502	4,308,800
<b>Current Liabilities</b>				
Accounts Payable	11	1,087,003	890,400	886,053
Revenue Received in Advance	12	662,776	750,000	716,452
GST Payable		-	-	10,694
Finance Lease Liability - Current Portion	14	33,997	34,000	25,380
Funds held in Trust	15	636,765	670,000	596,343
Funds held for Capital Works Projects	16	8,565	98,922	152,061
Funds held on behalf of the Te Puke Transport Network	17	284,166	296,000	322,327
		2,713,272	2,739,322	2,709,310
<b>Working Capital Surplus/(Deficit)</b>		1,499,225	1,433,180	1,599,490
<b>Non-current Assets</b>				
Investments	9	34,462	35,000	26,401
Property, Plant and Equipment	10	890,756	890,000	863,318
		925,218	925,000	889,719
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	13	138,130	130,000	119,337
Finance Lease Liability	14	24,169	25,000	20,888
		162,299	155,000	140,225
<b>Net Assets</b>		2,262,144	2,203,180	2,348,984
<b>Equity</b>		2,262,144	2,203,180	2,348,984

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

# TE PUKE HIGH SCHOOL

## Statement of Cash Flows

For the year ended 31 December 2024

		2024	2024	2023
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Cash flows from Operating Activities</b>				
Government Grants		4,696,658	3,785,873	4,142,596
Locally Raised Funds		514,729	486,640	268,245
International Students		963,139	713,465	914,704
Goods and Services Tax (net)		(69,345)	(43,946)	25,097
Payments to Employees		(3,707,970)	(2,556,794)	(2,932,362)
Payments to Suppliers		(2,191,324)	(2,187,386)	(2,208,879)
Interest Paid		(4,697)	(5,500)	(4,532)
Interest Received		121,032	67,000	76,147
Net cash from Operating Activities		322,222	259,352	281,016
<b>Cash flows from Investing Activities</b>				
Purchase of PPE (and Intangibles)		(323,274)	(379,070)	(311,754)
Proceeds from Sale of Investments		(10,008)	35,000	197,640
Net cash from Investing Activities		(333,282)	(344,070)	(114,114)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		114,154	-	-
Finance Lease Payments		(25,648)	-	(26,627)
Funds Administered on Behalf of Other Parties		(150,456)	364,922	439,355
Net cash from Financing Activities		(61,950)	364,922	412,728
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>(73,010)</b>	<b>280,204</b>	<b>579,630</b>
Cash and cash equivalents at the beginning of the year	7	3,123,074	2,802,042	2,543,444
<b>Cash and cash equivalents at the end of the year</b>	<b>7</b>	<b>3,050,064</b>	<b>3,082,246</b>	<b>3,123,074</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 Cash Flow Statement should be read in conjunction with the accompanying notes which form part of these financial statements.

# TE PUKE HIGH SCHOOL

## Notes to the Financial Statements

For the year ended 31 December 2024

### 1. Statement of Accounting Policies

#### a) Reporting Entity

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

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

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

##### *Measurement Base*

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

##### *Presentation Currency*

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

##### *Specific Accounting Policies*

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

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

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

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

##### *Cyclical maintenance*

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at note 13.

# TE PUKE HIGH SCHOOL

## Notes to the Financial Statements

For the year ended 31 December 2024

### *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 10.

### **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 14. Future operating lease commitments are disclosed in note 22b.

#### *Recognition of grants*

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

### **c) Revenue Recognition**

#### **Government Grants**

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

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

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

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

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

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

#### **Other Grants where conditions exist**

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

# TE PUKE HIGH SCHOOL

## Notes to the Financial Statements

For the year ended 31 December 2024

### ***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 schools receivables are largely made up of funding from the Ministry of Education, therefore the level of uncollectable debts is not considered to be material. However, short-term receivables are written off when there is no reasonable expectation of recovery.

### **h) Inventories**

Inventories are consumable items held for sale and comprised of 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 not trivial.

### **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.



# TE PUKE HIGH SCHOOL

## Notes to the Financial Statements

### For the year ended 31 December 2024

#### **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	20 years
Furniture and equipment	10 years
Information and communication technology	5 years
Library resources	12.5% Diminishing value
Leased assets	Term of Lease

#### **k) Intangible Assets**

##### *Software costs*

Computer software acquired by the School are capitalised on the basis of the costs incurred to acquire and bring to use the specific software. Costs associated with subsequent maintenance and research expenditure are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

The carrying value of software is amortised on a straight line basis over its useful life. The useful life of software is estimated as three years. The amortisation charge for each period and any impairment loss is recorded in the Statement of Comprehensive Revenue and Expense.

#### **l) Impairment of property, plant, and equipment and intangible assets**

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

##### *Non cash generating assets*

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

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

In determining fair value less costs to sell the school engages an independent valuer to assess market value based on the best available information. The value is based on details of the valuer's approach to determining market value (i.e. what valuation techniques have been employed, comparison to recent market transaction etc.)

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

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



# TE PUKE HIGH SCHOOL

## Notes to the Financial Statements

For the year ended 31 December 2024

### **m) 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.

### **n) Employee Entitlements**

#### *Short-term employee entitlements*

Employee entitlements that are expected to be settled within 12 months after the end of the reporting period in which the employees provide the related service are measured based on accrued entitlements at current rates of pay. These include salaries and wages accrued up to balance date, annual leave earned, by non teaching staff, to 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.

### **o) Revenue Received in Advance**

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

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

### **p) Funds Held in Trust**

Funds are held in trust where they have been received by the School for a specified purpose, or are being held on behalf of a third party and these transactions are not recorded in the Statement of Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

### **q) 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 Revenue and Expense.

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

### **r) Shared Funds**

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. In instances where funds are outside of the School's control, these amounts are not recorded in the Statement of Comprehensive Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose.

# TE PUKE HIGH SCHOOL

## Notes to the Financial Statements

For the year ended 31 December 2024

### s) 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 schools 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.

### t) 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.

### u) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

### v) Budget Figures

The budget figures are extracted from the School budget that was approved by the Board at the start of the year.

### w) Services received in-kind

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

# TE PUKE HIGH SCHOOL

## Notes to the Financial Statements

For the year ended 31 December 2024

### 2. Government Grants

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Government Grants - Ministry of Education	5,652,244	3,626,199	5,264,608
Teachers' Salaries Grants	6,897,224	6,500,000	6,340,426
Use of Land and Buildings Grants	1,995,634	1,900,000	1,925,431
Other Government Grants	238,572	159,674	169,644
	<u>14,783,674</u>	<u>12,185,873</u>	<u>13,700,109</u>

### 3. Locally Raised Funds

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

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
<b>Revenue</b>			
Donations & Bequests	6,838	6,500	3,667
Fees for Extra Curricular Activities	326,600	242,750	424,163
Other Revenue	33,581	78,700	12,290
Adjustment to prior year figures of Funds Held on Behalf of Te Puke Transport Network	-	-	(233,668)
Trading	38,479	58,000	26,140
International Student Fees	1,025,532	713,465	929,225
	<u>1,431,030</u>	<u>1,099,415</u>	<u>1,161,817</u>
<b>Expenses</b>			
Extra Curricular Activities Costs	368,109	292,300	287,216
Trading	19,740	11,270	12,194
International Student - Student Recruitment	19,605	45,000	13,082
International Student - Employee Benefit - Salaries	252,545	229,885	216,199
International Student - Other Expenses	333,996	241,450	237,626
	<u>993,995</u>	<u>819,905</u>	<u>766,317</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>437,035</u>	<u>279,510</u>	<u>395,500</u>

### 4. Learning Resources

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	232,085	291,480	217,916
Equipment Repairs	17,247	16,000	21,054
Information and Communication Technology	44	5,000	1,887
Extra-Curricular Activities	372,013	228,271	255,401
Resource/Attached Teacher Costs	97,222	92,400	82,775
Employee Benefits - Salaries	9,694,173	8,177,726	8,394,499
Staff Development	38,700	37,710	28,343
Depreciation	333,382	298,070	339,758
	<u>10,784,866</u>	<u>9,146,657</u>	<u>9,341,633</u>

# TE PUKE HIGH SCHOOL

## Notes to the Financial Statements

### For the year ended 31 December 2024

#### 5. Administration

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	11,862	9,500	11,166
Board of Trustees Fees	8,406	11,500	6,138
Board of Trustees Expenses	7,313	14,000	13,254
Communication	16,346	14,085	15,139
Consumables	22,397	65,500	36,371
Operating Lease	32,374	33,000	32,374
Legal Fees	-	1,000	-
School Lunches Programme	1,291,591	-	1,212,205
Other	99,016	62,000	159,905
Employee Benefits - Salaries	428,735	479,745	412,737
Insurance	22,558	24,000	29,497
Service Providers, Contractors and Consultancy	18,147	25,500	17,850
	<u>1,958,745</u>	<u>739,830</u>	<u>1,946,636</u>

#### 6. Property

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	52,753	33,975	41,547
Consultancy and Contract Services	162,103	160,000	161,125
Cyclical Maintenance Provision	26,059	25,000	74,084
Grounds	26,127	20,985	20,740
Heat, Light and Water	125,470	102,000	92,922
Rates	15,670	14,000	21,562
Repairs and Maintenance	168,385	145,000	152,202
Use of Land and Buildings	1,995,634	1,900,000	1,925,431
Security	31,149	25,000	35,337
Employee Benefits - Salaries	200,957	204,438	193,328
	<u>2,804,307</u>	<u>2,630,398</u>	<u>2,718,278</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.

# TE PUKE HIGH SCHOOL

## Notes to the Financial Statements

### For the year ended 31 December 2024

#### 7. Cash and Cash Equivalents

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cash on Hand	1,042	-	1,042
Bank Accounts	3,044,017	3,082,246	3,117,106
Bank Call Account	5,005	-	4,926
Cash and cash equivalents for Statement of Cash Flows	3,050,064	3,082,246	3,123,074

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

Of the \$3,050,064 Cash and Cash Equivalents, \$8,565 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. The funds are required to be spent in 2025 on Crown owned school buildings.

Of the \$3,050,064 Cash and Cash Equivalents, \$145,602 of Other Revenue Received in Advance is held by the School, as disclosed in note 12.

Of the \$3,050,064 Cash and Cash Equivalents, \$137,275 is held by the School on behalf of the Te Puke Transport Network.

Of the \$3,050,064 Cash and Cash Equivalents, \$517,174 and \$636,765 are held by the School on behalf of international students. These funds are subject to conditions and if these conditions are not met, the funds will need to be returned.

#### 8. Accounts Receivable

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	124,598	154,310	222,384
Receivables from the Ministry of Education	-	-	805
Receivables from TTNG	52,633	-	97,433
Interest Receivable	1,592	-	1,697
Teacher Salaries Grant Receivable	646,201	700,000	547,088
	825,024	854,310	869,407
Receivables from Exchange Transactions	126,190	154,310	224,081
Receivables from Non-Exchange Transactions	698,834	700,000	645,326
	825,024	854,310	869,407

#### 9. Investments

The School's investment activities are classified as follows:

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Current Asset			
Short-term Bank Deposits	171,280	160,000	161,272
Non-current Asset			
Manawa Energy	34,462	35,000	26,401
Total Investments	205,742	195,000	187,673

# TE PUKE HIGH SCHOOL

## Notes to the Financial Statements

For the year ended 31 December 2024

### 10. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2024	\$	\$	\$	\$	\$	\$
Building Improvements	133,640	-	-	-	(13,237)	120,403
Furniture and Equipment	256,581	97,359	-	-	(80,647)	273,293
Information Technology	355,496	173,262	-	-	(181,515)	347,243
Motor Vehicles	18,413	-	-	-	(10,044)	8,369
Textbooks	27,166	27,851	-	-	(10,029)	44,988
Leased Assets	41,510	37,545	-	-	(33,941)	45,114
Library Resources	30,512	2,448	-	-	(3,967)	28,993
Work in Progress	-	22,353	-	-	-	22,353
<b>Balance at 31 December</b>	<b>863,318</b>	<b>360,818</b>	<b>-</b>	<b>-</b>	<b>(333,380)</b>	<b>890,756</b>

The net carrying value of equipment held under a finance lease is \$45,114 (2023: \$41,510).

#### Restrictions

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

	2024 Cost or Valuation	2024 Accumulated Depreciation	2024 Net Book Value	2023 Cost or Valuation	2023 Accumulated Depreciation	2023 Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	434,854	(314,451)	120,403	434,854	(301,214)	133,640
Furniture and Equipment	2,150,889	(1,877,596)	273,293	2,056,880	(1,800,299)	256,581
Information Technology	1,970,896	(1,623,653)	347,243	1,810,781	(1,455,285)	355,496
Motor Vehicles	362,219	(353,850)	8,369	362,219	(343,806)	18,413
Textbooks	153,962	(108,974)	44,988	126,111	(98,945)	27,166
Leased Assets	286,778	(241,664)	45,114	340,666	(299,156)	41,510
Library Resources	191,528	(162,535)	28,993	189,080	(158,568)	30,512
Work in Progress	22,353	-	22,353	-	-	-
<b>Balance at 31 December</b>	<b>5,573,479</b>	<b>(4,682,723)</b>	<b>890,756</b>	<b>5,320,591</b>	<b>(4,457,273)</b>	<b>863,318</b>

### 11. Accounts Payable

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Creditors	144,637	120,400	94,621
Accruals	71,496	-	73,743
Employee Entitlements - Salaries	798,897	700,000	678,426
Employee Entitlements - Leave Accrual	71,973	70,000	39,263
	<b>1,087,003</b>	<b>890,400</b>	<b>886,053</b>
Payables for Exchange Transactions	1,087,003	890,400	886,053
	<b>1,087,003</b>	<b>890,400</b>	<b>886,053</b>

The carrying value of payables approximates their fair value.

# TE PUKE HIGH SCHOOL

## Notes to the Financial Statements

### For the year ended 31 December 2024

#### 12. Revenue Received in Advance

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Grants in Advance - Ministry of Education	29,631	-	-
International Student Fees	517,174	600,000	579,567
Other	115,971	150,000	136,885
	<u>662,776</u>	<u>750,000</u>	<u>716,452</u>

#### 13. Provision for Cyclical Maintenance

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Provision at the Start of the Year	119,337	119,337	46,260
Increase to the Provision During the Year	26,059	25,000	24,996
Use of the Provision During the Year	-	-	-
Other Adjustments	(7,266)	-	48,081
Provision at the End of the Year	<u>138,130</u>	<u>144,337</u>	<u>119,337</u>
Cyclical Maintenance - Current	-	-	-
Cyclical Maintenance - Non Current	138,130	130,000	119,337
	<u>138,130</u>	<u>130,000</u>	<u>119,337</u>

The schools cyclical maintenance schedule details annual painting to be undertaken, the costs associated to this annual work will vary dependent on the requirements during the year. This plan is based on the estimated cost of materials and salary of the caretaker employed by the School.

#### 14. Finance Lease Liability

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

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
No Later than One Year	37,254	34,000	28,042
Later than One Year and no Later than Five Years	25,675	25,000	21,876
Future Finance Charges	(4,763)	-	(3,650)
	<u>58,166</u>	<u>59,000</u>	<u>46,268</u>
<b>Represented by</b>			
Finance lease liability - Current	33,997	34,000	25,380
Finance lease liability - Non Current	24,169	25,000	20,888
	<u>58,166</u>	<u>59,000</u>	<u>46,268</u>



# TE PUKE HIGH SCHOOL

## Notes to the Financial Statements

### For the year ended 31 December 2024

#### 15. Funds held in Trust

	2024 Actual \$	2024 Budget \$	2023 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	636,765	670,000	596,343
	<u>636,765</u>	<u>670,000</u>	<u>596,343</u>

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

#### 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.

	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contributions /Adjustments	Closing Balances \$
<b>2024</b>					
Beatty Block	8,565	-	-	-	8,565
SIPS	(276)	-	-	-	(276)
Shade Sail	(100,227)	73,781	-	-	(26,446)
Re-roofing Hall and Performing Arts Block	(10,850)	-	-	-	(10,850)
LSC Workroom Refurbishment	143,496	95,270	(242,379)	-	(3,613)
Heat Pumps, Betty Block, Hort Classroom	-	40,637	(43,336)	-	(2,699)
AMS Beatty Block Heating/Cooling	-	-	(22,212)	-	(22,212)
Temporary Roof Replacement Room	-	-	(1,850)	-	(1,850)
Totals	<u>40,708</u>	<u>209,688</u>	<u>(309,777)</u>	<u>-</u>	<u>(59,381)</u>

#### Represented by:

Funds Held on Behalf of the Ministry of Education	8,565
Funds Receivable from the Ministry of Education	(67,946)
	<u>(59,381)</u>

	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contributions	Closing Balances \$
<b>2023</b>					
Beatty Block	8,565	-	-	-	8,565
SIPS	(20,848)	20,572	-	-	(276)
Shade Sail	(79,333)	-	(20,894)	-	(100,227)
Re-roofing Hall and Performing Arts Block	10,526	12,289	(33,665)	-	(10,850)
LSC Workroom Refurbishment	-	158,965	(15,469)	-	143,496
Totals	<u>(81,090)</u>	<u>191,826</u>	<u>(70,028)</u>	<u>-</u>	<u>40,708</u>

#### Represented by:

Funds Held on Behalf of the Ministry of Education	152,061
Funds Receivable from the Ministry of Education	(111,353)
	<u>40,708</u>



# TE PUKE HIGH SCHOOL

## Notes to the Financial Statements

### For the year ended 31 December 2024

#### 17. Funds Held on Behalf of Te Puke Transport Network

The School is the lead school funded by the Ministry of Education to provide transport services to its cluster of schools.

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Funds Held at Beginning of the Year	322,327	200,000	347,734
Adjustment to Prior Year Figures	-	-	233,668
Interest Received	15,990	15,000	18,709
Other Revenue	10,925	12,000	13,923
Funds Received from MOE	1,576,890	1,500,000	1,520,793
Total Funds Received	1,603,805	1,527,000	1,553,425
Funds Spent on Behalf of the Cluster	(1,411,277)	(1,145,000)	(1,551,961)
Funds Remaining	192,528	382,000	1,464
Distribution of Funds			
Fairhaven	(12,796)	(14,500)	(14,330)
Otamarakau	(5,781)	(6,500)	(6,513)
Paengaroa	(16,742)	(20,000)	(21,104)
Pongakawa	(36,399)	(50,000)	(49,242)
Pukehina	(3,672)	(2,500)	(2,605)
Te Puke High School	(98,437)	(127,000)	(102,131)
Te Puke Intermediate	(37,742)	(40,000)	(38,560)
Te Puke Primary	(8,121)	(10,000)	(10,161)
Te Ranga	(10,999)	(15,500)	(15,893)
Funds Held at Year End	284,166	296,000	322,327

#### 18. Related Party Transactions

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

Related party disclosures have not been made for transactions with related parties that are within a normal supplier or client/recipient relationship on terms and 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.

# TE PUKE HIGH SCHOOL

## Notes to the Financial Statements

### For the year ended 31 December 2024

#### 19. Remuneration

##### *Key management personnel compensation*

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

	2024 Actual \$	2023 Actual \$
<i>Board Members</i>		
Remuneration	8,406	6,138
<i>Leadership Team</i>		
Remuneration	2,049,393	1,873,244
Full-time equivalent members	14.93	14.00
Total key management personnel remuneration	<u>2,057,799</u>	<u>1,879,382</u>

There are 6 members of the Board excluding the Principal. The Board had held 10 full meetings of the Board in the year. The Board also has 2 members in the Finance Committee that meet monthly respectively. As well as these regular meetings, including preparation time, the Chair and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

##### *Principal*

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

	2024 Actual \$000	2023 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	200 - 210	190 - 200
Benefits and Other Emoluments	28 - 29	29 - 30

##### *Other Employees*

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

Remuneration \$000	2024 FTE Number	2023 FTE Number
100 - 110	11	11
110 - 120	12	9
120 - 130	5	5
130 - 140	-	4
140 - 150	3	-
150 - 160	-	1
160 - 170	1	-
170 - 180	1	-
	<u>33</u>	<u>30</u>

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

#### 20. Compensation and Other Benefits Upon Leaving

The total value of compensation or other benefits paid or payable to persons who ceased to be board members, committee member, 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	-	-
Number of People	-	-

# TE PUKE HIGH SCHOOL

## Notes to the Financial Statements

### For the year ended 31 December 2024

#### 21. Contingencies

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

#### Holidays Act Compliance – Schools Payroll

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

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

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

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

#### 22. Commitments

##### (a) Capital Commitments

At 31 December 2024, the Board had capital commitments of \$304,876 (2023: \$427,284) as a result of entering the following contracts:

Contract Name	Contract Amount	Spend To Date	Remaining Capital Commitment
	\$	\$	\$
Basketball Upgrade and Covered Shade	355,000	350,227	4,773
Beatty Block	300,450	21,435	279,015
Heat Pumps, Betty Block, Hort Classroom	51,407	43,336	8,071
AMS Beatty Block Heating/Cooling	35,229	22,212	13,017
Total	742,086	437,210	304,876

##### (b) Operating Commitments

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

#### 23. Financial Instruments

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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
<b>Financial assets measured at amortised cost</b>			
Cash and Cash Equivalents	3,050,064	3,082,246	3,123,074
Receivables	825,024	854,310	869,407
Investments - Term Deposits	171,280	160,000	161,272
Total Financial assets measured at amortised cost	4,046,368	4,096,556	4,153,753
<b>Financial liabilities measured at amortised cost</b>			
Payables	1,087,003	890,400	886,053
Finance Leases	58,166	59,000	46,268
Total Financial Liabilities Measured at Amortised Cost	1,145,169	949,400	932,321

# **TE PUKE HIGH SCHOOL**

## **Notes to the Financial Statements**

**For the year ended 31 December 2024**

### **24. Comparatives**

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

### **25. Events After Balance Date**

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

## TE PUKE HIGH SCHOOL

Members of the Board

For the year ended 31 December 2024

Name	Position	How Position Gained	Occupation	Expiry Date
Christina Robinson	Presiding Member	Elected September 2022	Company Director	May 2025
Alan Liddle	Principal	By virtue of Tenure	Principal	
Jim Smith	Parent Rep	Elected September 2022	General Manager	September 2025
Luke Whare	Parent Rep	Elected September 2022	Labourer	May 2025
Josh Crump	Staff Rep	Elected September 2022	Teacher	September 2025
Zane Alusa	Student Rep	Elected September 2024	Student	September 2025
Rachael Hopkins	Parent Rep	Elected November 2023	Customer Service	November 2026
Chris Michael	Parent Rep	Elected November 2023	Senior Quantity Surveyor	November 2026
Mereana Te Pere	Co-opted	Co-opted August 2023	Health Promote Strategist	November 2026
Bella Ngawhika	Student Rep	Elected September 2023	Student	September 2024

# TE PUKE HIGH SCHOOL

For the year ended 31 December 2024

## Kiwisport

Kiwi Sport is a government initiative to support students' participation in organised sport. In 2024, the school received Kiwi Sport funding of \$24,577 (2023: \$22,624 ) which was spent on a wide variety of organised sports.

## Statement of Compliance with Employment Policy

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

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

# Kiwisport Funding

## **1. Subsidising Sports Team Entry Fees**

- Kiwisport funding was used to reduce the financial barrier for students to participate in inter-school and regional competitions across a range of sports including netball, rugby, football, volleyball, and athletics.

## **2. Sports Equipment and Gear**

- Funding contributed to the purchase of sports equipment and uniforms, making it easier for more students to participate, particularly those from families facing financial hardship.

## **3. Increased Lunchtime and After-School Sport Options**

- Additional resources were used to support lunchtime sports competitions and after-school sport programmes, which increased informal and formal participation opportunities for a broader range of students.