

RANGIORA HIGH SCHOOL

TE KURA TUARUA O RANGIORA



ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2025

DIRECTORY

Principal: Bruce Kearney

School Address: 125 East Belt, Rangiora

School Postal Address: 125 East Belt, Rangiora

School Phone: 03 311 8888

School Email: admin@rangiorahigh.school.nz

Members of the Board:

Name	Position	How Position Gained	Term Expires
Simon Green	Presiding Member	Elected	2028
Bruce Kearney	Principal ex Officio	Ex Officio	-
Carolyn Myall	Parent Representative	Elected	2028
Louise Courtney	Parent Representative	Elected	2028
Megan McNay	Parent Representative	Co-opted	2028
Lorraine Walker	Parent Representative	Co-opted	2027
Gert Hendriks	Parent Representative	Elected	2027
Emma Don	Staff Representative	Elected	2028
Harry Parrish	Student Representative	Elected	2026

RANGIORA HIGH SCHOOL
TE KURA TUARUA O RANGIORA
ANNUAL FINANCIAL STATEMENTS
INDEX
FOR THE YEAR ENDED 31 DECEMBER 2025

Page	Statement
3	Statement of Responsibility
4	Statement of Comprehensive Revenue and Expense
5	Statement of Changes in Net Assets/Equity
6	Statement of Financial Position
7	Statement of Cash Flows
8 - 20	Notes to the Financial Statements
21	Kiwisport Statement
22 - 24	Independent Auditor's Report

Rangiora High School
TE KURA TUARUA O RANGIORA

Statement of Responsibility

For the year ended 31 December 2025

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

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

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

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

Simon Green
Full Name of Presiding Member



Signature of Presiding Member

2-Jun-26

Date

Bruce Kearney
Full Name of Principal



Signature of Principal

2-Jun-26

Date

Rangiora High School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Revenue				
Government Grants	2	22,518,032	22,024,817	21,385,130
Locally Raised Funds	3	1,771,165	1,037,500	1,576,211
Interest		352,296	370,000	491,190
Gain on Sale of Property, Plant and Equipment		4,348	-	-
Other Revenue		31,415	27,500	38,856
Total Revenue		24,677,255	23,459,817	23,491,387
Expense				
Locally Raised Funds	3	1,328,641	677,800	1,176,659
Learning Resources	4	16,731,625	16,074,500	15,849,428
Administration	5	960,107	860,500	927,194
Property	6	4,398,619	4,557,000	5,108,237
Other Expense	7	1,257,910	1,245,000	1,216,806
Total Expense		24,676,902	23,414,800	24,278,324
Net Surplus / (Deficit) for the year		353	45,017	(786,937)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		353	45,017	(786,937)

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

Rangiora High School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Equity at 1 January		11,708,567	11,708,567	12,995,504
Total comprehensive revenue and expense for the year		353	45,017	(786,937)
Contribution - Furniture and Equipment Grant		89,949	-	-
Distributions to the Ministry of Education		-	-	(500,000)
Equity at 31 December		11,798,869	11,753,584	11,708,567
Accumulated comprehensive revenue and expense		11,798,869	11,753,584	11,708,567
Equity at 31 December		11,798,869	11,753,584	11,708,567

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.

Rangiora High School

Statement of Financial Position

As at 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Current Assets				
Cash and Cash Equivalents	8	214,754	439,525	439,525
Accounts Receivable	9	1,338,687	1,188,535	1,178,878
GST Receivable		41,420	-	87,684
Prepayments		60,765	-	-
Inventories	10	61,505	33,593	33,593
Investments	11	7,258,806	6,957,205	6,957,005
Funds Receivable for Capital Works Projects	18	35,079	419,640	419,640
		<u>9,011,016</u>	<u>9,038,498</u>	<u>9,116,325</u>
Current Liabilities				
Accounts Payable	13	1,805,412	1,584,866	1,584,866
Revenue Received in Advance	14	351,987	617,879	617,879
Provision for Cyclical Maintenance	15	-	75,863	83,719
Finance Lease Liability	16	51,945	86,247	86,247
Funds held in Trust	17	458,283	633,121	633,121
Funds held for Capital Works Projects	18	341,687	272,806	272,806
Funds held on behalf of School Cluster	19	60,021	110,772	101,032
		<u>3,069,335</u>	<u>3,381,554</u>	<u>3,379,670</u>
Working Capital Surplus/(Deficit)		5,941,681	5,656,944	5,736,655
Non-current Assets				
Investments	11	200	200	200
Property, Plant and Equipment	12	6,126,153	6,415,799	6,280,352
		<u>6,126,353</u>	<u>6,415,999</u>	<u>6,280,552</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	15	175,039	253,359	242,640
Finance Lease Liability	16	94,126	66,000	66,000
		<u>269,165</u>	<u>319,359</u>	<u>308,640</u>
Net Assets		<u><u>11,798,869</u></u>	<u><u>11,753,584</u></u>	<u><u>11,708,567</u></u>
Equity		<u><u>11,798,869</u></u>	<u><u>11,753,584</u></u>	<u><u>11,708,567</u></u>

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

Rangiora High School

Statement of Cash Flows

For the year ended 31 December 2025

	Note	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Cash flows from Operating Activities				
Government Grants		6,886,801	6,710,817	6,444,623
Locally Raised Funds		490,280	195,431	803,607
International Students		604,611	802,000	894,266
Goods and Services Tax (net)		46,264	11,144	-
Payments to Employees		(3,950,154)	(3,517,430)	(4,242,117)
Payments to Suppliers		(4,276,560)	(4,071,962)	(4,701,411)
Interest Received		377,069	370,000	542,392
Net cash from/(to) Operating Activities		178,311	500,000	(258,640)
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		4,348	-	-
Purchase of Property Plant & Equipment (and Intangibles)		(426,997)	(500,000)	(1,930,954)
Purchase of Investments		(301,800)	-	-
Proceeds from Sale of Investments		-	-	2,441,410
Net cash from/(to) Investing Activities		(724,449)	(500,000)	510,456
Cash flows from Financing Activities				
Distributions to Ministry of Education		-	-	(500,000)
Finance Lease Payments		(6,176)	-	-
Loans Received (Finance leases)		-	-	(136,692)
Repayment of Borrowings (Painting contract)		-	-	(21,260)
Funds Administered on Behalf of Other Parties		237,594	-	99,396
Net cash from/(to) Financing Activities		321,367	-	(558,556)
Net increase/(decrease) in cash and cash equivalents		(224,771)	-	(306,740)
Cash and cash equivalents at the beginning of the year	8	439,525	439,525	746,265
Cash and cash equivalents at the end of the year	8	214,754	439,525	439,525

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

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

Rangiora High School

Notes to the Financial Statements

For the year ended 31 December 2025

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

The financial statements have been prepared for the period 1 January 2025 to 31 December 2025 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

The School recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the School buildings. The estimate is based on the School's best estimate of the cost of painting the School and when the School is required to be painted, based on an assessment of the School's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 15.

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment, as disclosed in the significant accounting policies, are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 12.

Critical Judgements in applying accounting policies

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

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the School. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental

to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee.

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 16. Future operating lease commitments are disclosed in note 24.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

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

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

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) 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.

e) 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.

f) Accounts Receivable

Short-term receivables are recorded at the amount due, less an allowance for expected credit losses (uncollectable debts). The School's receivables are largely made up of funding from the Ministry of Education. Therefore the level of uncollectable debts is not considered to be material. However, short-term receivables are written off when there is no reasonable expectation of recovery.

g) Inventories

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

the Statement of Comprehensive Revenue and Expense in the period of the write down.

h) Investments

Bank term deposits are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. A loss allowance for expected credit losses is recognised if the estimated loss allowance is material.

i) Property, Plant and Equipment

Land and buildings owned by the Crown are excluded from these financial statements. The Board's use of the land and buildings as 'occupant' is based on a property occupancy document.

Improvements (funded by the Board) to buildings owned by the Crown or directly by the Board are recorded at cost, less accumulated depreciation and impairment losses.

Property, plant and equipment are recorded at cost or, in the case of donated assets, fair value at the date of receipt, less accumulated depreciation and impairment losses. Cost or fair value, as the case may be, includes those costs that relate directly to bringing the asset to the location where it will be used and making sure it is in the appropriate condition for its intended use.

Gains and losses on disposals (i.e. sold or given away) are determined by comparing the proceeds received with the carrying amounts (i.e. the book value). The gain or loss arising from the disposal of an item of property, plant and equipment is recognised in the Statement of Comprehensive Revenue and Expense.

Finance Leases

A finance lease transfers to the lessee substantially all the risks and rewards incidental to ownership of an asset, whether or not title is eventually transferred. At the start of the lease term, finance leases are recognised as assets and liabilities in the statement of financial position at the lower of the fair value of the leased asset or the present value of the minimum lease payments. The finance charge is charged to the surplus or deficit over the lease period so as to produce a constant periodic rate of interest on the remaining balance of the liability. The amount recognised as an asset is depreciated over its useful life. If there is no reasonable certainty whether the School will obtain ownership at the end of the lease term, the asset is fully depreciated over the shorter of the lease term and its useful life.

Depreciation

Property, plant and equipment except for library resources are depreciated over their estimated useful lives on a straight line basis. Library resources are depreciated on a diminishing value basis. Depreciation of all assets is reported in the Statement of Comprehensive Revenue and Expense.

The estimated useful lives of the assets are:

Building Improvements	10–75 years
Board-owned Buildings	10–75 years
Furniture and Equipment	10–15 years
Information and Communication Technology	3–5 years
Intangible Assets	3 years
Motor Vehicles	5 years
Textbooks	3 years
Leased Assets held under a Finance Lease	Term of Lease
Library Resources	12.5% Diminishing value

j) Impairment of property, plant, and equipment

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

Non cash generating assets

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

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

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

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

k) 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.

l) Employee Entitlements

Short-term employee entitlements

Employee entitlements that are expected to be settled within 12 months after the end of the reporting period in which the employees provide the related service are measured based on accrued entitlements at current rates of pay. These include salaries and wages accrued up to balance date and annual leave earned, by non teaching staff, but not yet taken at balance date.

Long-term employee entitlements

Employee benefits that are not expected to be settled wholly before 12 months after the end of the reporting period in which the employee provides the related service, such as retirement and long service leave, have been calculated on an actuarial basis.

The calculations are based on the likely future entitlements accruing to employees, based on years of service, years to entitlement, the likelihood that employees will reach the point of entitlement, and contractual entitlement information, and the present value of the estimated future cash flows. Remeasurements are recognised in surplus or deficit in the period in which they arise.

m) Revenue Received in Advance

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

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

n) Funds Held in Trust

Funds are held in trust where they have been received by the School for a specified purpose, or are being held on behalf of a third party and these transactions are not recorded in the Statement of Comprehensive Revenue and Expense.

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

o) Funds held for Capital works

The School directly receives funding from the Ministry of Education for capital works projects that are included in the School five year capital works agreement. These funds are held on behalf and for a specified purpose. As such, these transactions are not recorded in the Statement of Comprehensive Revenue and Expense.

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

p) 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.

q) Provision for Cyclical Maintenance

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

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

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

r) Financial Instruments

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

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

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

s) Borrowings

Borrowings on normal commercial terms are initially recognised at the amount borrowed plus transaction costs. Interest due on the borrowings is subsequently accrued and added to the borrowings balance. Borrowings are classified as current liabilities unless the School has an unconditional right to defer settlement of the liability for at least 12 months after balance date.

t) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

u) Budget Figures

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

v) Services received in-kind

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

2. Government Grants

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Government Grants - Ministry of Education	5,392,487	5,338,817	4,991,532
Teachers' Salaries Grants	12,415,835	12,000,000	11,397,347
Use of Land and Buildings Grants	3,215,513	3,200,000	3,543,149
Transport Services Grants	1,385,944	1,372,000	1,338,784
Other Government Grants	108,253	114,000	114,318
	<u>22,518,032</u>	<u>22,024,817</u>	<u>21,385,130</u>

3. Locally Raised Funds

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

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Revenue			
Donations	144,944	98,000	112,100
Fees for Extra Curricular Activities	596,550	107,500	588,407
Trading	154,647	30,000	108,894
International Student Fees	875,024	802,000	766,810
	<u>1,771,165</u>	<u>1,037,500</u>	<u>1,576,211</u>
Expense			
Extra Curricular Activities Costs	606,773	107,300	623,123
Trading	241,347	60,000	80,623
International Student - Employee Benefits - Salaries	231,217	268,000	242,647
International Student - Other Expenses	249,304	242,500	230,266
	<u>1,328,641</u>	<u>677,800</u>	<u>1,176,659</u>
<i>Surplus/ (Deficit) for the year Locally Raised Funds</i>	<u>442,524</u>	<u>359,700</u>	<u>399,552</u>

4. Learning Resources

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Curricular	808,229	878,000	823,152
Information and Communication Technology	428,498	355,000	375,558
Employee Benefits - Salaries	14,653,716	14,118,500	13,914,125
Staff Development	259,985	223,000	197,062
Depreciation	581,197	500,000	539,531
	<u>16,731,625</u>	<u>16,074,500</u>	<u>15,849,428</u>

5. Administration

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Audit Fees	14,730	15,000	12,892
Board Fees and Expenses	35,254	24,000	48,828
Other Administration Expenses	112,346	107,500	112,498
Employee Benefits - Salaries	767,361	640,000	694,371
Insurance	30,384	70,000	55,153
Service Providers, Contractors and Consultancy	32	4,000	3,452
	<u>960,107</u>	<u>860,500</u>	<u>927,194</u>

6. Property

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Caretaking & Cleaning costs	121,833	109,000	116,862
Cyclical Maintenance	(151,320)	50,000	75,867
Heat, Light and Water	233,255	220,000	212,762
Rates	24,611	35,000	27,420
Repairs and Maintenance	277,379	309,000	405,051
Use of Land and Buildings	3,215,513	3,200,000	3,543,149
Employee Benefits - Salaries	677,348	634,000	727,126
	<u>4,398,619</u>	<u>4,557,000</u>	<u>5,108,237</u>

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

7. Other Expense

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Transport Services	1,257,910	1,245,000	1,216,806
	<u>1,257,910</u>	<u>1,245,000</u>	<u>1,216,806</u>

8. Cash and Cash Equivalents

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Bank Accounts	214,754	439,525	439,525
Cash and cash equivalents for Statement of Cash Flows	<u>214,754</u>	<u>439,525</u>	<u>439,525</u>

The cash and cash equivalents are subject to restrictions for the following reasons:

- \$296,293 of international student fees relating to the 2026 school year have been collected by the school. This is included in Revenue in Advance in note 14.
- \$341,687 is held by the school on behalf of the Ministry of Education. The funds have been provided as part of the school's 5 Year Agreement Funding and is required to be spent on the school's buildings. See note 18.
- \$60,021 is held by the school on behalf of the Puketeraki Kahui Ako and Kahui Arataki. See note 19 for details of the revenue and expenditure of the cluster.
- * \$458,283 is held by the school on behalf of multiple parties, including international students, and is required to be spent only for their purposes as disclosed in note 17.

9. Accounts Receivable

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Receivables	107,221	22,139	12,482
Interest Receivable	38,315	63,088	63,088
Teacher Salaries Grant Receivable	1,193,151	1,103,308	1,103,308
	<u>1,338,687</u>	<u>1,188,535</u>	<u>1,178,878</u>
Receivables from Exchange Transactions	145,536	85,227	75,570
Receivables from Non-Exchange Transactions	1,193,151	1,103,308	1,103,308
	<u>1,338,687</u>	<u>1,188,535</u>	<u>1,178,878</u>

10. Inventories

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Stationery	3,797	3,945	3,945
School Uniforms	8,028	8,028	8,028
Farm	49,680	21,620	21,620
	<u>61,505</u>	<u>33,593</u>	<u>33,593</u>

11. Investments

The School's investment activities are classified as follows:

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Current Asset			
Short-term Bank Deposits	7,258,806	6,957,205	6,957,005
Non-current Asset			
Long-term Bank Deposits	200	200	200
Total Investments	<u>7,259,006</u>	<u>6,957,405</u>	<u>6,957,205</u>

12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2025	\$	\$	\$	\$	\$	\$
Land	1,017,212	-	-	-	-	1,017,212
Buildings	2,896,580	-	-	-	(78,598)	2,817,982
Building Improvements	1,140,788	-	(4,732)	-	(133,224)	1,002,832
Furniture and Equipment	803,029	212,194	-	-	(190,279)	824,944
Information and Communication Technology	299,792	131,195	-	-	(159,632)	271,355
Motor Vehicles	118,727	25,208	(10,645)	-	(18,102)	115,188
Library Resources	4,424	-	-	-	(1,362)	3,062
	<u>6,280,552</u>	<u>368,597</u>	<u>(15,377)</u>	<u>-</u>	<u>(581,197)</u>	<u>6,052,575</u>

The net carrying value of ICT assets held under a finance lease is \$89,980 (2024:\$127,894)

	2025 Cost or Valuation	2025 Accumulated Depreciation	2025 Net Book Value	2024 Cost or Valuation	2024 Accumulated Depreciation	2024 Net Book Value
	\$	\$	\$	\$	\$	\$
Land	1,017,212	-	1,017,212	1,017,212	-	1,017,212
Buildings	3,143,913	(325,929)	2,817,984	3,143,913	(247,332)	2,896,581
Building Improvements	2,108,857	(1,106,026)	1,002,831	2,118,671	(977,883)	1,140,788
Furniture and Equipment	3,104,243	(2,279,299)	824,944	2,910,265	(2,107,235)	803,030
Information and Communication Technology	957,361	(686,007)	271,354	826,166	(526,375)	299,791
Motor Vehicles	358,804	(243,617)	115,187	345,762	(227,035)	118,727
Library Resources	110,672	(107,610)	3,062	110,672	(106,249)	4,423
	<u>10,801,062</u>	<u>(4,748,488)</u>	<u>6,052,574</u>	<u>10,472,661</u>	<u>(4,192,109)</u>	<u>6,280,552</u>

13. Accounts Payable

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Creditors	390,566	223,515	223,515
Employee Entitlements - Salaries	1,335,620	1,297,408	1,297,408
Employee Entitlements - Leave Accrual	79,226	63,943	63,943
	<u>1,805,412</u>	<u>1,584,866</u>	<u>1,584,866</u>
Payables for Exchange Transactions	1,805,412	1,584,866	1,584,866
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>1,805,412</u>	<u>1,584,866</u>	<u>1,584,866</u>

The carrying value of payables approximates their fair value.

14. Revenue Received in Advance

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Grants in Advance - Ministry of Education	120	-	-
International Student Fees in Advance	296,293	566,705	566,705
Other revenue in Advance	55,574	51,174	51,174
	<u>351,987</u>	<u>617,879</u>	<u>617,879</u>

15. Provision for Cyclical Maintenance

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Provision at the Start of the Year	326,359	326,539	323,676
Increase/(decrease) to the Provision During the Year	86,669	75,863	75,863
Use of the Provision During the Year	(237,989)	(73,180)	(73,180)
Provision at the End of the Year	<u>175,039</u>	<u>329,222</u>	<u>326,359</u>
Cyclical Maintenance - Current	-	75,863	83,719
Cyclical Maintenance - Non current	175,039	253,359	242,640
	<u>175,039</u>	<u>329,222</u>	<u>326,359</u>

Per the cyclical maintenance schedule, the School is next expected to undertake painting works during 2028. A property maintenance top-up grant received during the year was spent on cyclical maintenance ahead of schedule, reducing the provision. This plan is based on the School's 10 Year Property plan.

16. Finance Lease Liability

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

	2025	2025	2024
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
No Later than One Year	51,945	86,247	86,247
Later than One Year	94,126	66,000	66,000
	<u>146,071</u>	<u>152,247</u>	<u>152,247</u>
Represented by			
Finance lease liability - Current	51,945	86,247	86,247
Finance lease liability - Non current	94,126	66,000	66,000
	<u>146,071</u>	<u>152,247</u>	<u>152,247</u>

17. Funds held in Trust

	2025	2025	2024
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Funds Held in Trust on Behalf of Third Parties - Current	458,283	633,121	633,121
	<u>458,283</u>	<u>633,121</u>	<u>633,121</u>

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

18. 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 9, and includes retentions on the projects, if applicable.

MOE Project code and name	2025	Opening Balances	Receipts from MOE	Payments	Board Contributions / Transfers	Closing Balances
		\$	\$	\$	\$	\$
220989 Fire Alarm Upgrade		9,840	-	-	-	9,840
240125 Accessibility upgrades		33,353	-	(26,652)	-	6,701
239460 Hall Replacement		229,613	-	(9,500)	-	220,113
239450 Heating & Cooling upgrade		(97,507)	250,000	(47,460)	-	105,033
239447 Rakahuri acoustics upgrade		(322,133)	323,457	(1,324)	-	-
220989 Fire Alarm Upgrade		-	-	(6,920)	-	(6,920)
239461 Sports Centre Refurbishment		-	-	(28,159)	-	(28,159)
Totals		<u>(146,834)</u>	<u>573,457</u>	<u>(120,015)</u>	<u>-</u>	<u>306,608</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	341,687
Funds Receivable from the Ministry of Education	(35,079)
Total Payable / (Receivable)	<u>306,608</u>

2024	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions / Transfers \$	Closing Balances \$
213899 Multi-block weathertightness	132,007	6,143	(138,150)		-
220702 F Block ILE upgrade	6,295		(6,295)		-
220989 Fire Alarm Upgrade	(173,677)	221,716	(38,199)		9,840
220989 Fire Alarm Upgrade	(75,925)			75,925	-
Admin - EQ strengthening	(2,195)	2,195			-
240125 Accessibility upgrades	(36,985)	70,338			33,353
BMS Upgrade	(22,618)			22,618	-
239460 Hall Replacement	250,463		(20,850)		229,613
239450 Heating & Cooling upgrade	(47,507)		(50,000)		(97,507)
239447 Rakahuri acoustics upgrade	(48,494)	500,000	(1,273,639)	500,000	(322,133)
239461 Sports Centre Refurbishment	(15,428)	46,279	(30,851)		-
Emergency projects	(10,572)			10,572	-
Totals	(44,636)	846,671	(1,557,984)	609,115	(146,834)

Represented by:

Funds Held on Behalf of the Ministry of Education	272,806
Funds Receivable from the Ministry of Education	(419,640)
Total Payable / (Receivable)	(146,834)

19. Funds Held on Behalf of Puketeraki Kahui Ako

Rangiora High School holds funds on behalf of the Puketeraki Kahui Ako, a Community of Learning of schools funded by the Ministry.

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Funds Held at Beginning of the Year	101,032	101,032	90,910
Funds Received from Cluster Members	75,787	-	-
Funds Received from MOE	-	127,000	127,382
Total funds received	176,819	228,032	218,292
Funds Spent on Behalf of the Cluster	116,799	117,260	117,260
Funds Held at Year End	60,021	110,772	101,032

20. Related Party Transactions

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

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

21. Remuneration

Key management personnel compensation

Key management personnel of the School include all Board members, Principal, Associate Principal, Deputy Principals, Assistant Principal and Business Manager.

	2025 Actual \$	2024 Actual \$
<i>Board Members</i> Remuneration	7,880	7,809
<i>Leadership Team</i> Remuneration Full-time equivalent members	1,230,920 8	1,084,808 7
Total key management personnel remuneration	1,238,800	1,092,617

There are 8 members of the Board excluding the Principal. The Board has held 8 full meetings of the Board in the year. The Board also has a Finance and Property committee with 5 members that meets twice a term and a Health and Safety committee of 3 members that meets once a term. As well as these regular meetings, including preparation time, the Presiding member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal - B Kearney

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

	2025 Actual \$000	2024 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	\$230k - \$240k	\$230k - \$240k
Benefits and Other Emoluments	\$0k - \$10k	\$0k - \$10k
Termination Benefits	0	0

Other Employees

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

Remuneration \$000	2025 FTE Number	2024 FTE Number
\$100k - \$110k	37	25
\$110k - \$120k	21	22
\$120k - \$130k	15	10
\$130k - \$140k	2	1
\$140k - \$150k	4	4
\$150k - \$160k	0	0
\$160k - \$170k	1	0
\$170k - \$180k	0	1
	80	63

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

22. Compensation and Other Benefits Upon Leaving

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

	2025 Actual	2024 Actual
Total	\$0	\$0
Number of People	0	0

23. Contingencies

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

Holidays Act Compliance – Schools Payroll

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

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

24. Commitments

(a) Capital Commitments

At 31 December 2025, the Board had no capital commitments (2024:\$262,966).

(b) Operating Commitments

As at 31 December 2025, the Board has entered into the following contracts:

(a) School bus hire agreement \$116,643 per month

(b) Printer use agreement \$2213 per month

No later than One Year

Later than One Year and No Later than Five Years

	2025 Actual	2024 Actual
	\$	\$
	1,426,272	1,249,543
	60,670	-
	<u>1,486,942</u>	<u>1,249,543</u>

25. Financial Instruments

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

Financial assets measured at amortised cost

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Cash and Cash Equivalents	214,754	439,525	439,525
Receivables	1,338,687	1,188,535	1,178,878
Investments - Term Deposits	7,259,006	6,957,405	6,957,205
Total financial assets measured at amortised cost	<u>8,812,447</u>	<u>8,585,465</u>	<u>8,575,608</u>

Financial liabilities measured at amortised cost

Payables	1,805,412	1,584,866	1,584,866
Funds held in trust (note 17)	458,283	633,121	633,121
Funds held for capital works projects (note 18)	306,608	-	-
Funds held on behalf of school cluster (note 19)	60,021	110,772	101,032
Finance Leases	146,071	152,247	152,247
Total financial liabilities measured at amortised cost	<u>2,776,395</u>	<u>2,481,006</u>	<u>2,471,266</u>

26. Events After Balance Date

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

Rangiora High School
TE KURA TUARUA O RANGIORA

Kiwisport Statement

For the year ended 31 December 2025

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

In the financial year ended 31 December 2025 the school received total Kiwisport funding of \$45,934 excluding GST.

The Kiwisport funding was spent on wages and salaries for sports administration and team coordination.

Simon Green
Full Name of Presiding Member



Signature of Presiding Member

2-Jun-26

Date

Bruce Kearney
Full Name of Principal



Signature of Principal

2-Jun-26

Date

INDEPENDENT AUDITOR'S REPORT

To the readers of Rangiora High School's financial statements for the year ended 31 December 2025

The Auditor-General is the auditor of Rangiora High School (the School). The Auditor-General has appointed me Michael Lee, using the staff and resources of Crowe New Zealand Audit Partnership, to carry out the audit of the financial statements of the School on pages 4 to 20, that comprise the statement of financial position as at 31 December 2025, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

Qualified Opinion

In our opinion, except for the possible effects of the matter described in the *Basis for our qualified opinion* section of our report, the financial statements:

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

Our audit was completed on 2nd June 2026. This is the date at which our qualified opinion is expressed.

Basis for our qualified opinion – Completeness of the cyclical maintenance provision

The School has an obligation to the Ministry of Education to keep the land and buildings in good order and repair. However, the School has not recognised a provision for interior painting as part of its cyclical maintenance provision. Sufficient audit evidence was not available to determine whether a provision for interior painting should have been recognised. As a result, we were unable to determine whether any adjustment to the financial statements was necessary.

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

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

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

Responsibilities of the Board for the financial statements

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

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.

- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

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

Our responsibilities arise from the Public Audit Act 2001.

Other information included in the Board's annual report

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

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

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

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

Independence

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

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



Michael Lee
Crowe New Zealand Audit Partnership
On behalf of the Auditor-General
Christchurch, New Zealand

RANGIORA HIGH SCHOOL

STRATEGIC PLAN & ANALYSIS OF VARIANCE 2025
MARCH 2026



RANGIORA HIGH SCHOOL
STRATEGIC PLAN & ANALYSIS OF VARIANCE
2026 (for the 2025 school year)

Contents

VISION AND VALUES	3
PART ONE: OVERALL STRATEGIC DIRECTION 2024-2026	4
PART TWO: DATA ANALYSIS 2025 SCHOOL YEAR (PROVISIONAL)	6
1. Key Strategic Data	6
A. Achievement	6
a. Pass Rates	7
b. Endorsements	7
c. Māori Pass Rates.....	7
B. Attendance	8
a. Overall.....	8
b. Non-Attendance	9
C. Leavers Data	9
a. All students:.....	10
b. Māori:	10
D. Overview	10
2. Key Performance Indicators	11
A. Analysis of Variance.....	11
B. Annual Target Review and Recommendations	12
PART THREE: STRATEGIC REVIEW AND SHIFT 2026	13
PART FOUR: ANNUAL GOALS & TARGETS 2026	14
PART FIVE: ERO PROGRESS AND EVALUATION	16
PART SIX: ADDITIONAL COMPLIANCE REPORTING 2025	18
A. Giving effect to Te Tiriti o Waitangi.....	18
B. Statement of compliance with employment policy	27
PART SEVEN: 2024-2026 STRATEGIC PLAN & ANNUAL PLAN 2026	28
PART EIGHT: APPENDIX	30
1. Report on annual target progression	30
2. Strategic property report	33

VISION AND VALUES

VISION, LEARNER PROFILE AND VALUES

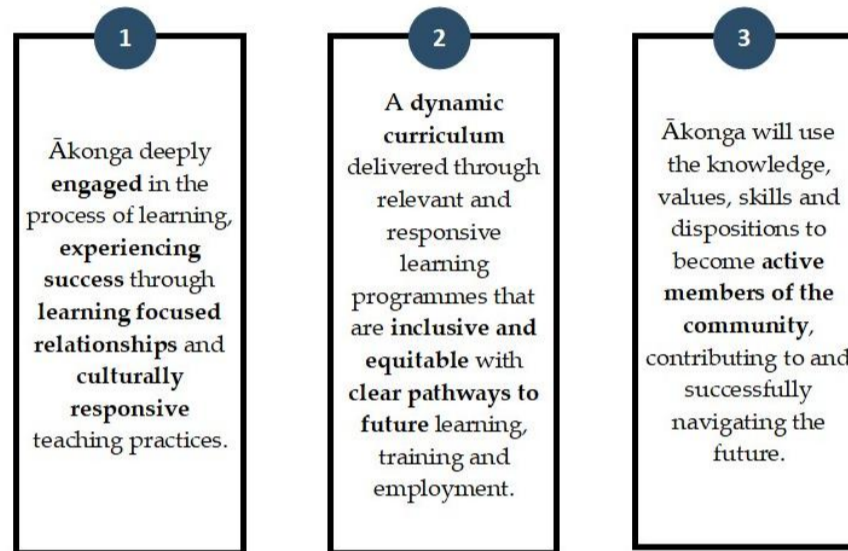
VISION

The vision relates to where we are going, the northern star. It sets the long term pathway for the school:
 Ākonga thriving in a **centre of learning excellence** that acknowledges the **past**, and focuses on their **future**; connecting ākonga to **community**, enabling them to contribute positively as **lifelong learners**.



MISSION

The mission states where we are now and what we are trying to achieve. The vision looks to the future and the mission is about the present.



LEARNER PROFILE

We support each and every learner to develop the knowledge, values and skills to successfully navigate the future.

At the forefront of the learner profile are four key elements:

We expect every graduate to approach their future with positivity and confidence, and to aspire to reach their potential.



VALUES

Rangiora High School's values are its basic beliefs about what really matters, which guide how things should be done. These values are based on the school's culture of being a dynamic, caring, community based environment, inspiring lifelong learning.

Our work at Rangiora High School will be guided and informed by our beliefs and commitment to:



PART ONE: OVERALL STRATEGIC DIRECTION 2024-2026

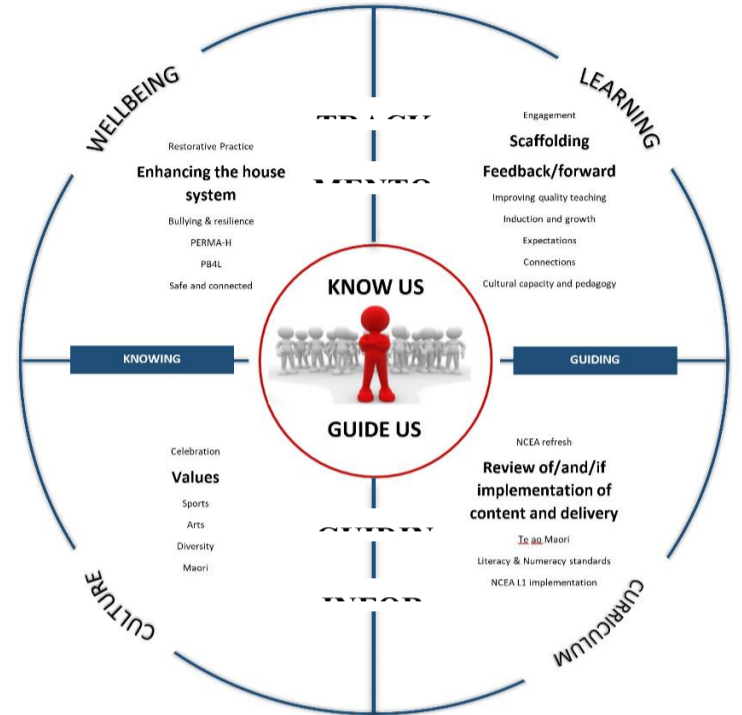
Within our 3-year strategic direction the model created has **two** streams: a CORE FOCUS and a STRATEGIC FOCUS. They combine to create our overall strategic direction.

CORE FOCUS



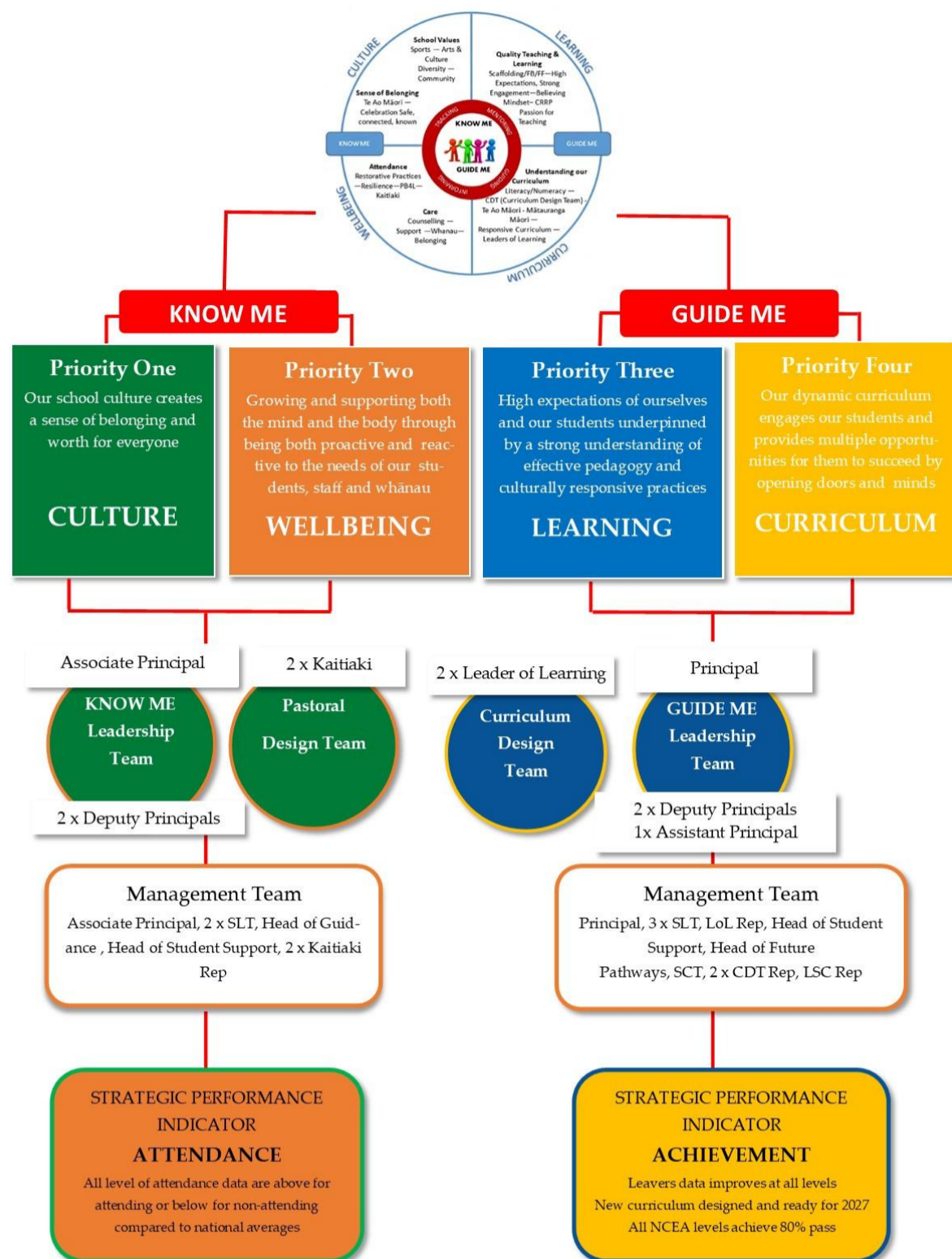
This is the centre pillar; we need to know our students on an individual basis. Step one is to track our students to find those who are at risk or need support. We then place a mentoring programme to sit alongside them. We guide our students through feedback and feedforward. Finally, we inform our students and caregivers through regular reporting that is easy to access and informs of next steps rather than outcomes.

STRATEGIC FOCUS



This is the wrap around strategies to ensure the core is maintained. Knowing our students sits on the left and deals with wellbeing and culture. Guiding sits on the right and deals with learning and curriculum. The larger writing (e.g. Values) is the strategic focus. The smaller writing is the Tier One business as usual (e.g. Celebration). There are a number of Tier Two business as usual items not included





Evaluation of change in leadership structure

This shift in leadership structure came about due to the following reasons:

- Pressures being placed on our pastoral lead Deputy Principal to lead the entire pastoral network
- The inability to create space to think due to constant pressures
- The need to have a clear focus on curriculum and the space to think outside the box
- The power of working with a team as opposed to working in isolation

This move has been a huge success, but it has come with some minor costs and warnings. Shifting from an individual pou to a collective ownership of an entire half of the school has strengthened our approach and lightened the weight on the shoulders of the pastoral team. It has an entirely different effect on the curriculum team in that by not reacting to daily pastoral issues they have had the space to think and be curious around curriculum and teaching. I believe we would not have created a teaching and learning guide within a year if not for the space to be able to work without interruptions. Both teams believe this to be a very positive change with the following to be aware about:

- When we split into two teams we focused strongly on staying in your lane. This caused two issues:
 1. Communication between the teams was at times lacking, creating a 'I don't know about that...' situation
 2. Shifting the curriculum Deputy Principals out of pastoral created a disconnect for both the Deputy Principal's and the Kaitiaki. This was not helped when pastoral Deputy Principals were away, they did not engage with the curriculum Deputy Principals to cover for them, pushing that relationship further away.
- Whilst the Principal was originally in the Curriculum Team this clearly did not work. There needs to be one person that has oversight of the entire operation.

Both these points are fairly minor with simply fixes, however we left it too long and created a culture of A vs B that was unhelpful.

Having a Curriculum Design Team that had two Leaders of Learning running it, was an absolute success. This came down to three reasons:

1. Personnel - two outstanding leaders in their field with *current* curriculum knowledge (SLT too removed from curriculum)
2. A clear expectation of what is needed to be done and by when – the impact of this was a huge reduction in stress from staff
3. Having the time and space to be curious

Recommendation 2026 – continue with structure and extend CDT to include a PDT. Begin to merge the lanes.

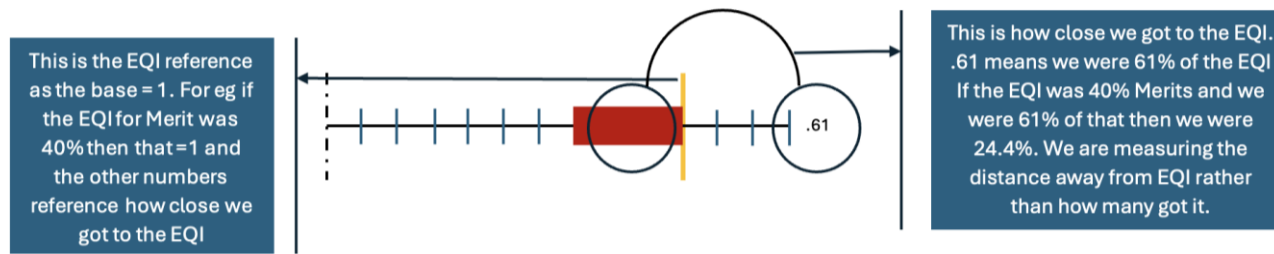
PART TWO: DATA ANALYSIS 2025 SCHOOL YEAR (PROVISIONAL)

KEY STRATEGIC DATA		
A. Achievement	B. Attendance	C. Leavers
a. Pass Rates b. Endorsements c. Literacy & Numeracy d. Māori	a. Overall b. Māori c. Gender d. Non-Attendance	a. All Leavers b. Māori Leavers
Overview		

1. Key Strategic Data

A. Achievement

Difference as a percentage table all results vs our EQI (which should be higher than National Average):



Commentary:

This is an interesting diagram. What makes it useful is that it takes out any shifts in EQI results and instead creates a baseline for us to measure our performance against that baseline. Green means we were better than the EQI as a proportionate, for example 1.20 means we were 20% than the EQI no matter what the actual pass rate was. Red of course meant that we were worse than the EQI, for example .80 means we were only 80% of the EQI percentage.

As we have had our focus on shifting from *good to great* there were two key elements to this:

1. Consistently being better than the EQI
2. Improving our extension through Merit and Excellence.

What we can see from this data is that we have shifted from good to better. For two straight years we have been better than the EQI at every level for our school results related to pass rates, and on top of that we have seen the same results for Māori achievement other than a 1% negative in 2024 for Level 3 and a 10% negative for UE in 2025. These are consistent over two years and the challenge is to maintain this into 2026.

Sadly, these results show a tale of two halves and the second half of the table relates to our Merit and Excellence Level Endorsements. It is clear that our focus for becoming a great school needs to be centred on improving our teaching and learning to allow our students to gain level endorsements. The only area where we are in green is for both 2024 and 2025 at Level Three Merit. Adding to this is that we have actually regressed at all the other levels with two areas being in the 30's.

This has led us to focus on our teaching and learning in 2026 to seek and discover why these results are so poor considering the effort that we have placed in improving them.

The Raw Data:

a. Pass Rates

	2022	22 EQI	2023	23 EQI	2024	24 EQI	2025	25 EQI
Level One	72.5	69.9	69.2	64.3	69.1	57.0	77.2	75.4
Level Two	73.8	81.3	75.7	78.5	83.6	80.5	84.6	78.7
Level Three	74.8	73.7	65.8	73.5	70.4	70.2	79.9	78.7
UE	51.7	56.8	49.2	54.3	49.8	47.5	50.6	49.1

b. Endorsements

	Merit								Excellence							
	2022	22 EQI	2023	23 EQI	2024	24 EQI	2025	25 EQI	2022	22 EQI	2023	23 EQI	2024	24 EQI	2025	25 EQI
One	26.0	29.7	26.7	30.0	25.2	27.6	17.0	26.3	12.8	15.7	14.7	13.4	7.9	9.3		26.3
Two	22.1	21.5	16.1	21.1	22.5	22.1	18.9	22.1	10.6	13.0	6.9	11.3	11.4	12.0		22.1
Three	29.7	23.3	26.0	23.0	25.9	23.2	30.4	24.2	12.0	12.3	7.6	11.4	7.7	11.8		24.2

Pass Rate								
	2022	22 EQI	2023	23 EQI	2024	24 EQI	2025	25 EQI
Literacy	87.7	86.9	87.1	87.1	81.3	82.1	84.5	84.4
Numeracy	85.3	84.4	90.9	85.3	81.6	79.5	80.2	83.6

c. Māori Pass Rates

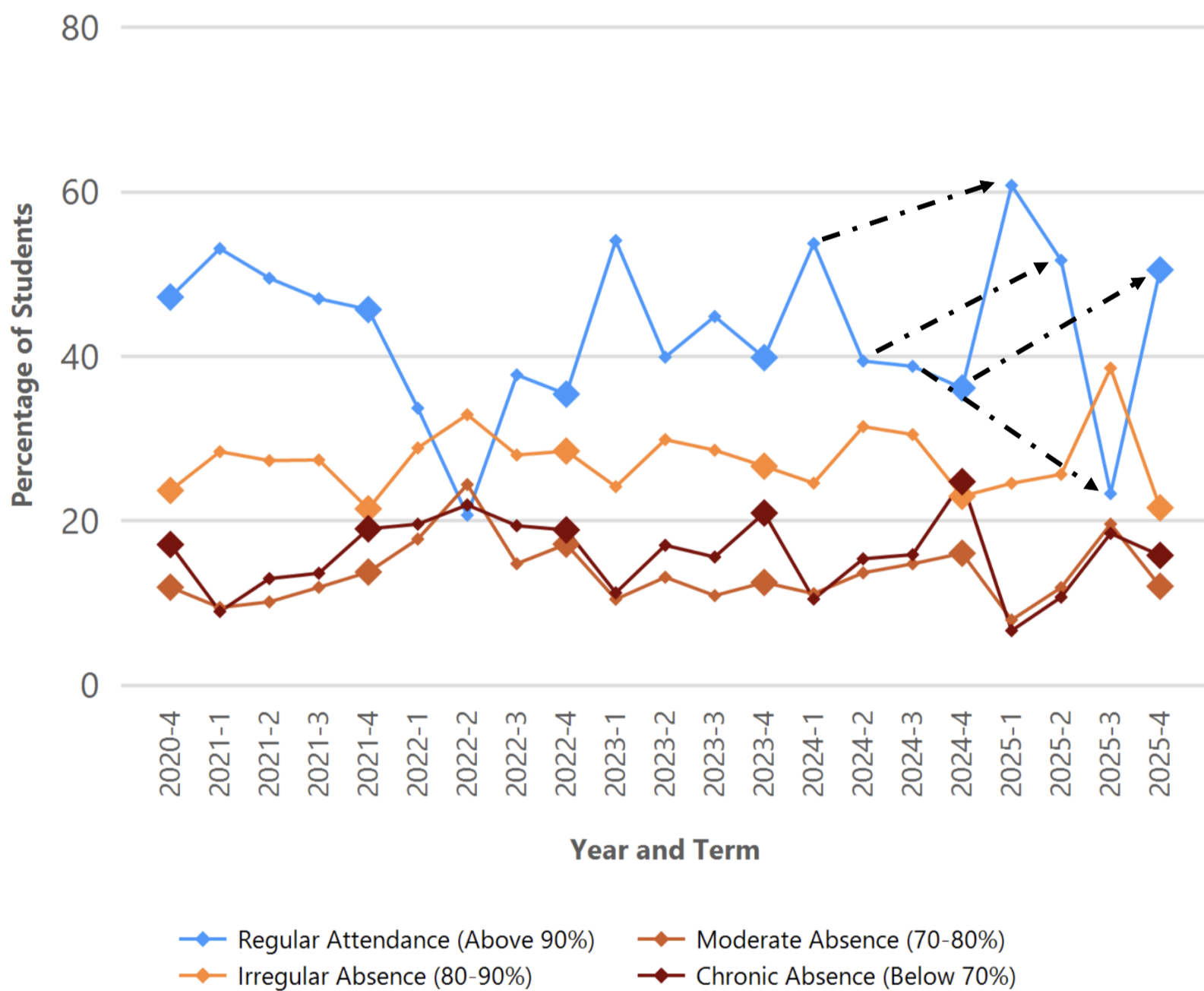
	Māori							All	
	2022	22 MNAT	2023	23 MNAT	2024	24 MNAT	2025	25 MNAT	All NAT
Level One	62.3	61.6	60.4	55.2	53.8	43.2	68.6	61.1	72.1
Level Two	68.6	73.9	66.0	72.7	78.6	72.9	82.1	64.2	72.7
Level Three	72.7	63.0	56.5	64.0	60.6	61.0	68.6	61.5	70.4
UE	54.5	41.9	39.1	39.8	42.4	32.4	28.6	31.9	49.9

Overview:

We are doing *better*. We are still not doing *great*. There has been a shift from good to better that is really pleasing and endorses the changes that we have made over the last two years. Pass rates saw the greatest *continuous* improvements and we are now not just having a good year but rather this is now a continuous trend of improvement. We are at a place where we can start using our statistics to motivate our staff rather than creating a playing field that gives us an opportunity for our students to succeed i.e. classrooms, timetables and expectations. Now that our students are passing, and achieving literacy and numeracy, we can begin to focus on extending to Merit and Excellence, and there is a bit of work to do in this space.

- Literacy and Numeracy tend to stay in the same bandwidth. Numeracy is currently tracking down but 2026 is the first year of not having AKO and Wananga and we believe we will see improvement in both of these results. Our Year 9 PAT results are for the first time closer to the what would be expected and we believe this is the result of the literacy focus in Primary Schools and the work the Kahui did in the Numeracy space with Rob Profit-White (paid for by us).
- Merit and Excellence need extensive investigation and work.
- Māori pass rates are much better than the national pass rates for Māori across all levels other than UE. What made these results even better is that they are getting closer (-3.5 L1/-1.8 L2) or better (+9.4% L2) than the national average for all students. We are close to having our Māori students achieving the same or in fact better than anyone else. Our grades for UE are well off the mark and sit at only half of the national average for all students. This really does come down to making sure our Māori students who wish to attend University choose subjects that are UE eligible and making sure that they are doing as many of these subjects as possible.

B. Attendance



a. Overall

We can see here that we have some work to do to get to the target of 80% of our students with regular attendance (>90%). The closest we have come was Term 1 2025 at 61%, the highest we have achieved based on the current data (from Term 4 2020). What is positive is that we have struggled in the past to remain above 50% and in 2025 we hit this in 3 out of 4 terms, with Term 3 being an anomaly that the country was facing rather than being the norm. When comparing the 2024 term with the 2025 term we can see some real progress:

	24	25	Change
Term One	54	61	+7
Term Two	39	52	+13
Term Four	36	51	+15

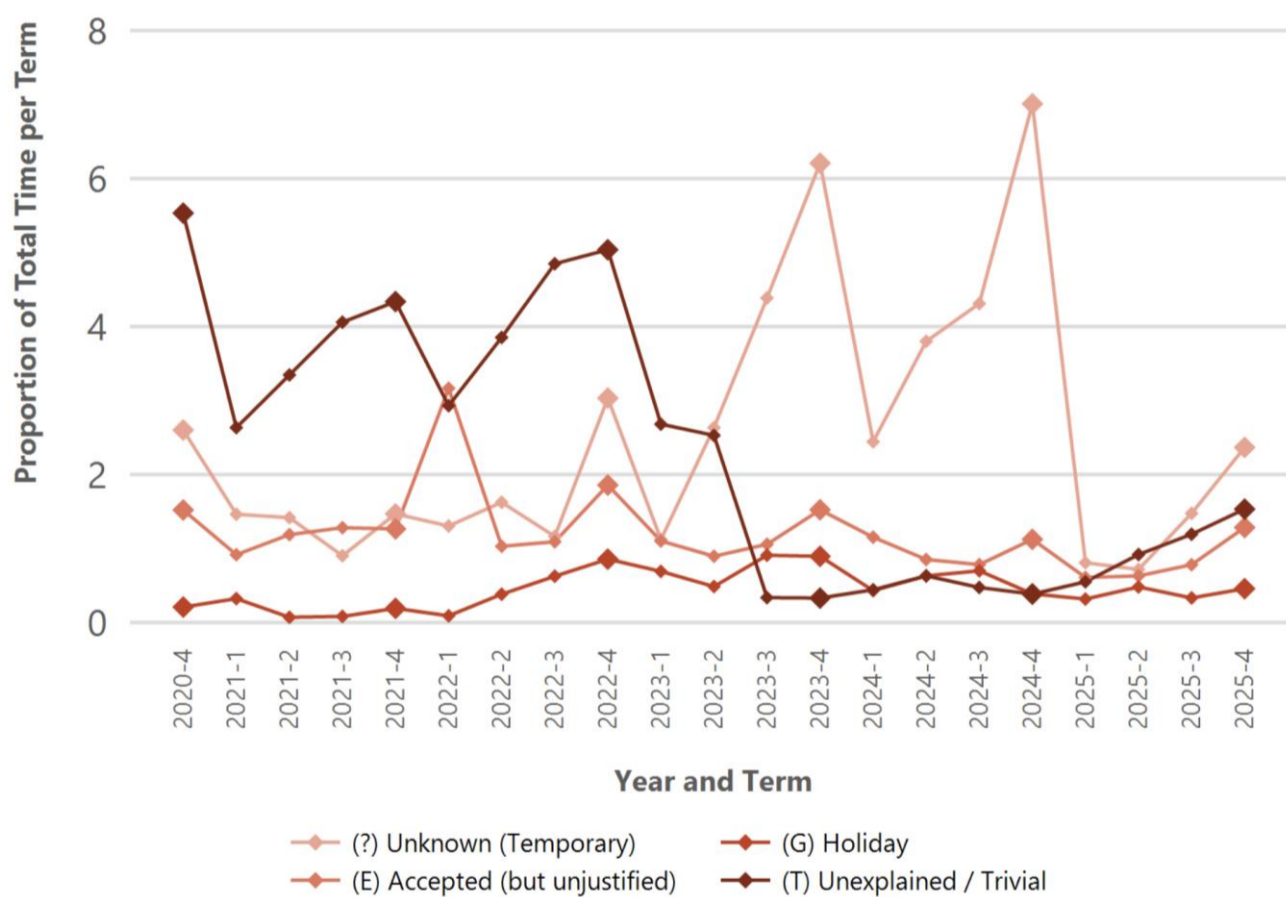
We had two key KPI's:

- Increase regular attendance by 10% - We achieved this in 2 out of 4 and came with 3% in the third.
- Decrease chronic attendance by 5% - We achieved this in 1 term (-9) and came close in 2 terms (both -4)

	Regular				Chronic			
Term	1	2	3	4	1	2	3	4
2024	54	39	39	36	11	15	16	25
2025	61	52	23	51	7	11	18	16
Change	+7	+13	-16	+15	-4	-4	+2	-9

b. Non-Attendance

The interesting element of this graph is with the increased lens on attendance coupled with the impact of truancy on one's ability to represent the school, we have seen a dramatic fall in Unknown bracket as the consequences for this became much higher.



C. Leavers Data

Leaver's data takes some time to create and we do not see the 2025 results for some time, thus we use the previous year's data. Using the table below we have years 2018-2024. Each row relates to how many leavers left our school with at least level one, then at least level two etc. They are divided into all Rangiora Students and compared then to Māori students. Each cell is highlighted against the previous year for either improve (green), neutral (yellow) or decrease (red).

		2018	2019	2020	2021	2022	2023	2024
With Level One	RHS	94	91	88	87	87	86	82
	Māori	84	70	83	76	82	77	70
With Level Two	RHS	83	79	78	76	74	71	73
	Māori	73	60	68	63	70	60	64
With Level Three	RHS	49	51	51	43	49	40	46
	Māori	33	35	39	32	43	27	40
With UE	RHS	36	37	39	31	33	30	34
	Māori	22	22	22	29	32	19	28

a. All students:

- Students leaving with at least Level One has been on a decline since 2019 from 94% to 82% and Māori from 84% to 70%.
- We are making progress with 6 out of 8 percentages increasing. Only Level One saw a drop.
- A key target is for 80% of our students leaving with at least Level Two. This has been tracking down since 2018 and 2024 was the first year we have seen improvement.

b. Māori:

- Māori are consistently leaving with lower qualifications when compared to all students. We seem to shift between up and down each year. They are 9% lower than the rest of the school and 14% lower than the 80% target.

Year 11 Leavers								
	2023		2024		2025			
Destination	Total	%	Total	%	Total	%		
Another School	11	12	16	17	14	15	E - Early Exemption	1
Employment	11	12	12	13	10	10	K - Exclusion	1
Ara/Polytech	4	4	6	6	1	1	C - Continual Absence	13
Course	17	18	10	10	19	20	FF - International	29
Other	48	51	43	45	46	47	O - Overseas	2
Unknown	3	3	9	9	7	7		
	94	100	96	100	97	100	Total Other 2025	46
Year 12 Leavers								
	2023		2024		2025			
Destination	Total	%	Total	%	Total	%		
Another School	10	9	7	7	10	8	E - Early Exemption	0
Employment	42	40	41	42	47	40	K - Exclusion	0
Ara/Polytech	11	10	6	6	1	1	C - Continual Absence	2
Course	20	19	15	15	29	25	FF - International	16
University	0	0	1	1	0	0	O - Overseas	0
Other	14	13	19	19	18	15		
Unknown	9	9	10	10	13	11	Total Other 2025	18
	106	100	99	100	118	100		
Year 13 Leavers								
	2023		2024		2025			
Destination	Total	%	Total	%	Total	%		
Another School	2	1	2	1	0	0	Camp America	7
Employment	56	27	60	28	81	29	Gap Year	7
Ara/Polytech	26	12	4	2	33	12	Overseas	3
Course	15	7	32	15	19	7	Day Programme	1
University	74	35	73	34	91	33	Kick Boxing	1
Other	22	10	37	17	19	7	Total Other 2025	19
Unknown	16	8	7	3	15	5		
International					18	7		
	211	100	215	100	276	100		

D. Overview

We were very happy with the NCEA results this year. It has shown that the changes we made three years ago are now putting us in a position of sustained improvement. We can now see that we are serving our community well with pass rates and the next step in our journey is to focus on improving our extension programme with Merit and Excellence endorsements being well below where they should be.

Our mantra of shifting from good to great saw us improve from good to better. We need to be better than better.

1. We need to continue to push these pass rates up consistently across levels and years.
2. The next focus needs to be on merit and excellence. These results are not where they need to be.
3. We need to focus on our teaching and learning – looking back to understand where issues lie and looking forward with our planning and preparation. Our focus for this year needs to be with improving our practice.

Attendance is a priority for our government and our school. We have made significant improvements with attendance, yet we are still well below the aspirational target of 80% regular attendance. The creation of a pastoral design team to ensure that our strategies are implemented and the required approach is followed should mean that there will be improvement moving forward.

2. Key Performance Indicators

A. Analysis of Variance

	Focus	Actions	Performance Indicators	Outcome																																										
KNOW ME	A SENSE OF BELONGING AND WORTH FOR EVERYONE THROUGH GROWING AND SUPPORTING THE MIND AND BODY BY BEING BOTH PROACTIVE AND REACTIVE TO THE NEEDS OF OUR STUDENTS, STAFF AND WHĀNAU	Creation of a pastoral leadership team and pastoral management team	STRATEGIC PERFORMANCE INDICATORS <ul style="list-style-type: none"> Regular attendance improves by 10% Chronic Absence decreases by 5% KEY PERFORMANCE INDICATORS <ul style="list-style-type: none"> Review and improve our communities' sense of belonging Our data accurately reflects our school Communications are timely and effective Co-curricular involvement has improved and culture has been positive 	<table border="1"> <thead> <tr> <th></th> <th colspan="3">REGULAR</th> <th colspan="3">CHRONIC</th> </tr> <tr> <th></th> <th>24</th> <th>25</th> <th>Δ</th> <th>24</th> <th>25</th> <th>Δ</th> </tr> </thead> <tbody> <tr> <td>T1</td> <td>54</td> <td>61</td> <td>+7</td> <td>11</td> <td>7</td> <td>-4</td> </tr> <tr> <td>T2</td> <td>39</td> <td>52</td> <td>+13</td> <td>15</td> <td>11</td> <td>-4</td> </tr> <tr> <td>T3</td> <td>39</td> <td>23</td> <td>-16</td> <td>16</td> <td>18</td> <td>+2</td> </tr> <tr> <td>T4</td> <td>36</td> <td>51</td> <td>+15</td> <td>25</td> <td>16</td> <td>-9</td> </tr> </tbody> </table> <p>Feedback from the Board survey indicated a strong sense of belonging for our students, especially our Māori and Pasifika students</p> <p>The accuracy of our data remains a focus as the expectation from the Government around attendance creates a very grey area and makes decision making difficult. Tracking has improved a great deal and the information is timelier and more accurate.</p> <p>Once again, the feedback from the Board survey was very clear - communications have improved and are timely. We are now questioning if we are communicating too much and is there a possibility to streamline this so that our community do not become overwhelmed with constant communication.</p> <p>Sports and cultural activities are improving with participation and are now placing pressures on our limited resources including ability to place coaches and directors.</p>		REGULAR			CHRONIC				24	25	Δ	24	25	Δ	T1	54	61	+7	11	7	-4	T2	39	52	+13	15	11	-4	T3	39	23	-16	16	18	+2	T4	36	51	+15	25	16	-9
					REGULAR			CHRONIC																																						
					24	25	Δ	24	25	Δ																																				
		T1			54	61	+7	11	7	-4																																				
		T2			39	52	+13	15	11	-4																																				
		T3			39	23	-16	16	18	+2																																				
		T4			36	51	+15	25	16	-9																																				
		Embed a strong sense of belonging and high expectations of behaviour																																												
Improve validity of attendance data																																														
Improve communications with whānau																																														
Ensure a timely effective response to real time data																																														
Timely reporting of attendance data from the attendance officer																																														
Increase participation in co-curricular activities to improve school spirit																																														
Acknowledge and celebrate values and success																																														
GUIDE ME	OUR CURRICULUM ENGAGES OUR STUDENTS BY PROVIDING MULTIPLE OPPORTUNITIES TO SUCCEED, COMBINED WITH HIGH EXPECTATIONS OF OURSELVES AND OUR STUDENTS. THIS IS UNDERPINNED BY A STRONG UNDERSTANDING OF EFFECTIVE PEDAGOGY AND CULTURALLY RESPONSIVE PRACTICES	Creation of a curriculum leadership team, curriculum design team and a curriculum management team	STRATEGIC PERFORMANCE INDICATORS <ul style="list-style-type: none"> Level One pass rates improve by 10% Leavers data at Level Three improves by 5% KEY PERFORMANCE INDICATORS <ul style="list-style-type: none"> At risk students identified in a timely manner and actions in place Teaching & Learning handbook completed and circulated ready for use in 2026 Junior to Senior curriculum review completed with actions 	<table border="1"> <thead> <tr> <th></th> <th>2024</th> <th>2025</th> </tr> </thead> <tbody> <tr> <td>Level One</td> <td>69.1%</td> <td>77.2%</td> </tr> <tr> <td>Level 3 Leavers</td> <td>40%</td> <td>46%</td> </tr> </tbody> </table> <p>Both these targets were achieved. The most pleasing part was the improvement in our Leavers data which has been difficult to shift and takes years to change a trend.</p> <p>At risk students were clearly identified and strategies put in place for shifting including the TOP programme for credit support and creating the Year 11 and 12 classes for supporting those who needed additional literacy support.</p> <p>The Teaching & Learning handbook was completed.</p> <p>The Curriculum Design Team completed the junior to senior review and created a resource that showed every faculties scheme of work in a consistent format</p>		2024	2025	Level One	69.1%	77.2%	Level 3 Leavers	40%	46%																																	
					2024	2025																																								
		Level One			69.1%	77.2%																																								
		Level 3 Leavers			40%	46%																																								
		Track at risk students to provide targeted support																																												
		Professional learning groups																																												
		Create a teaching and learning handbook																																												
		Authentic focused literacy & numeracy support																																												
		Implement curriculum change for 2026 based on the in school curriculum review																																												
Professional learning for middle leaders																																														
Improve NCEA ready through a seamless curriculum from junior to senior																																														
Raise expectations of staff and students for attaining high level results																																														

B. Annual Target Review and Recommendations

OVERALL RE-STRUCTURE

Evaluation:

Overall, the decision to create leadership teams went well. We began 2025 with a clear line of separation to make sure that we stayed within our own lanes with the change in structure, however this soon became problematic when we became quite insular and were not sharing what we were doing. This caused some disconnect and uncertainty as to what each side of the room was doing, essentially, we lost some synergy and cohesion. In response to this there was a restructure and the Principal removed himself from the curriculum team and an acting Assistant Principal was put in place. This allowed the Principal to attend meetings in both the curriculum and pastoral areas.

The restructure of the curriculum team was a great deal simpler than in the pastoral team where we reappointed/appointed the entire team of 12. This meant that there were pressures at the start of the year as the staff were not only coming to terms with new members and systems, but also a new management structure where there was now three team members as opposed to one and only three line managers as opposed to five.

The implementation of the Pastoral Management Team, Curriculum Management Team and Curriculum Design Team had mixed results. It took some time for both the CMT and PMT to work out their purpose and scope. The CDT hit the ground running and had both time and clear expectations.

Recommendations for 2026:

- To continue with the two-team set up for another year.
- Create a Pastoral Design Team with two Kaitiaki focusing solely on attendance – reporting and analysing data & implementing the Stepped Attendance Plan.
- Investigate where the lines of pastoral and curriculum merge and how this is managed
- Principal to become more involved in the Kaitiaki space.

KNOW ME

Target evaluation:

The two targets of regular attendance improve by 10% & chronic absence decreases by 5% were achieved in part with 2 terms for regular and 1 term for chronic, with three other terms coming very close. It was clear that the expectations around sports & culture had a positive effect on these numbers alongside making our community aware of the need to attend. For our school the main reason for non-attendance sits with medical, and this is a culture that we need to change coming out of the COVID years. We have also found that being a school that has almost half its students attending by bus means that when a student is late or feeling unwell in the morning, they end up losing an entire day with no way of coming to school. Having a sense of belonging at the forefront of our messaging has had a very positive impact on our students, with the exception being that our Māori students had an increase in a sense of belonging that did not translate into improved attendance. This is an area to be investigated. It was also decided that the Know Me team should replicate the Curriculum Design Team model and create a team that focuses solely on attendance. One person to unpack and analyse our data with an open mindset of being curious, whilst the other member looks into implementing our stepped attendance plan. Moving forward we need to focus on better communication, clear consistent processes, understanding the split for the Kaitiaki better and create a shift in process away from non-attendance to one of attendance.

Recommendations for 2026:

- Implement the STAR plan – support and enable a PDT
- Regular and effective analysis of attendance
- Improve positive communication with whānau with respect to attendance
- Continue to develop the pastoral leadership and pastoral management team
- Embed a strong culture of belonging to the house
- Embed and maintain high expectations of behaviour
- Improve and embed school spirit

GUIDE ME

Target evaluation:

In 2025 we created a new Year 12 foundation course for those who had not achieved Level 1 Literacy and Numeracy, this was implemented along with a Year 11 Te Awhina course for those students where six subjects would have been a challenge, and our junior Literacy and Numeracy classes. In Term 4 we implemented another support programme for students who had 5 Numeracy credits and needed a boost. They all had a positive impact on both the CAA's and achievement, and whilst there were not large numbers of students, every student counts. Professional Learning Groups were delivered and staff, with the support of their professional growth cycle facilitator, identified an area of growth and entered one of nine professional learning groups. This had some positive effect with 63% of staff finding it had a practical impact on their professional practice, however almost a quarter reported a negative experience mainly due to their group.

There was a great deal of focus in 2025 on literacy and numeracy support with the creation of Numeracy and Literacy modules, specific classes and additional support. There is no surprise that there is a strong connection between readiness and pass rates. Those on Stanine 5 or higher hitting 70-90% pass rates and those lower only managing 30-50%. Overall, our pass rates were ok. We are now also seeing the outcome of our kāhui on our incoming students and we are seeing a much stronger cohort in Maths and whilst not so much in English, it is improving.

The Curriculum Management Team has been a real revelation, mainly reducing tension in this space for our staff and also having the space to be curious. The creation of a teaching and learning plan has been well received and has created a pou to connect our teaching to. A full review of our junior schemes and how they support our transition into senior school was undertaken, with the creation of a common scheme. One of the key roles of this team was to manage the implementation of the curriculum change and reduce the pressure on Leaders of Learning. This was done to great effect.

Growing middle leaders was a focus in 2025. The school adopted a growth model based on the book 'First break all the rules'. Additionally, three middle leaders joined Leading Edge, and two were part of the Aspiring Deputy Principals programme run by Phil Holstein.

Recommendations for 2026:

- Implement curriculum change for 2027 based on the new curriculum
- Enable the curriculum design team to support our Leaders of Learning in implementing our school curriculum
- Track at risk students to provide targeted support
- Review the role of Kaiāwhina and Learning Support Co-ordinator to measure and grow effectiveness in the classroom, and in support of our students learning
- Enable and support Leaders of Learning to implement the teaching & learning handbook
- Focus on high quality tailored professional development for staff
- Provide authentic focused literacy and numeracy support
- Professional learning for middle leaders
- Analyse and review leavers – time/level/qualification/destination

PART THREE: STRATEGIC REVIEW AND SHIFT 2026

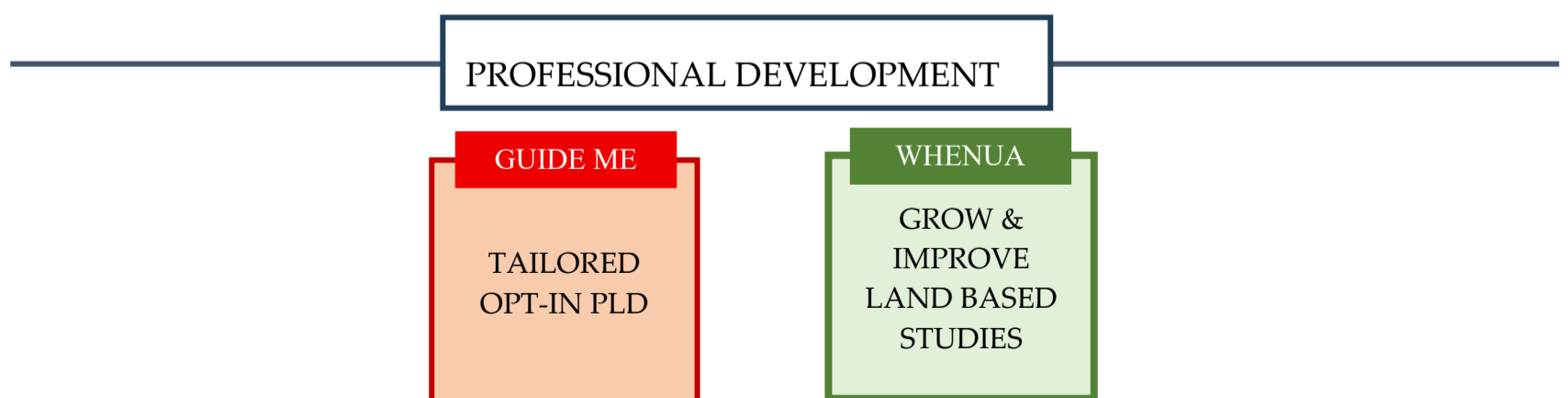
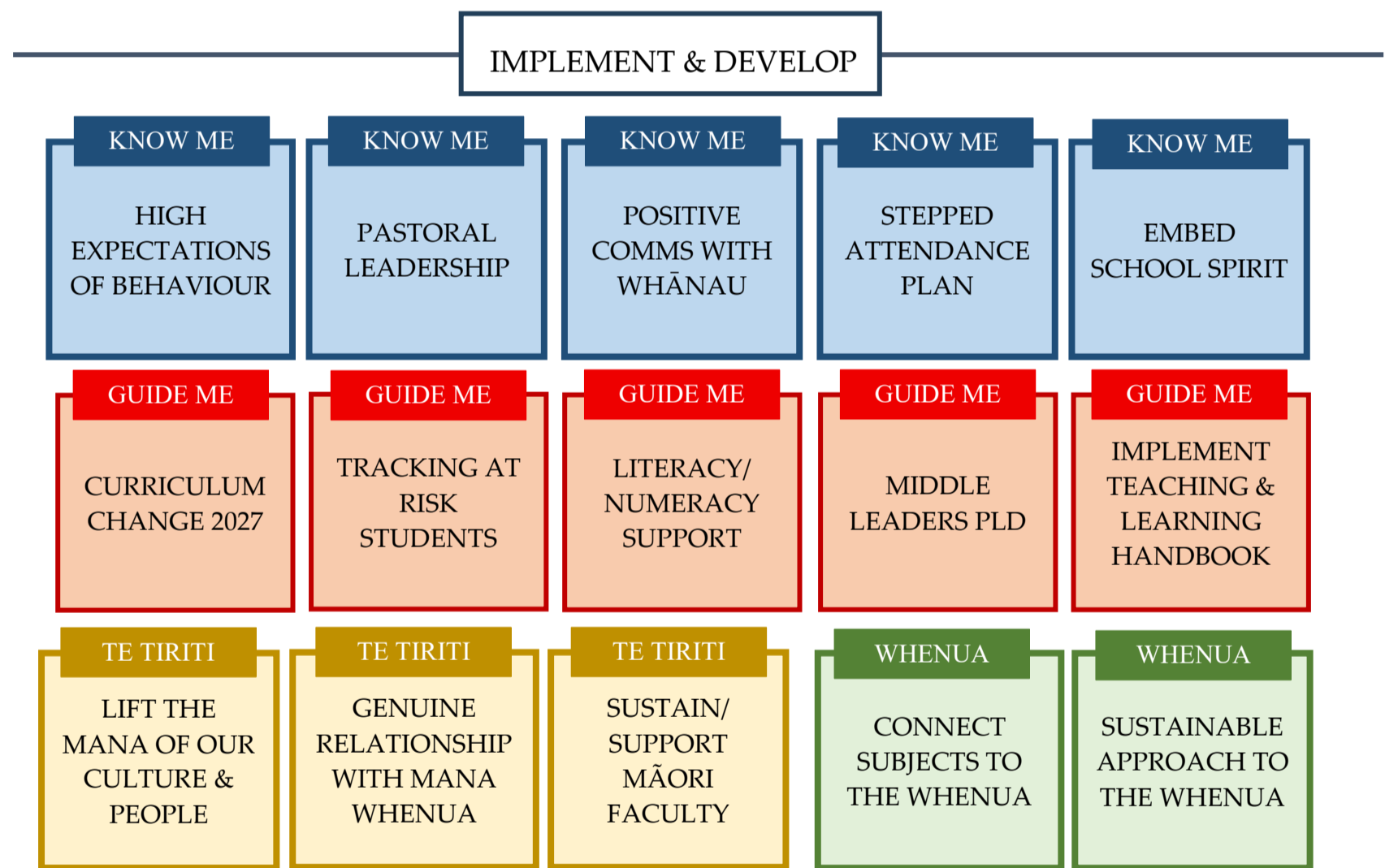
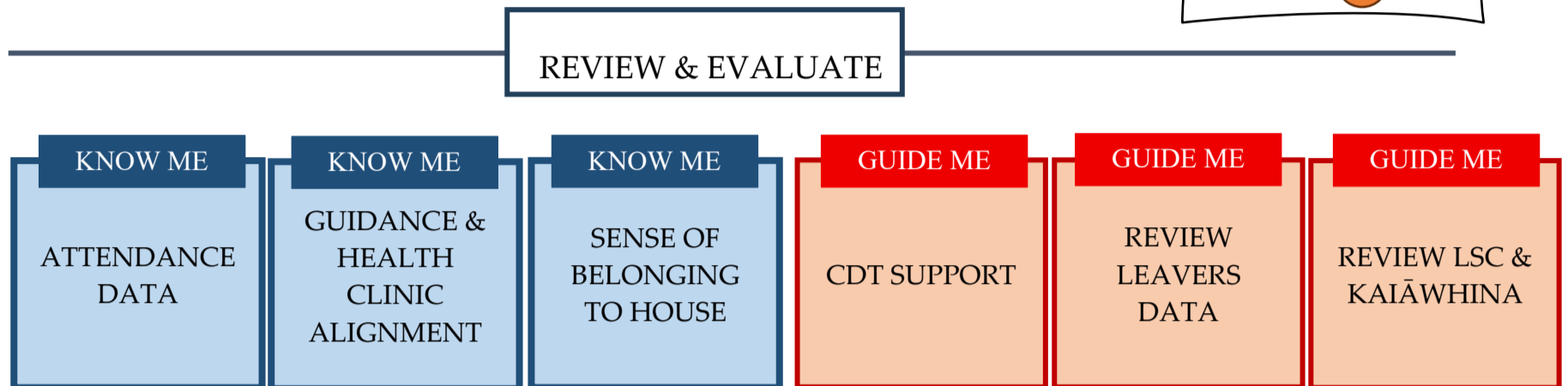
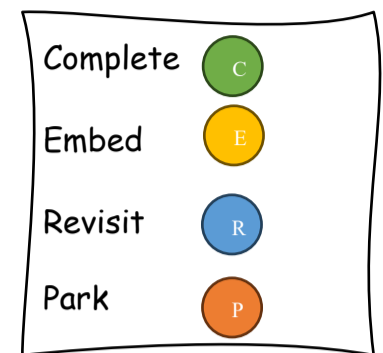
At the end of 2025 the Strategic Leadership team reviewed and evaluated the strategic direction and made the following minor changes:



In 2026 we will retain the current strategic plan as per the Ministry's suggestion.

PART FOUR: ANNUAL GOALS & TARGETS 2026

- Three areas of annual goal:
1. REVIEW & EVALUATE
 2. IMPLEMENT & DEVELOP
 3. PROFESSIONAL DEVELOPMENT



Recommendations from AOV for 2026 – KNOW ME TEAM

1. Implement the STAR Plan - Support and enable the PDT.
2. Regular & effective analysis of attendance data.
3. Improve positive communication with whānau with respect to attendance.
4. Development of effective pastoral leadership & pastoral management teams.
5. Embed a strong sense of belonging to the House.
6. Embed & maintain high expectations of behaviour consistently across the school.
7. Improve and embed school spirit & acknowledge and celebrate values.
8. Alignment of guidance and health clinics

Strategic Performance Indicators

- All levels of attendance data are above for attending or below for non-attending compared to national averages

Key Performance Indicators

- Stepped attendance plan implemented (SOY), followed (EOT checks), and reviewed (EOY)
- Survey of students, staff and whānau on sense of belonging and school spirit (EOT3)

Strategies

- Implement the stepped attendance plan – support and enable the pastoral design team
- Regular and effective analysis of attendance data
- Improve positive communication with whānau with respect to attendance
- Development of effective pastoral leadership and pastoral management teams
- Embed a strong sense of belonging to the house
- Embed and maintain high expectations of behaviour consistently across the school
- Improve and embed school spirit & acknowledge and celebrate values
- Alignment of guidance and health clinics

Recommendations from AOV for 2026 – GUIDE ME TEAM

1. Work on the development and implementation of the new curriculum for 2027 through support of the CDT and LoLs.
2. Achieve a higher level of consistency within the classroom through supporting LoLs with the roll out of the Teaching and Learning Guide.
3. Development of leavers' profile
4. Development and implementation of effective junior tracking.
5. Further analysis of Common Assessment Activities enrolment procedures.
6. Review of the usage of Kaiāwhina and Learning Support Co-ordinators.
7. Increased focus on PLD for our Kaiāwhina - Support Gen Feron with implementation.
8. Shift in focus for PLD for staff to needs driven approach.

Strategic Performance Indicators

- Leavers' data improves at all levels
- New curriculum designed and ready for 2027
- All NCEA Levels achieve 80% pass

Key Performance Indicators

- Leaders of Learning are confident of teaching the new curriculum in 2027 (confidence way points each EOT)
- At risk tracking implemented (EOTI), followed (waypoints each implementation stage), and reviewed (EOY)
- Clear understanding of the need for, and the role of the Kaiāwhina/LSC (plan EOTI, implement, and review EOY)
- Full report completed on our leavers data aligned to leavers profile (EOY)
-

Strategies

- Implement curriculum change for 2027 based on the new curriculum
- Enable the curriculum design team to support our leaders of learning in implementing our school curriculum
- Track at risk students to provide targeted support
- Review the role of Kaiāwhina and Learning Support Co-ordinator to measure and grow effectiveness in the classroom, and in support of our students learning
- Enable and support Leaders of Learning to implement the teaching & learning handbook
- Focus on high quality tailored professional development for staff
- Provide authentic focused literacy and numeracy support
- Professional learning for middle leaders
- Analyse and review leavers – time/level/qualification/destination

PART FIVE: ERO PROGRESS AND EVALUATION

Rangiora High School: Progress Report on ERO Recommendations (2023-2025)

Over the past three years, Rangiora High School has made significant strides in addressing the next steps outlined in the Education Review Office (ERO) report. Our efforts have focused on refining our curriculum, enhancing teaching and learning practices, strengthening pastoral care, embedding a school culture that reflects our values, and strategically gathering and analysing data to improve student tracking and support. Below is a summary of our progress aligned with the ERO recommendations.

1. Implementation of a Responsive and Inclusive Curriculum

Objective: Develop a curriculum that engages all ākonga (students), offering clear pathways for learning and success.

Progress: Curriculum Review and Development: A school-wide review has ensured that our curriculum remains dynamic, relevant, and inclusive. Faculty-led curriculum development has incorporated feedback from students, whānau, and staff. In 2023 a review of all aspects of the curriculum occurred focusing on Wānanga, Ako, Semesterisation, and modules. The suggested changes were implemented in 2024 and a follow up review in 2025. Any potential changes will be looked at for 2026 implementation. Wānanga will take place in Term 2 of 2025.

Integration of Mātauranga Māori: Our commitment to embedding Māori perspectives is evident in curriculum updates across multiple subjects, ensuring cultural responsiveness and inclusivity. In 2024, all learning areas were asked to provide evidence of this in their planning. Each Leader of Learning met with either Paula McDonald or Haidee Tiffen. A summary can be found in Appendix One.

NCEA Tracking and Literacy/Numeracy Development: Faculty PLD in 2024 included sessions on effective NCEA tracking, literacy, and numeracy, ensuring teachers are equipped to support students at all levels. In 2025, 41 people have chosen to be a member of a professional learning group focussed on Tracking. This shows the importance within our kura on this area.

In addition, in 2025, the newly formed Curriculum Design Team back mapped NCEA skills (critical thinking, research) into the junior school. Common templates for Year 10 and Year 9 schemes of work were completed in late 2025 to ensure consistency and reduce teacher workload. In 2026 the CDT will work to build a structure for implementation of the new Phase 5 Curriculum. In 2026 in order to support our rangatahi Māori we introduced Pūhoro STEM - which is being delivered to 37 Year 11 and 12 students during study time.

2. Targeted Professional Learning and Development (PLD) to Improve Teaching Practices

Objective: Enhance teaching practices through focused professional development in feedback, feed-forward, scaffolding, and culturally responsive pedagogy.

Progress:

In 2024 Rangiora High School had an ongoing PLD contract with ImpactEd looking to embed this within our kura.

PLD Framework (2024 & 2025):

In Week 6 Term 1, 2024 PLD Workshops were focused on: Sessions on scaffolding differentiation, deliberate feed-forward feedback, and acts of teaching. This PLD continued throughout the year.

- Restorative Practices Training: Staff participated in multiple workshops on restorative practice withdrawal processes and wānanga.
- Culturally Responsive Pedagogy (CRP): Delivered by the KEP Team & PTA, this PLD focused on embedding CRP across subjects.
- Gifted and Neurodiverse Learners: A dedicated session on supporting exceptional learners within inclusive classrooms.
- EPIC Coaching Model & PLG Groups: Staff engaged in collaborative Professional Learning Groups (PLGs) facilitated by Within School Leads (WLSs) covering areas such as PB4L, restorative practice, wellbeing, and culturally responsive teaching.

In 2024, all learning areas were asked to provide evidence of Scaffolding, Feedforward, Feedback and Differentiation in their planning. Each Leader of Learning met with either Paula McDonald or Haidee Tiffen. A summary can be found in Appendix One.

In 2025 we further moved to enhance teaching practices through focused development in feedback, scaffolding, and culturally responsive pedagogy. This was implemented through two approaches:

1. **Professional Learning Groups (PLGs):** In 2025, PLD was delivered through nine staff-led PLGs.

Impact: 63% of staff reported that PLG participation directly influenced their professional practice or student outcomes.

2. **Middle Leadership Mentoring:** Senior leadership is currently mentoring middle leaders using the "First, Break All the Rules" framework. Five leaders have engaged in external professional learning, including the "Leading Edge" and "Aspiring Deputy Principals" programs.
3. In addition to this, in order to support high quality teaching, we produced a "Teaching and Learning Guide" for implementation in 2026

3. Strategically Gathering and Scrutinising data to improve the tracking of individual students, identify and respond to those needing support.

Objective: Strategically gather and scrutinise data to improve the tracking of individual students and identify and respond to those needing additional support.

Progress:

- Student Tracking Systems: Implementation of digital tracking tools has allowed for real-time monitoring of student progress, attendance, and engagement. In 2024, all staff were asked to create 'estimated grades' on KAMAR. This was reviewed by staff at multiple stages throughout the year, and formed the basis of interventions.
- Data Analysis for Targeted Interventions: Teachers and pastoral staff regularly analysed assessment and behavioural data to identify students needing extra support, ensuring early intervention strategies are in place. This included over 50 Year 11 students being chosen for the TOP (The Opportunities Programme), a course of 10 credits designed to support learning.
- Collaboration Between Faculties and Pastoral Teams: Data-driven discussions in faculty and house meetings enable a holistic understanding of student needs, leading to more personalised academic and pastoral support.
- NCEA Tracking PLD: Staff training on NCEA tracking ensures that students receive targeted guidance to improve achievement outcomes. In 2025 we have 2 Within School Leads with a focus on Tracking, Achievement and Attendance. 42 staff have chosen 'Tracking' as their Professional Learning Group focus.
- In 2025, Rangiora High School has identified students who require additional Literacy and Numeracy support at Year 12, and we have created a new 'Foundation Studies' class targeted at utilising the Tagged Standards to support students to attain Level 1 NCEA.
- We have also implemented 2 Te Awhina Classes for Year 11 students, whom a 6 subject NCEA Level 1 programme would be challenging. This course is designed to 'support' students. Within this course Literacy and numeracy will be a focus.

In 2025 we implemented the following initiatives to support our priority learners:

- **At-Risk Student Initiatives:**
 - **Action taken:** Introduced the Year 12 Foundation Studies (FDS21) and Year 11 Te Awhina (TAP11) courses to support students lacking NCEA Level 1 Literacy or Numeracy.
 - **Impact:** FDS21 was highly successful, with the following results in Literacy and Numeracy due to their involvement in the class
 - **Numeracy: 86.96%** (20 out of 23 students)
 - **Literacy: 73.91%** (17 out of 23 students)
 - **Other Steps:** A "Numeracy Boost" course was implemented in Term 4 to help more students reach the Numeracy requirement. This was offered to 24 students and assisted 18 (or 75% of the group) to attain Level 1 Numeracy
- **Literacy and Numeracy Common Assessment Activities (CAA):**
 - **September 2025 Results:** Year 10 students at or above Stanine 5 saw strong success (90.2% pass in Reading; 79.4% in Numeracy).
 - **Senior Achievement:** As of late 2025, Year 13 pass rates are exceptional, with 97.9% of students attaining both Literacy and Numeracy.
 - **Attendance Intervention:** Focused communication and letters from the principal improved Year 11 CAA attendance by up to 10% between May and September.
- **Numeracy Boost:** A Term 4 "Numeracy Boost" course was implemented for students with 5 existing credits, potentially increasing the overall Level 1 NCEA pass rate by 2%.

Conclusion

Rangiora High School has made substantial progress in responding to the ERO's recommendations over the past two years. Through targeted curriculum improvements, robust PLD programs, strengthened pastoral systems, enhanced data-driven student tracking, and a commitment to cultural responsiveness, we are fostering an environment where every ākonga can succeed. Moving forward, we will continue refining these initiatives to ensure sustained growth and development as we know there are still steps to make.

PART SIX: ADDITIONAL COMPLIANCE REPORTING 2025

A. Giving effect to Te Tiriti o Waitangi

- Plans, policies and local curriculum reflect local tikanga Māori
- Making instruction available in Tikanga Māori and Te Reo Māori
- Achieving equitable outcomes for Māori



Atawhai ngā rito, kia puāwai ngā tamariki.
Ako i ngā tamariki, kia tu tāngata ai, tātou katoa.

*Cherish and nurture the shoots, so the children will bloom.
Learn from and with these children, so that we all can stand tall.*

Executive Summary

MĀORI ĀKONGA	
	<ul style="list-style-type: none"> Māori ākonga are 16% of the school roll Ākonga identify with over 50 different Iwi. 39.13% of our Ākonga Māori are Ngāi Tahu
CURRICULUM	
	<ul style="list-style-type: none"> Te Reo and Kapa Haka offered from Year 9 - 13 Numbers of ākonga taking te Reo and Kapa Haka are increasing in the junior school
ENGAGEMENT	
Attendance	<ul style="list-style-type: none"> Māori ākonga attendance sits 3.6% below the rest of our ākonga. Between 1 Jan and 1 March Māori ākonga attendance was 84.2%
Pastoral	<ul style="list-style-type: none"> We are fortunate to have 2 kaiārahi i te reo Māori (Te Aniwa Nelson and Waiora Brooks). A key aspect of Te Aniwa's role is pastoral care of our ākonga Māori. As part of her kaiārahi role she began to spend a day a week focussed on pathways for Māori working out of the Careers Department. We have recently appointed Waiora Brooks in this role for 14 hours to support Te Aniwa. Whanau Wānanga was reviewed in 2025 under the leadership of Remihana Emery - in 2026 an Opt-In PLD slot is available to drive this kaupapa
ACHIEVEMENT	
NCEA	<ul style="list-style-type: none"> Māori ākonga literacy and numeracy rates are lower than their peers - but the gap is narrowing
Leaver Data	<ul style="list-style-type: none"> Māori ākonga leaver rates are higher than all ākonga (our Kamar data shows their leaving rate was 5% higher in 2025)
PROFESSIONAL DEVELOPMENT	
Culturally Responsive Pedagogy	<ul style="list-style-type: none"> The Kia Eke Panuku Strategic Lead Team, led by Amanda Peter [WSL in 2025 and Remihana Emery in 2026,] are driving the development of Cultural Relations for Responsive Pedagogy Rongohia Te Hau continues to inform our next steps.

PLD	<ul style="list-style-type: none"> • A variety of PLD in-house • New staff induction has a focused allocation to Culturally Responsive Pedagogy and the work of our Kia Eke Panuku team • Many staff are currently learning or have been involved in learning Te Reo Māori through Te Wānanga o Aotearoa or the Ministry funded Te Ahu o Te Reo. • Many staff have attended workshops presented by Ngāi Tūāhuriri which focus on Mātauranga Māori as part of the Teacher Only Day • At the beginning of 2025 - 40 staff attended Tūāhiwi Education workshop 1 • In 2026 there is an Opt-In workshop for staff to <ul style="list-style-type: none"> ○ Attend Kaiapoi Pa ○ Collaborate to strengthen practice in Whānau Wānanga
-----	---

Māori Ākonga Numbers and Movement

On 1 March 2026 there were **276** Māori ākonga enrolled at Te Kura Tuarua o Rangiora (**16%** of the school roll).

	TOTAL	Year 9	Year 10	Year 11	Year 12	Year 13
ALL	1668	377	370	371	296	254
Māori	276	71	61	71	36	37
Pasifika	37	5	13	6	6	7

Iwi

Ākonga identify with over 50 iwi. The four largest iwi groups are:

- 108 Ngāi Tahu
- 23 Ngāpuhi
- 10 Ngāti Porou
- 35 Not stated

Curriculum

- Te Reo Māori and Kapa Haka are taught across all year levels.
- Year 9 is a module option (10 weeks) of 3 periods per week.
- Year 10 - ākonga are offered a 20-week semester of 3 periods per week.
- Yr 11- 13 are full year options of 4 hours per week
- In 2025 for the first time there are sufficient student number to run Year 11 Haka as a class on its own
- Year 12,13 is in a combined class for Kapa Haka

Student Numbers	Year 9	Year 10	Year 11	Year 12	Year 13
Te Reo Māori	123	60	22	13	13
Kapa Haka	66	45	16	11	9

Our ākonga continue to excel in Māori medium disciplines, notably with two representatives competing in the **2025 Waitaha Manu Kōrero** across Junior and Senior English and Senior Māori sections.

Kapa Haka remains a cornerstone of our school culture. In addition to supporting Pōwhiri, ANZAC Day, and Matariki celebrations, our rōpū performs annually at the local Kapa Haka festival. In the past our involvement as a **pilot school for Te Ao Haka (Levels 1–3)** was highly successful, with several student work samples selected for national benchmarking.

Kapa Haka is a primary driver of cultural responsiveness, creating an environment where ākonga can succeed *as Māori*. Key benefits identified through this mahi include:

- **Identity & Values:** Reinforcing whanaungatanga, ako, and tuakana-teina while celebrating New Zealand's unique identity.
- **Holistic Development:** Improving physical fitness, coordination, and mental discipline through demanding recitation and performance.
- **Well-being (Hauora):** Building confidence, a sense of collective solidarity, and exposure to leadership roles.

Strategic Challenges

To move forward, the school is focusing on two critical areas:

1. **Curriculum Integration:** Transitioning Te Reo and Te Ao Māori from a standalone curriculum area into a foundational element integrated across all learning departments.
2. **Equity in Achievement:** Addressing Māori-Pākehā disparities by embedding culturally and relationally responsive pedagogies school-wide. Our goal is to ensure that every student's prior knowledge is used as a foundation for reaching their full potential.

Wānanga

All students have 2 half hour sessions.

Here is the Wānanga handbook.

Content around Matariki, Te Wiki o te reo Māori are explicitly delivered, in addition there are exploration into weekly Whakataukī

Tikanga in Wānanga

- Tikanga of Wānanga is co-constructed in a **mission statement and class treaty** with the rōpū
- Use of **karakia** - open Wānanga at the beginning of the week and close at the end of the week. Karakia
- Kaiako will use the correct **pronunciation** of ākongā names
- **Whakataukī** will be used to support the major themes/topics in Wānanga - kōrero or activities will be designed by kaiako to embed the Whakataukī across the learning of the topic. These can be found in the teacher planner. Here is also a set of slides which outline possible activities or inspire kōrero for Term 1's Whakataukī.
- **Waiata** can be used as part of the Wānanga programme. For example, there are waiata available through [Mātauraka Mahaanui](#) that can support celebration of events
- Significant events and contexts that are important to a **Mātauranga Māori and Te Ao Māori view** will be given 'space' and priority for learning in Wānanga, for example; (not an exhaustive list):
 - Matariki
 - Te Wiki o Te Reo Māori
 - Cultural narrative of Rakahuri

Progress and Achievement

Literacy and Numeracy 2025

All ākongā are required to achieve 10 credits at Level 1 in literacy and numeracy to achieve NCEA Level 1. At Rangiora High School in 2025:

- 68.1% of Year 11 Māori ākongā gained Level 1 Literacy (the rate for all Year 11 ākongā was 84.5%) The national rate for all Year 11 ākongā was 78.8%
- 68.1% of Year 11 Māori ākongā gained Level 1 Numeracy (the rate for all Year 11 ākongā was 80.2%). The national rate for all Year 11 ākongā was 78.2%

For University Entrance, ākongā are required to achieve 10 credits in literacy. These can be achieved in Level 2, or if needed, in Level 3. At Rangiora High School in 2025:

- 28.6% of Year 13 Māori ākongā gained UE literacy (the rate for all Year 13 ākongā was 50.6%)

NCEA Level 1-3

NZQA's Equitable Educational Achievement for Ākongā Māori Project - Phase 1

After reviewing nationwide data, our school was identified as having raised Māori achievement of NCEA Level 1 ākongā from 2017 to 2020. We have seen positive shifts again in the 2025 results.

2025 NCEA Results

Year 11	Level 1 - %					NATIONAL 2025
	2021	2022	2023	2024	2025	
NZ European	81.9%	84.2%	80.5%	73.2%	76%	78.5%
Māori	80.6%	77.6%	72.5%	60.3%	68.6%	61.8%
Pasifika	100%	71.4%	88.9%	75%	83.3%	55.2%
Asian	83.3%	92.3%	75%	79.2%	94.1%	77.6%
Other	50%	100%	100%	66.7%	100%	78.1%
Total	69.6%	72.5%	69.2%	69.1%	77.2%	72.6%

Level 2 - %						
Year 12	2021	2022	2023	2024	2025	NATIONAL 2025
NZ European	79.9%	73.6%	77.6%	83.8%	85.1%	77.9%
Māori	80.4%	68.6%	68%	78.6%	82.1%	65%
Pasifika	72.7%	80%	83.3%	60%	100%	65%
Asian	80%	66.7%	86%	91.7%	76.0%	72.1%
Other	100%	0%	50%	100%	80%	75%
Total	80%	73.8%	77.8%	84.3%	84.9%	73.2%

Level 3 - %						
Year 13	2021	2022	2023	2024	2025	NATIONAL 2025
NZ European	65.8%	75.1%	66.3%	73.1%	80.3%	74.1%
Māori	50%	72.7%	56.5%	60.6%	68.6%	62.2%
Pasifika	42.9%	50%	50%	60%	87.5%	67.3%
Asian	85.7%	66.7%	71.4%	60%	63.6%	71.5%
Other	100%	0%	0%	50%	0%	71.2%
Total	65.6%	74.8%	65.8%	71.9%	79.9%	71.2%

Results v EQI and RHS

	Māori RHS	Māori EQI	RHS
ONE	68.6	+3.6	-8.6
TWO	82.1	+17.9	-2.5
THREE	68.6	+2.1	-11.3
UE	28.6	-22	-6.7

A positive results means that Māori RHS was Higher than the others

Literacy & Numeracy (Māori students)

	RHS	EQI
LITERACY	68.1	76.9
NUMERACY	68.1	73.9

Mentoring and Support of Māori and Pasifika Ākonga

Whānau Wānanga and Staff Development

- Our ākonga are primarily supported by their **Wānanga kaiako** within whānau-based groups at every level.
- **2025 Review:** Led by Remihana Emery, a comprehensive review of the whānau wānanga system was conducted, resulting in more robust, shared outcomes established for 2026.
- **Professional Learning:** To ensure the success of these rōpū, we are introducing an "Opt-in PLD Workshop" in 2026 to specifically support teachers in this space.
- **Kaiārahi Māori: Mentorship and Pathways**
- The school provides dedicated support for rangatahi Māori through our permanent Kaiārahi Māori, Whaea Te Aniwa Nelson, and 14-hour Kaiārahi Māori, Waiora Brooks. Their mahi focuses on:
- **Intervention & Engagement:** Identifying at-risk ākonga, providing in-class support, and facilitating whānau liaison.

- **Pathways & Careers:** Working within the Careers Department to connect tauira with external agencies, tertiary providers, work experience, and scholarship opportunities.
- **Coordination:** Facilitating whānau hui and collaborating with the wider pastoral network and event organisers.
- **Strategic Leadership and Oversight**
- In 2024, we established a dedicated Māori Department under the leadership of **Amber Goldsworthy (Kaitiaki Te Ao Māori)**. This role ensures high-level oversight of both curriculum delivery and pastoral care. During Amber's maternity leave, experienced kaiako Danna Robson has stepped into this position.
- Broad institutional support is further provided by:
 - **The Pastoral Network:** A collaborative team comprising teachers, Kaitiaki, Guidance Counsellors, and Deputy Principals.
 - **Senior Leadership Oversight:** Deputy Principal Paula McDonald (Teaching and Learning) and Associate Principal Remihana Emery work to support both Māori ākonga and the learning area.

Retention and Transition of Māori Leavers

Māori ākonga leaving Rangiora High School with NCEA Level 1 or above:

	2021	2022	2023	2024	2025
Number	31	46	36	35	52
% of total	75.6%	80.7%	77.1%	70%	75.4%

Māori ākonga leaving Rangiora High School with NCEA Level 2 or above:

	2021	2022	2023	2024	2025
Number	26	39	29	32	46
% of total	63.4%	68.4%	60.4%	64%	66.7%

Māori ākonga leaving Rangiora High School with NCEA Level 3 or above:

	2021	2022	2023	2024	2025
Number	13	24	13	20	24
% of total	31.7%	42.1%	27.1%	40%	34.8%

Māori ākonga leaving Rangiora High School with University Entrance:

	2021	2022	2023	2024	2025
Number	11	18	9	14	10
% of total	26.8%	31.6%	18.8%	28%	14.5%

Ākonga and Whānau Voice

Rongohia te Hau

This section focuses on the school's commitment to evidence-based practice and the long-term use of the **Rongohia te Hau** tool to measure and improve classroom pedagogy.

Rongohia te Hau: Pedagogy and Evidence

Overview of the Process

In 2025, we completed our 12th year utilising **Rongohia te Hau**, a collaborative tool designed to assess and co-construct effective classroom practice. This process provides a "sniff of the wind" snapshot of our school's pedagogy, helping us understand how to better serve our Māori ākonga. Our guiding principle remains what is **good for Māori is good for all**.

Methodology

The process is facilitated by the **Kia Eke Panuku** team and involves:

- **Randomised Observations:** In 2025, 36 classrooms were selected at random for 20-minute observations to ensure a representative sample of daily teaching.

- **Shared Learning Conversations:** Following the walkthroughs, observers engage in critical dialogue to evaluate teaching practices along a five-point continuum.

The Pedagogy Continuum

Classroom practice is categorized into three main stages of development:

1. **Basic:** Initial awareness and implementation of relational strategies.
2. **Developing:** Emerging consistency in culturally responsive practices.
3. **Integrating:** Seamless and robust evidence of relational and culturally responsive pedagogy.

Our most recent walkthroughs showed a positive shift toward the "Integrating" end of the spectrum. We are focused on maintaining and accelerating this momentum in the 2025/2026 period to ensure consistent high-quality learning environments across the kura.

Māori ākongā and their whānau and teachers are also surveyed.

Rangiora RtH hui 2025 Staff Presentation.pptx

Rongohia Te Hau 2025: Summary and Comparative Analysis

Rongohia Te Hau Graphs 2017 - 2024

Walkthrough Data from Kaiako

Classroom walk-through observations 2025

Number of walk-throughs completed		36		
Percentage of teachers		32%		
Pedagogy continuum				
No evidence	A little evidence	Some evidence	A lot of evidence	Full implementation
1	1	7	15	12
Basic	Developing		Integrating	
2%	22%		75%	

Classroom walk-through observations 2024

Number of walk-throughs completed		40		
Percentage of teachers		35%		
Pedagogy continuum				
No evidence	A little evidence	Some evidence	A lot of evidence	Full implementation
	2	10	17	11
Basic	Developing		Integrating	
	30%		70%	

Classroom walk-through observations 2023

Number of walk-throughs completed		39		
Percentage of teachers		34%		
Pedagogy continuum				
No evidence	A little evidence	Some evidence	A lot of evidence	Full implementation
0	2	12	16	9
Basic	Developing		Integrating	
	36%		64%	

Classroom walk-through observations 2022:

Number of walk-throughs completed		44		
Percentage of teachers		40%		
Pedagogy continuum				
No evidence	A little evidence	Some evidence	A lot of evidence	Full implementation
	2	15	17	10
Basic	Developing		Integrating	
0%	39%		61%	

Classroom walk-through observations: 2021

Number of walk-throughs completed		41		
Percentage of teachers		38%		
Pedagogy continuum				
No evidence	A little evidence	Some evidence	A lot of evidence	Full implementation
0	4	16	11	10
Basic	Developing		Integrating	
0%	49%		51%	

Ākonga Voice

Two senior ākonga attend weekly Wednesday meetings with the Kia Eke Panuku Strategic Change Lead Team. This is a regular opportunity for them to report back, ask questions, get information or raise concerns.

These responses reinforce the need for the school's ongoing commitment to culturally relational and responsive pedagogy through the mahi of the Kia Eke Panuku Strategic Change Leadership Team. We also gather Ākonga voice through our Rongohia Te Hau annually. At the end of 2022 the KEP team spoke kanohi ki te kanohi to Year 9 and 10 rangatahi - this was the data captured. This data formed the basis of the 'Know Me, Guide Me' focus in our Strategic Plan and is still very relevant today.

Whānau Hui and other events

Whānau Hui are scheduled one per term (the first this year is in March). Typically, whānau hui are week 6 of every term. We have our Matariki Celebration on July 22 2026; this will be our fifth event since starting in 2021.

Additionally, our school hosted Ngā manu Korero in 2025 for the first time since 1997. This was a wonderful opportunity to host over 2000 kaiako, whānau and ākonga. This occurred on Wednesday June 18 and 19.

Staff

In 2024 we appointed Amber Goldsworthy as our Kaitiaki Te Ao Māori. Amongst her role, she oversees the delivery Our Te Reo Māori and Kapa Haka Programmes. Our kaiako are Grace Paku, Whaea Kezia Lavea (Ngāiti tama te tau ihu). During 2024, Amber took Maternity leave and we employed Whaea Grace Paku

Other staff who identify as Māori are:

- Mary Himiona (Drama)
- Claire Aldhamland (Visual Arts)
- Leanne Abraham (English)
- Andy Murray (Agriculture)
- Leigh Miller (International Manager ESOL)
- Elise Brambley (Dean of Hillary House)
- Jean Foster (Kaiāwhina ESOL)
- 2025 Waiora Brooks and Te Aniwa Nelson (Kaiārahi i te reo Māori)

Professional Learning and Development

Kia Eke Panuku Strategic Change Lead Team

Amanda Peter leads this team. Their role being to develop cultural relations for responsive pedagogy. This team continues to meet each Wednesday morning. Two senior ākonga have joined the team. A website has been created. This shows what we are doing, news, readings and a whole lot more. [Here is a link to the website.](#)

This year the team has also delivered whole staff Professional Learning for many years. The focus of this has included: Māori Ākonga Achievement, Gathering Culturally Responsive Student Voice, Our Cultural Toolkit and also reviewing our Cultural Responsive Rangiora High School Continuum.

Shadow Coaching

The Kia Eke Panuku SCLT continues to nurture this kaupapa. The Shadow Coaching method has seen a deepening of understanding of the Cultural Tool Kete and a shift in teacher practice (as seen in the Rongohia Te Hau data) This is now just part of Faculty culture, in that all faculty administration occurs in a Culturally Responsive manner.

Te Reo Māori

Many staff have completed the programme, *He Papa Tikanga*, to learn Te Reo Māori and Tikanga. Staff are currently enrolled. This is an intensive self-directed programme.

Many staff are enrolled in *Te Ahu o te Reo Māori learning programmes* Levels 1 - 5. These programmes aim to grow and strengthen an education workforce that can integrate te reo Māori into the learning of all ākonga in Aotearoa New Zealand by 2025.

2021

- 65 Staff had completed He Papa Tikanga through Te Wānanga o Aotearoa
- 17 staff were enrolled in Te Ahu O Te Reo Māori

2022

- 19 staff who are currently enrolled in Te Ahu o Te Reo Māori.
- We have 6 staff Learning Level 1, 6 at Level 2, 2 at Level 3 and 5 at Level 4.
- We also have one staff member enrolled in Level 4 Raranga!!

2023

- Many staff are currently enrolled in Te Ahu o Te Reo Māori.
- We also have one staff member enrolled in Level 5 Raranga

2024

- Many staff are currently enrolled in Te Ahu o Te Reo Māori.
- Staff continue to upskill on tikanga through He Papa Tikanga delivered by Te Wānanga o Aotearoa
- We also have one staff member on study leave enrolled in Level 6 Raranga

2025

- Opt-In Teacher only day lead by Te Aniwa Nelson included a visit to Kaiapoi Pā

Te Wiki o te Reo Māori (Māori Language Week)

This is valued in our kura. Our students and kaiako work to make this a week of celebration.

Our kura registers every year for the Māori Language Moment. Our whole kura stops and e tū for the Aotearoa New Zealand National Anthem. Every year a kete of resources is produced and shared with all kaiako to support them to uphold Māori language within their Wānanga.

All staff have the opportunity to participate in the Te Wiki o te Reo Māori quiz

Our focus is that 'every' week is Te Wiki o te Reo Māori.

In 2024 our Year 13 leaders took on the responsibility for driving our mahi in this area as a kura. This continued in 2025.

Mātauranga Māori

We successfully applied for centrally resourced funding for support to integrate Mātauranga Māori into NCEA courses in 2024.

During 2024 our RAPLD contract continued with HTK, centred around supporting our middle leaders.

In 2024 our Leaders of Learning worked with HTK, their first PLD session was on 29th February 2024. See [here for a summary](#) of that day

At the end of 2024 all leaders of learning met with either the DP - Teaching and Learning or the DP - Curriculum to ascertain the embedding of Mātauranga Māori into Teaching and learning programmes in Level One NCEA.

Report on Mātauranga Māori, Feedforward, Feedback, Scaffolding, and Differentiation in Learning Areas at Rangiora High School

In 2025, we worked to continue to embed these practices in our kura.

Staff briefings / meetings

Staff say karakia for our 2 morning briefings and some staff use karakia at other hui. Waiata are practised at Friday mornings briefing.

Self-Reflection

To support staff, reflect on where they are at and their next steps a self-reflection template has been developed. Staff are also encouraged to use this tool to self-reflect on their pedagogy

Other Supporting Documentation in kura (some is archived):

What steps are you taking to make instruction available to all your students in tikanga Māori and te reo Māori?

How well are you achieving equitable outcomes for Māori students?

- Sight policy
- Curriculum plan/overview Curriculum Policy
- Analysis of variance / analysis of achievement data
 - KIG - Māori Student Achievement Report
- Professional learning around Te Tiriti o Waitangi

- Culturally Responsive PLD Plan 2022
- PLD Application - DRAFT HTK MDP (successful)
- RHS Puketeraki TRM Language Plan
- Rongohia Te Hau Data 2024
- Rongohia Te Hau Continuum Staff PLD 2022
- CRRP Teacher Planner 2024
- Bill Anderson Te Tiriti Workshop Term 3
- PLD regularly with staff
- Other
 - Kia Eke Panuku - runnings
 - He Tipu (Kāhui Ako)
 - Language Acquisition Hui 5 November
 - Equitable Educational Achievement for Ākonga Māori Project – Phase 1
 - 2024 Taura Māori.pdf
 - Gathering Student Voice - RTH
 - Local Curriculum and Tikanga Māori and Mātauranga Māori in Faculties 2024

B. Statement of compliance with employment policy

Reporting on principles of being a good employer	
Obligation to provide good and safe working conditions	Yes – including a health and safety office, staff wellbeing officer, EEO policies and procedures and regular surveys on wellbeing
EEO Programme and how it has been fulfilled	No
Impartial selection for applicants	Yes – all interviews are held with uneven from three interviewers. Ngai Tūāhuriri engaged in any culturally specific positions. Appointment policy in place and followed. All interviews recorded with question number system.
Recognising <ul style="list-style-type: none"> - Aims and aspirations of Māori - Employment requirements of Māori - Greater involvement of Māori in the Education sector 	See EEO policy attached
Enhancing the abilities of individual employees	School wide PLD and individual growth PD including the ability to retrain (school supported) (Currently one teacher and one counsellor)
Recognising the employment requirements of women	EEO Policy attached
Recognising the employment requirements of persons with disabilities	EO Policy attached

Reporting on EEO	
Do we have an EEO policy?	Yes (attached)
Does it include training to raise awareness of issues which may impact EEO?	No
Is there someone appointed to coordinate compliance?	Yes
Does it provide for reporting on compliance?	Yes
Does it set priorities?	No

PART SEVEN: 2024-2026 STRATEGIC PLAN & ANNUAL PLAN 2026



RANGIORA HIGH SCHOOL

STRATEGIC PLAN 2024-26

ANNUAL PLAN 2026

VISION

Ākonga thriving in a centre of learning excellence that acknowledges the past, and focuses on their future; connecting ākonga to community, enabling them to contribute positively as lifelong learners.



MISSION

- Ākonga deeply engaged in the process of learning, experiencing success through learning focused relationships and culturally responsive teaching practices.
- A dynamic curriculum delivered through relevant and responsive learning programmes that are inclusive and equitable with clear pathways to future learning, training and employment.
- Ākonga will use the knowledge, values, skills and dispositions to become active members of the community, contributing to and successfully navigating the future.

LEARNER PROFILE

We support each and every learner to develop the knowledge, values and skills to successfully navigate the future.

At the forefront of the learner profile are four key elements:

- Engaged
- Confident
- Integrity
- Lifelong learner

VALUES

- Aspire (Wawatahia): *Aspiring to achieve your best.*
- Respect (Whakautea): *Respect yourself, others and the environment.*
- Contribute (Tohaina): *Actively contribute to the community.*



STRATEGIC DIRECTION 2024-2026

CORE FOCUS

This is the centre pillar, we need to know our students on an individual basis. Step one is to track our students to find those who are at risk or need support. We then place a mentoring programme to sit alongside them. We guide our students through feedback and feedforward. Finally, we inform our students and caregivers through regular reporting that is easy to access and informs of next steps rather than outcomes.

2026 School Mantra: KNOW ME GUIDE ME



STRATEGIC FOCUS

These are the wrap around strategies to ensure the core is maintained. Knowing our students sits on the left and deals with wellbeing and culture. Guiding sits on the right and deals with learning and curriculum. The larger writing (e.g. School Values) is the annual focus. The smaller writing is the Tier One business as usual (e.g. Sports).

ANNUAL PLAN 2026

Our Goals	Our Actions	Our Success
<p>KNOW ME</p> <p>A sense of belonging and worth for everyone through growing and supporting the mind and body by being both proactive and reactive to the needs of our students, staff and whānau.</p>	<ul style="list-style-type: none"> Implement the stepped attendance plan – support and enable the pastoral design team Regular and effective analysis of attendance data Improve positive communication with whānau with respect to attendance Development of effective pastoral leadership and pastoral management teams Embed a strong sense of belonging to the house Embed and maintain high expectations of behaviour consistently across the school Improve and embed school spirit & acknowledge and celebrate values Alignment of guidance and health clinics 	<p>STRATEGIC PERFORMANCE INDICATORS</p> <ul style="list-style-type: none"> All levels of attendance data are above for attending or below for non-attending compared to national averages <p>KEY PERFORMANCE INDICATORS</p> <ul style="list-style-type: none"> Stepped attendance plan implemented (SOY), followed (EOT checks), and reviewed (EOY) Survey of students, staff and whānau on sense of belonging and school spirit (EOT3)
<p>GUIDE ME</p> <p>Our curriculum engages our students through providing multiple opportunities to succeed combined with high expectations on ourselves and our students. This is underpinned by a strong understanding of effective pedagogy and culturally responsive practices.</p>	<ul style="list-style-type: none"> Implement curriculum change for 2027 based on the new curriculum Enable the curriculum design team to support our leaders of learning in implementing our school curriculum Track at risk students to provide targeted support Review the role of Kaiiwhina and Learning Support Co-ordinator to measure and grow effectiveness in the classroom, and in support of our students learning Enable and support Leaders of Learning to implement the teaching & learning handbook Focus on high quality tailored professional development for staff Provide authentic focused literacy and numeracy support Professional learning for middle leaders Analyse and review leavers – time/level/qualification/destination 	<p>STRATEGIC PERFORMANCE INDICATOR</p> <ul style="list-style-type: none"> Leaver's data improves at all levels New curriculum designed and ready for 2027 All NCEA Levels achieve 80% pass <p>KEY PERFORMANCE INDICATORS</p> <ul style="list-style-type: none"> Leaders of Learning are confident of teaching the new curriculum in 2027 (confidence way points each EOT) At risk tracking implemented (EOT1), followed (waypoints each implementation stage), and reviewed (EOY) Clear understanding of the need for, and the role of the Kaiiwhina/LSC (plan EOT1, implement, and review EOY) Full report completed on our leavers data aligned to leavers profile (EOY)
<p>Our strategies to give effect to Te Tiriti o Waitangi</p> <ul style="list-style-type: none"> Sustain and support the Māori faculty Continue to build and contribute to our genuine relationship with mana whenua and whānau Embrace and engage in as many opportunities to lift the mana of our culture and people 		<p>Our strategies to give effect to the whenua</p> <ul style="list-style-type: none"> A sustainable response to the board funded approach is created to ensure a long term commitment to the whenua Continually connecting faculties and subjects to the whenua Grow and improve the delivery of land based studies – the subjects taught on the whenua

KEY STRATEGIC DATA 2024-2026





Our Goals	Our Actions	Our Success
 <p>KNOW ME</p> <p>A sense of belonging and worth for everyone through growing and supporting the mind and body by being both proactive and reactive to the needs of our students, staff and whānau</p>	<ul style="list-style-type: none"> Implement the stepped attendance plan – support and enable the pastoral design team Regular and effective analysis of attendance data Improve positive communication with whānau with respect to attendance Development of effective pastoral leadership and pastoral management teams Embed a strong sense of belonging to the house Embed and maintain high expectations of behaviour consistently across the school Improve and embed school spirit & acknowledge and celebrate values Alignment of guidance and health clinics 	<p>STRATEGIC PERFORMANCE INDICATORS</p> <ul style="list-style-type: none"> All levels of attendance data are above for attending or below for non-attending compared to national averages <hr/> <p>KEY PERFORMANCE INDICATORS</p> <ul style="list-style-type: none"> Stepped attendance plan implemented (SOY), followed (EOT checks), and reviewed (EOY) Survey of students, staff and whānau on sense of belonging and school spirit (EOT3)
 <p>GUIDE ME</p> <p>Our curriculum engages our students through providing multiple opportunities to succeed combined with high expectations on ourselves and our students. This is underpinned by a strong understanding of effective pedagogy and culturally responsive practices.</p>	<ul style="list-style-type: none"> Implement curriculum change for 2027 based on the new curriculum Enable the curriculum design team to support our leaders of learning in implementing our school curriculum Track at risk students to provide targeted support Review the role of Kaiāwhina and Learning Support Co-ordinator to measure and grow effectiveness in the classroom, and in support of our students learning Enable and support Leaders of Learning to implement the teaching & learning handbook Focus on high quality tailored professional development for staff Provide authentic focused literacy and numeracy support Professional learning for middle leaders Analyse and review leavers – time/level/qualification/destination 	<p>STRATEGIC PERFORMANCE INDICATOR</p> <ul style="list-style-type: none"> Leaver's data improves at all levels New curriculum designed and ready for 2027 All NCEA Levels achieve 80% pass <hr/> <p>KEY PERFORMANCE INDICATORS</p> <ul style="list-style-type: none"> Leaders of Learning are confident of teaching the new curriculum in 2027 (confidence waypoints each EOT) At risk tracking implemented (EOT1), followed (waypoints each implementation stage), and reviewed (EOY) Clear understanding of the need for, and the role of the Kaiāwhina/LSC (plan EOT1, implement, and review EOY) Full report completed on our leavers data aligned to leavers profile (EOY)
<p>Our strategies to give effect to Te Tiriti o Waitangi</p>		<p>Our strategies to give effect to the whenua</p>
<ul style="list-style-type: none"> Sustain and support the Māori faculty Continue to build and contribute to our genuine relationship with mana whenua and whānau Embrace and engage in as many opportunities to lift the mana of our culture and people 		<ul style="list-style-type: none"> A sustainable response to the board funded approach is created to ensure a long term commitment to the whenua Continually connecting faculties and subjects to the whenua Grow and improve the delivery of land based studies – the subjects taught on the whenua

PART EIGHT: APPENDIX

1. Report on annual target progression

A. Learning

Targets:

1. Track at risk students to provide targeted support
2. Focus on High Quality teaching through the implementation of Professional Learning Groups.
3. Provide professional learning for middle leaders (climb the mountain)

Review:

1. **Track at-risk students to provide targeted support: COMPLETE (will continue in 2026)**
 - **Action taken:** Introduced the Year 12 Foundation Studies (FDS21) and Year 11 Te Awhina (TAP11) courses to support students lacking NCEA Level 1 Literacy or Numeracy.
 - **Impact:** FDS21 was highly successful, with the following results in Literacy and Numeracy due to their involvement in the class
Numeracy: 86.96% (20 out of 23 students)
Literacy: 73.91% (17 out of 23 students)
 - **Other Steps:** A "Numeracy Boost" course was implemented in Term 4 to help more students reach the Numeracy requirement. This was offered to 24 students and assisted 18 (or 75% of the group) to attain Level 1 Numeracy
2. **Focus on High Quality teaching through the implementation of Professional Learning Groups: COMPLETE**
 - **Action taken:** Formed 9 Professional Learning Groups (PLGs) where staff identified specific growth areas.
 - **Impact:** 63% of teachers reported a direct positive influence on their professional practice or student outcomes.
 - **Outcome:** Due to 24% negative feedback regarding group fit and size, the model is shifting to "OPT IN" workshops for 2026.
 - In addition to this in order to support High Quality teaching we produced a "Teaching and Learning Guide" for implementation in 2026
3. **Provide professional learning for middle leaders (climb the mountain): COMPLETE**
 - **Action taken:** Senior leaders mentored middle leaders using the "First, Break All the Rules" kaupapa, which used a mountain-climbing metaphor for leadership.
 - **Impact:** Strengthens the capacity of middle management to drive curriculum leadership and effective teaching. Will continue in 2026.
 - **Ongoing Growth:** Several leaders were approved for external "Leading Edge" and "Aspiring Deputy Principals" programmes.

B. Curriculum

Targets:

1. Provide authentic focused Literacy and Numeracy support
2. Implement curriculum change for 2026 based on Curriculum review
3. Improve NCEA ready through a seamless curriculum from junior to senior classes

Review:

1. **Provide authentic focused Literacy and Numeracy support: COMPLETE**
 - **Action taken:** Implemented specific Year 10 lesson plans using Literacy and Numeracy Essentials booklets and ran targeted modules for Year 9 and 10 students.
 - **Impact:** Recent data shows 12 students in the Year 10 Numeracy class shifted up a Stanine level.
 - **NCEA Results:** Senior pass rates are high, with Year 13 reaching 98.7% in Numeracy and 97.9% in Literacy. Good Literacy and Numeracy results for Year 11 students.
 - **Attendance:** Communication and letters home resulted in a 10% improvement in Year 11 attendance for Reading and Writing Common Assessment Activities (CAA).
2. **Implement curriculum change for 2026 based on Curriculum review: COMPLETE**
 - **Action taken:** The Curriculum Management Team analysed key findings from a 2024 review during Term 2 of 2025.

- **Impact:** This review process ensures the curriculum remains dynamic and provides multiple opportunities for student success.
3. **Improve NCEA ready through a seamless curriculum from junior to senior classes: COMPLETE**
- **Action taken:** The Curriculum Design Team began "back-mapping" NCEA skills (critical thinking, research, and subject knowledge) into the junior school curriculum.
 - **Impact:** Faculties rewrote their junior schemes to create junior learning experiences that align with NCEA standards to create smoother transitions for students

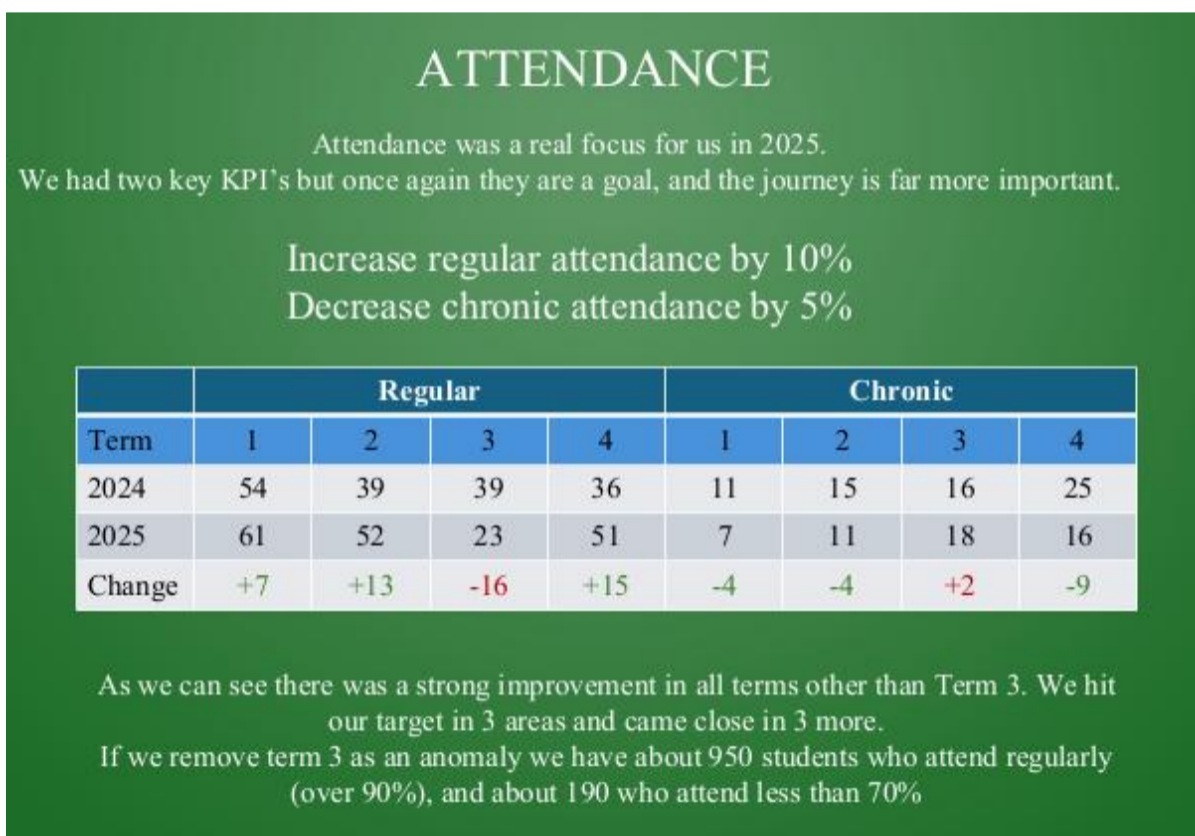
C. Culture/Wellbeing

Targets:

1. Improve validity of attendance data.
2. Improve communication with whānau.
3. Increase participation in co-curricular activities.
4. Acknowledge and celebrate values and success. (Grow & understand culture - Values, Sports, Arts, Diversity).
5. **Attendance KPI:** Improve regular attendance by 10% and decrease chronic absence by 5%.
6. **Restorative Practice:** Grow restorative practices and ensure a timely, effective response to real-time data.
7. **Support Systems:** Implement house system changes and provide holistic support pathways.

Review:

Improve validity of attendance data and increase attendance: ACHIEVED



The data shows a solid increase in attendance for term 1,2 and 4. A high level of staff and student sickness in term 3 was an anomaly.

- **Action taken:** Aligned processes to the MOE Stepped Attendance (STAR) structure. Implemented a Kamar update for automatic alert/response notifications linked to the 4 steps.
- Pastoral Management Team structure to provide more consistent support for House and pastoral situations, and also provide a space to pull a range of views into one place.
- **2026 Next Step:** Refine the "Reason for Absence" coding to better distinguish between justified illness and truant-related patterns. Implement a Pastoral Design Team to research trends to why our students are not attending, increase positive acknowledgement of students who are attending well. Puhoro introduced to help engage our Māori and Pasifika students.

Improve communication with whānau - ACHIEVED

- **Action taken:** Appointed a Whānau Engagement Advisor to proactively engage with students and families. Held "Coffee & Cake" evenings and Year 8 orientation visits to build early connections
- **2026 Next Step:** As part of the Stepped Attendance plan are specific actions to engage whānau. Support for teachers is to create letter templates. Work with the PB4L team to improve positive communication to home. Increase opportunities to celebrate student success via social media, positive letters for good attendance. Provide more events (wine and cheese evening for Year 9 parents, Whānau Hui) to engage with whānau in a positive light. A new in-school attendance case manager via MOE funding has been approved by MOE, and will be in place Term 2 2026.

Increase participation in co-curricular activities - **ACHIEVED**

- **Achieved:** Student participation rose by 2%, with 46% of the school (811 students) playing sports.
- **Actions taken:** The inaugural Māori & Pasifika Prizegiving was established, and 31 junior students participated in a Performing Arts Roadshow to primary schools. Introduced **6-week "give it a go" programmes** in Rowing, Smallbore Rifle, and Volleyball to lower entry barriers
- **2026 Next Steps:** Introduce more low-stakes social clubs and lunchtime activities to capture the remaining 54% of students not currently playing sports. A Sports roadshow will visit a selection of contributing schools to increase participation.

Acknowledge and celebrate values and success. (Grow & understand culture) - **ALWAYS ASPIRATIONAL/ACHIEVED**

- **Action taken:** Continue to officially welcome our new students and whānau with pōwhiri (numbers attending continue to increase). Hosted Ngā Manu Kōrero, the most significant annual event on the Māori secondary school calendar, giving our ākonga and kaiako a first-time opportunity to experience this kaupapa. Taking all opportunities to strengthen our relationship with mana whenua.
- Continued to promote aspects of our culture (particularly Performing Arts, Sports, Community, Māori & Pasifika) through school assemblies. Launched the inaugural Māori & Pasifika Prizegiving on the back of a successful and growing Sports & Cultural Awards evening.
- Refined the school's purpose statement and installed framed values posters in Rakahuri and classrooms. Engaged Whaea [Claire Aldhamland](#) to design House banners portraying each House whakataukī.
- Our Rongohia Te Hau data showed positive movement towards a sense of belonging for staff, students and whānau, and we are beginning to converge towards a similar viewpoint on relational matters. This was also consolidated by the Board survey to the community. This was one of the driving factors towards the rethinking and “re-establishment” of a Year 9 Whānau Wānanga (9LPKG) for 2026.
- **2026 Next Steps:** Continue to showcase our culture and unpack our Lighthouse values in school assemblies, relating them to everyday school life. Give mana to areas of celebration relevant to our kura and our people to promote inclusivity e.g. Pasifika Language Weeks, Rainbow events. Promote and model more positive praise and practice throughout our staff.
- Transform key spaces within our kura to better reflect our values, who we want to be, and promote a sense of belonging e.g. the Hall. Better connect our values to the classroom visually and audibly by having explicit, consistent school-wide language.
- Focus on school uniform, wearing it correctly and with pride. Track, support and review the Year 9 Whānau Wānanga (attendance, engagement, pastoral, pedagogy and relationships).

Restorative Practice/PB4L: Grow restorative practices and ensure a timely, effective response to real-time data - **ONGOING, LONG-TERM TARGET**

- **Action taken:** All Kaitiaki completed the **3-day Restorative PLD**. Established a mandatory requirement to phone home after a restorative resolution
- Canvassed our staff and other schools for ideas and initiatives to positive reinforcement ideas. We have trialled a couple of these, around uniform, Out of Class Passes and attendance.
- **2026 Next Steps:** Provide "Restorative Refresher" workshops for Tier 1 classroom teachers to ensure consistency beyond the pastoral team. Develop a teacher bookmark/sticker to support restorative conversations and build teacher confidence. Establish a Pastoral Guide for staff.
- There are two key PB4L attendance initiatives to roll out for 2026, including letters to parents of students attending over 90%

2. Strategic property report

Two significant headline projects were completed this year:

1. Heating & cooling upgrade

The scope was developed and finalised during the year to achieve the following:

- Install air-to-water heating for Rakahuri to serve the underfloor heating system.
- Install centrally controlled split cycle heat pumps in remaining blocks currently serviced by the boiler.
- Decommission the pellet-fired boiler.

The design was completed by year end and an application was made to MoE for additional critical infrastructure funding up to \$1m, which has been approved. Work commenced early in 2026.

2. Sports Centre upgrade

In 2024, the MoE approved the start of a project to replace the ageing school hall with a performing arts centre. Scope and design discussions were progressed in 2025 with the wider community where it became apparent that the Board could not complete the project without external funding support. Discussions with stakeholders have continued during 2025.

After considering school priorities, the Board concluded that the MoE funding allocated for the hall replacement should be diverted to renovation of the Sports Centre. The MoE approved the funding switch and a new project was established.

Designs for the renovation focus on the creation of new classrooms in the building, upgraded access, interior and exterior cladding upgrades, various layout improvements, and renovation of the changing rooms. After completion of engineering and detailed design, work is expected to commence in 2026.

A number of other property projects have been completed during the year funded from operational grants:

- One open breakout room in Rakahuri was closed in to create an additional kaiako workspace.
- Two small wet rooms in Rakahuri were opened up into a single larger teaching space.
- The old caretakers' residence was renovated to the healthy homes standard.
- K & T block classrooms were converted to a dedicated compliant place for NCEA exams.
- MoE provided a top-up property maintenance grant in 2025 which was applied to cladding repair and repainting all of B, C and D Blocks, completing these works ahead of the maintenance schedule and significantly enhancing the aesthetic appearance of the school.