

South Otago High School Annual report 2026



SOUTH OTAGO HIGH SCHOOL

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Presiding member/principal's report (optional)

This could be a statement from your board's presiding member or principal informing the school or kura community about the achievements and successes of the previous year. The report also provides an opportunity to tell staff, parents and students about the risks, challenges and opportunities coming up in the year ahead.

List of all school board members (optional)

Board member names	Date that the board member's term finishes
Leon Kana	October 2026
Bronwyn Campbell	September 2028
Claire Cooper	October 2026
Reshema Dunlop	September 2028
Craig Gordon	September 2028
Kate Flett	September 2028
Mike Beeby (Staff representative)	September 2028
Rian Darmody (Student representative)	September 2026

Statement of variance: progress against targets

Domain: Wellbeing

Strategic Goal:

To continue to develop and maintain a positive culture at South Otago High School

Annual Target/Goal: Promote learning opportunities and interventions to support wellbeing				
Actions	What did we achieve?	Evidence	Reasons for any differences (variances) between the target and the outcomes	Planning for next year – where to next?
Action 1 Data gathering and consultation	<ul style="list-style-type: none"> -The gathering of student voice was encouraged to help support students -Data was gathered from community consultations to help support a positive culture -HODs documented wellbeing in reviews -Annual Skylight Travellers survey was completed all Year 9 students (term 1 week 5) -SOHS own wellbeing survey (term 3) helped with action planning and targeted interventions to support students -We completed our own staff wellbeing survey and shared findings with staff to help promote and support our positive culture 	<ul style="list-style-type: none"> Board reports Briefing minutes Staff meeting minutes Head of Department minutes SLT minutes Newsletters Facebook posts Community Consultations Surveys (SOHS surveys, Skylight) Observations Professional discussion Deans and Learning team meetings 	<ul style="list-style-type: none"> -There has been an increase in positive behaviour being reinforced/ shown through our PB4L system and assemblies, praise is frequent. -Our data tells us that students find some spaces in the school areas that they are concerned about and we have taken actions to help support students. 	<ul style="list-style-type: none"> -HOD sharing of information with other HOD to support wellbeing initiatives. Currently this is recorded in annual reports and an opportunity for wider sharing could be helpful. -Data will continue to be gathered from community/whanau consultations/hui -HOD will be documenting wellbeing in reviews and budget funds may be allocated for wellbeing initiatives -Action planning from survey data. -Staff wellbeing development/resources -Sharing of ideas and collaboration
Action 2 Leadership	<ul style="list-style-type: none"> -A team, whole school approach -Strategic meeting regular reporting and updates, next steps -Staff meeting agenda items -Briefing items and communications to staff -PB4L committee meetings, systems shared and developed -HODs supporting a wellbeing approach in their planning, budgeting and reviews. -Staff sharing information with others -Communications such as newsletter and facebook -Promotion of a range of supports for students/whanau -Assembly items students and SLT leadership -Increased korero and discussions around wellbeing 	<ul style="list-style-type: none"> -Strategic planning meeting discussions and evidence provided in reports at SLT regular meetings. -Assembly messages -Staff meetings -Communication to staff and whanau -Theme weeks -Board of Trustees initiatives. -Newsletter items -links - Observation -Data from communication systems, -Reports to BOT and Principal -SLT documentation 	<ul style="list-style-type: none"> -There was an increase in the number of students completing the SOHS developed wellbeing survey possibly due to the annual way this data is collected now and also that students know that we will follow up with actions to help support them. -We also made completing the survey a priority in the timetable. Student leaders were proactive in helping support wellbeing initiatives and actions. 	<ul style="list-style-type: none"> -Continuing a team, whole school approach -Care and Protection new school docs policy/procedure staff support session start of the year 2026 -Strategic meeting regular reporting and updates, next steps -Meeting agenda items -Briefing and communications to staff -PB4L committee meetings, systems shared and developed -HODs supporting a wellbeing approach in their planning, budgeting and reviews. -Staff sharing information/resources with others -Continuing wellbeing communications such as newsletter and facebook -Assembly items students and SLT leadership -Increased korero and discussions around wellbeing -PB4L regional coordinator networking and support -Staff aware of systems, staff manual shared annually -Rewards system monitored and developed -My REP for juniors reporting to whanau

	<ul style="list-style-type: none"> -PB4L regional coordinator networking and support -Staff aware of systems, staff manual shared annually -Rewards system monitored and developed -Restorative Practices further embedded -Updating systems of recording and sharing information eg learning support, relief -Year 13 leaders support positive culture through Friday assemblies and theme days -Student leaders support mentor groups with values-based learning such as peer support and anti-bullying -Tupulaga group -Whare ako developments -New staff brought new ideas -Deans moving with their year level 9-12 -Increased pastoral supports eg assistant deans and year 9 transitions 	<ul style="list-style-type: none"> -Department planning 	<ul style="list-style-type: none"> -We also asked mentors to follow up with junior students in term 4 and encouraged students to come forward with any information to help support them. -The student Skylight survey is completed annually with our year 9 cohort in their Health class, the difference we can see is that students are increasingly needing a range of supports for complex needs. We are continuing to work on a whole school approach to wellbeing and targeting extra support as required as well as looking at further support for preventative programmes, Alternative Education, PB4L, Interim Response Funding support, Pastoral time, Teacher Aid assistance. 	<ul style="list-style-type: none"> -Updating systems of recording and sharing information eg learning support, relief -Year 13 leaders support positive culture through Friday assemblies and theme day, programmes such as peer support and anti-bullying -Tupulaga group and Pasifika awards -Whare ako on site, opening and use -New staff in 2026 will bring new ideas -Deans moving with their year level 9-12 will bring increased knowledge of areas that may support student wellbeing -Staff and student inductions, welcoming to school -Staff member with responsibility for supporting the transition of year 9 to SOHS
<p>Action 3 Programmes</p>	<ul style="list-style-type: none"> -We investigated programmes and professional development to support our students and staff. -Engagement programme Year 10 -PB4L my REP -Promotion of Mātauranga Maori -Seeking out new programmes and opportunities that supported our wellbeing focus. -Support for Pasifika students -Speaker presentations -Peer Support programme and Student leadership -Mentoring -Careers development resources shared, dates and website, -Information out to staff Employee Assistance Programme/Staff wellbeing updates 	<ul style="list-style-type: none"> -Engagement programme statistics -Attendance reports -Deans meeting minutes -Cellphone and community consultations -BOT reports and HOD reporting Survey data Annual wellbeing survey full school-students term 3 2024 - 273 responses Skylight survey 	<ul style="list-style-type: none"> -Positive outcomes have been shown through the engagement programme. -PB4L My REP initiative has increased communications with home regarding our values and student behaviour, assistant deans have provided increased pastoral support -The PB4L and mentoring systems have been implemented for a number of years now and may need a review and a refresh to ensure that it is continuing to support our goals 	<ul style="list-style-type: none"> -We will continue to investigate programmes and professional development to support our students and staff. -Transition supports primary to high school/year 8 visits -PB4L developments, students working towards badges -Promotion of Mātauranga Maori -Seeking out new programmes and opportunities that support our wellbeing focus. -New programme/ support for Pasifika students -Speaker presentations eg Attitude -Student leadership -Mentoring -Careers development resources shared, dates and website, -Information out to staff Employee Assistance Programme -Programmes and initiatives investigated and supported that may help students, staff, community wellbeing -Workshops that support wellbeing eg Loves me Not/Travellers -Programmes such as Health support our models of Te Whare Tapa Wha and 5 Ways to Wellbeing. -Programmes such as peer support, health programmes, Police education promote our values and encourage respectful behaviour.

	<ul style="list-style-type: none"> -Programmes and initiatives investigated and supported that may help students, staff, community wellbeing eg Mental Health Skills Training -Workshops that support wellbeing eg Loves me Not/Travellers -Programmes such as Health support our models of Te Whare Tapa Wha and 5 Ways to Wellbeing. -Programmes such as peer support, health programmes, Police education promoted our values and encourage respectful behaviour. 	<p>SOHS annual wellbeing survey all students (term 3) Skylight data year 9 students (term1) (2022:70 surveys 84% feel good, 2023:80 surveys 87% feel good, 2024 93% feel good (88 surveys), 2025 (87 surveys 92% feel good)</p>		-Engagement programme developments
Action 4 Professional Development	<ul style="list-style-type: none"> -Opportunities were promoted to staff as they came into the school -Staff sharing professional practice with others -Developments with staff meeting. 	<ul style="list-style-type: none"> -Professional development records -Staff meeting records 	Staff are increasingly taking up professional development opportunities which is very positive. 5 staff attended training in Mental Health Skills First Aid in 2025	<ul style="list-style-type: none"> -Promote opportunities to staff -Staff to share professional practice with others -New school docs policy and procedures to be embedded
Action 5 Promote supportive culture	<ul style="list-style-type: none"> -BOT and SLT review of policy and procedures, move to school docs format -Timetabling arrangements -Health and Safety committee actions -Wellbeing updates shared with staff, promotion of employee assistance programme -Praise and support for students and staff -Lunchtime and extra curricular activities -Newsletter items, assembly messages and messages to staff and community promote a wellbeing approach -Departments can budget for and support wellbeing in ways that support students and staff in curriculum areas -Whanau and Tupulaga groups -Planning for new work spaces for staff and whare ako -Positive, respectful behaviour is promoted -Liaison with agencies such as Police -Policies and procedures updated and accessible -Communications such as newsletter items regarding supports and people that may be approached when there are concerns. 	<ul style="list-style-type: none"> -Feedback systems for staff such as Professional learning groups -SLT and BOT reporting -Health and Safety committee documentation 		<ul style="list-style-type: none"> -BOT and SLT reviews of policy and procedures -Staff wellbeing survey feedback -Timetabling arrangements -Health and Safety committee actions -Wellbeing updates shared with staff -Promotion of employee assistance programme -Praise and support for students and staff -Celebrating achievements -Lunchtime and extra curricular activities eg staff vs council -Newsletter items, assembly messages and messages to staff and community promote a wellbeing approach -Departments can budget for and support wellbeing in ways that support students and staff in curriculum areas -Whanau and Tupulaga groups -New work spaces for staff and whare ako -Positive, respectful behaviour is promoted -Liaison with agencies such as Police -Policies and procedures updated and accessible -Communications such as newsletter items regarding supports and people that may be approached when there are concerns. -Action plans for areas of concern eg vape detectors -Action plans for areas of concern eg vape detectors -Inductions, welcoming of new staff and students/whanau to our school. -Staff helping one another and continuing to promote activities to support other staff both within school and in wider community eg events

Domain: Learning Annual Target: To continue to raise the engagement and achievement of all students

Strategic Goal:

To continue to raise the engagement and achievement of all students, to improve student achievement in Literacy and Numeracy.

Annual Target/Goal: To have 90% of the Y11 cohort achieve both Literacy and numeracy requirements for NCEA L1 by the end of 2025				
Actions	What did we achieve?	Evidence	Reasons for any differences (variances) between the target and the outcomes	Planning for next year – where to next?
Prepare students for the CAA assessments. In Y10 the vast majority attempt the CAA's as part of a possible two year journey.	Y10 students attempted the CAA's except for ORRS or non-attendance.	NZQA Principals reports do not specifically break this down into year level for Y10-11. Data from KAMAR shows: Year 10 in 2025 Numbers of students with literacy or numeracy (this is the percentage of students that have achieved CAA's in one or two attempts) Literacy Numeracy 49/108 62/108 43%* 57% *(24% have passed one CAA)	Specifically targeted Y10 with preparation time for Literacy and Numeracy in English and Maths supported by a whole school approach. The success rate is higher than we had anticipated purely from CAA's.	Continue as we are. Most importantly with a "low stakes" attitude. Give it a go, do your best and its great practice for later in the year or Y11 if you don't achieve. Continue to fund Literacy and Numeracy co-ordinators which was established under the Communities of Learning and will now be Board funded position.
Students in Y11 attempt CAA's and / or complete subjects with Literacy and Numeracy available Monday to Thursday or targeted classes on a Friday	See data below showing that the overall highlight is that students at SOHS achieve more highly than nationally and EQI band. There were two opportunities to achieve, either via CAA or Achievement standards. Maori students in Y11 achieved well.	Data from Principals reports on NZQA.	Students were guided into targeted support classes on a Friday or NCEA classes Monday to Thursday based on achievement in 2024 as Y10. This was communicated to parents before course confirmations so there were no surprises when students were choosing their subjects for the year.	Continue to prioritise staffing to Y11 Stats and Y11 English classes. Continue to fund Literacy and Numeracy co-ordinators post Communities of Learning.
Individualise opportunities for Y12 and Y13 students without Literacy or Numeracy	See data below showing that the overall highlight is that students at SOHS achieve	Data from Principals reports on NZQA.	We have identified that students have a low pass	We have expanded to 2 ESOL classes for senior students in 2026.

	<p>more highly than nationally and EQI band.</p> <p>Students were given further opportunities to succeed at CAA's or able to complete work tagged with Literacy or Numeracy.</p> <p>Maori students in Y13 achieved well but Y12.</p>		<p>rate at CAA's if they have not succeeded in Year 11.</p> <p>Provide options to gain Literacy and Numeracy credits in Y12 and Y13.</p> <p>The ESOL class was successful in 2025 at providing specific programs.</p>	<p>Continue to fund Literacy and Numeracy co-ordinators post Communities of Learning.</p>
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The data below is from the provisional results provided by NZQA Principals reports.

The overall highlight is that students at South Otago High School achieve more highly than nationally and EQI band in most areas. Notable is the challenge for Pasifika students to achieve literacy and numeracy with many students being recent migrants to New Zealand

Level 1 Literacy and Numeracy: South Otago High School

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PR 3 - Cumulative Results by Percentage

Level 1 Literacy and Numeracy: South Otago High School

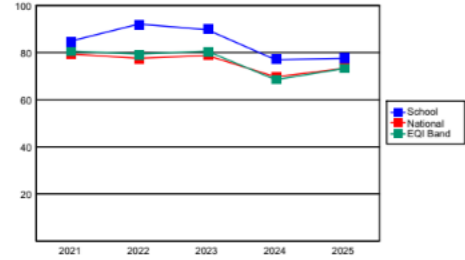
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PR 3 - Cumulative Results by Percentage

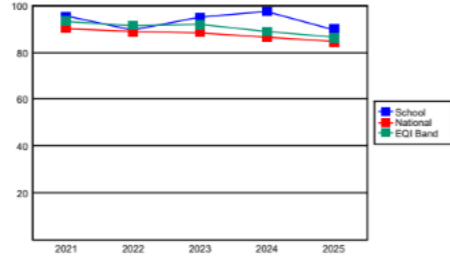
South Otago High School					National			Above Average Socioeconomic Barriers (School Equity Index Band)		
Academic Year	Achievement	Year 11	Year 12	Year 13	Year 11	Year 12	Year 13	Year 11	Year 12	Year 13
2021	Literacy & Numeracy	84.5	95.4	100.0	79.2	90.1	92.9	80.5	93.2	96.1
2022	Literacy & Numeracy	91.7	89.5	97.1	77.2	88.7	92.5	79.0	91.2	95.4
2023	Literacy & Numeracy	89.8	95.0	96.5	78.8	88.4	92.0	80.3	91.6	94.8
2024	Literacy & Numeracy	77.0	97.3	94.5	69.6	86.4	90.8	68.4	88.9	93.8
2025	Literacy & Numeracy	77.6	89.6	95.7	73.4	84.5	90.6	73.2	86.2	94.1

South Otago High School					National			Moderate Socioeconomic Barriers (School Equity Index Group)		
Academic Year	Achievement	Year 11	Year 12	Year 13	Year 11	Year 12	Year 13	Year 11	Year 12	Year 13
2021	Literacy	88.1	96.6	100.0	83.6	92.2	94.2	88.6	95.9	97.5
2022	Literacy	96.3	90.8	97.1	81.6	91.2	93.9	86.9	95.3	97.4
2023	Literacy	90.6	99.0	98.2	82.8	90.8	93.5	87.5	94.8	97.1
2024	Literacy	85.8	97.3	98.6	76.6	89.1	92.2	81.5	93.4	95.9
2025	Literacy	81.9	95.8	95.7	78.8	87.7	92.1	83.4	91.8	95.7
2021	Numeracy	84.5	95.4	100.0	82.5	91.3	93.6	86.9	95.3	97.1
2022	Numeracy	91.7	90.8	97.1	80.8	90.2	93.3	85.4	94.6	97.1
2023	Numeracy	90.6	95.0	96.5	82.3	90.0	93.0	86.2	94.1	96.6
2024	Numeracy	77.9	98.2	94.5	74.8	89.1	92.2	78.2	93.1	95.9
2025	Numeracy	81.9	89.6	96.7	78.1	87.6	92.6	82.2	91.4	96.1

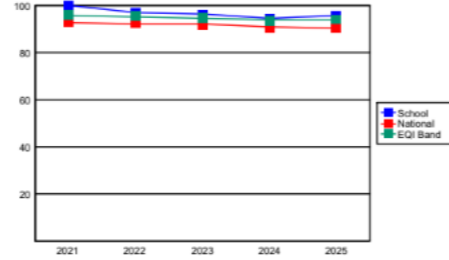
Year 11 Level 1 Literacy & Numeracy



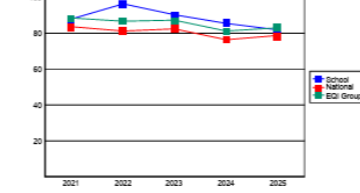
Year 12 Level 1 Literacy & Numeracy



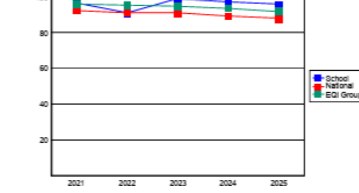
Year 13 Level 1 Literacy & Numeracy



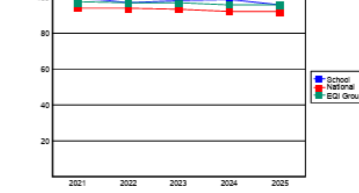
Year 11 Level 1 Literacy



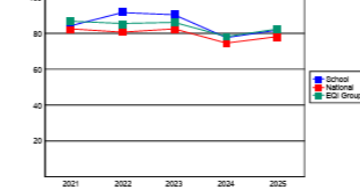
Year 12 Level 1 Literacy



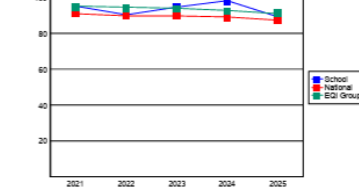
Year 13 Level 1 Literacy



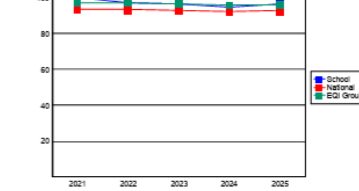
Year 11 Level 1 Numeracy



Year 12 Level 1 Numeracy



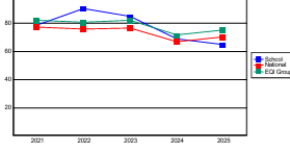
Year 13 Level 1 Numeracy



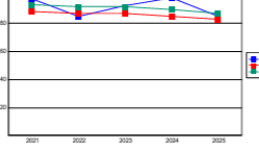
PR 3 - Cumulative Results by Gender by Percentage

South Otago High School					National			Moderate Socioeconomic Barriers (School Equity Index Group)		
Academic Year	Achievement	Year 11	Year 12	Year 13	Year 11	Year 12	Year 13	Year 11	Year 12	Year 13
Female										
2021	Literacy & Numeracy	89.1	93.2	100.0	81.3	91.5	94.1	86.7	95.0	97.4
2022	Literacy & Numeracy	92.5	93.0	97.1	78.7	89.9	93.8	84.6	94.3	97.0
2023	Literacy & Numeracy	94.1	97.9	97.1	80.8	89.4	93.2	85.1	93.6	96.6
2024	Literacy & Numeracy	85.5	96.6	97.4	72.4	87.9	91.9	75.9	91.9	95.7
2025	Literacy & Numeracy	86.8	93.9	94.0	76.5	86.0	92.0	80.2	90.1	95.6
Male										
2021	Literacy & Numeracy	78.9	97.7	100.0	77.2	88.7	91.6	82.4	93.3	96.0
2022	Literacy & Numeracy	90.9	84.8	97.1	75.8	87.4	91.2	80.8	92.3	96.1
2023	Literacy & Numeracy	84.7	92.5	95.7	76.9	87.4	90.7	82.0	92.0	95.5
2024	Literacy & Numeracy	69.0	98.1	91.4	67.1	85.0	89.7	71.6	89.9	94.0
2025	Literacy & Numeracy	64.6	85.1	97.6	70.7	83.1	89.4	75.1	87.3	93.7

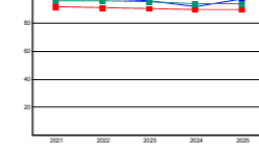
Year 11 Level 1 Literacy & Numeracy - Male



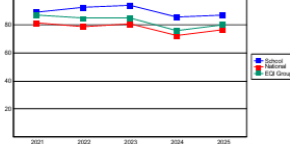
Year 12 Level 1 Literacy & Numeracy - Male



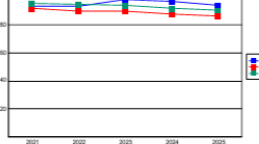
Year 13 Level 1 Literacy & Numeracy - Male



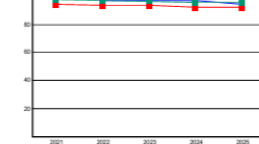
Year 11 Level 1 Literacy & Numeracy - Female



Year 12 Level 1 Literacy & Numeracy - Female



Year 13 Level 1 Literacy & Numeracy - Female



Strategic Goal:

To continue to raise the engagement and achievement of all students.

Annual Target/Goal: Improved engagement and participation of our Pasifika community in education.				
Actions	What did we achieve?	Evidence	Reasons for any differences (variances) between the target and the outcomes	Planning for next year – where to next?
Action 1: To improve attendance and engagement for Pasifika learners to an average attendance rate of at least 80% and 50% attend over 90% by the same time in 2025.	<ul style="list-style-type: none"> All Pasifika parents were aware of the attendance of their child each term. 	<ul style="list-style-type: none"> Increase of overall attendance for our Pasifika students. 	<ul style="list-style-type: none"> Better communication with our Pasifika parents and families as well as the students. High expectations of our Pasifika students and the importance of coming to school and going to class. 	<ul style="list-style-type: none"> Send the term letters earlier so our Pasifika families could contact the school before the term ends.
Action 2: To achieve above the national average for NCEA for Pasifika students in each year level.	<ul style="list-style-type: none"> In 2025, L1 NCEA - 50% of our Pasifika students achieved compared to nationally 54% of Pasifika students achieved L1 NCEA. In 2025, L2 NCEA – 87.5% of our Pasifika students achieved compared to nationally 64.5% of Pasifika students achieved L2 NCEA. In 2025, L3 NCEA - 25% of our Pasifika students achieved compared to nationally 66.3% of Pasifika students achieved L3 NCEA. 	<ul style="list-style-type: none"> NCEA results 	<ul style="list-style-type: none"> More focus on achieving NCEA L1, L2 & L3 for our Pasifika students and families. Working together with our Pasifika students, our teachers and Pasifika families to achieve NCEA L1, L2 & L3. 	At our Pasifika Fono at the start and end of the year, have a focus on Pasifika students achieving NCEA L1, L2 & L3.
Action 3: Hold an end of year Pasifika Fono	We had a Pasifika Fono at the end of last year (2025). This was the first time we had held a Pasifika Fono at the end. We held one at the start of the year.	<ul style="list-style-type: none"> It was well attended. Parents and students really appreciated having a Pasifika Fono at the end of the year. We celebrated our Year 13 students and what our Pasifika students had achieved throughout the year. 	<ul style="list-style-type: none"> Communication with our Pasifika students and their families. Having Salu is vital to making sure our Pasifika families know what is going on. 	<ul style="list-style-type: none"> Continue to had an end of year Pasifika Fono as well as a Pasifika Fono at the start of the year. Have our Pasifika students led it.
Action 3: Continue giving opportunities for our Pasifika students outside of school – University of Otago Business	<ul style="list-style-type: none"> Salu and 2 of our Pasifika students attended the University of Otago Business 	<ul style="list-style-type: none"> Salu and 2 of our Pasifika students really enjoyed themselves and they learnt a 	<ul style="list-style-type: none"> This was a great opportunity for Salu and our 2 Pasifika students. Hopefully this programme will continue this 	<ul style="list-style-type: none"> South Otago High School are hosting Pasifika Voices on Wednesday 1 April. This is a speech competition for all

School Nohoaka Pakihi (3-5 Dec 2025)	School Nohoaka Pakihi programme (3-5 Dec 2025)	lot about business and got to meet other Pasifika students from other Otago High Schools.	year and there will be other opporunties outside of school for our Pasifika students.	Pasifika students in Otago Secondary Schools to participate and compete in. They can chose to speak in English on a certain topic or in their own Pasifika Language.
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Strategic Goal:

To continue to raise the engagement and achievement of all students.

Annual Target/Goal: <i>Incorporation of Mana Orite, Mātauranga Māori across the curriculum</i>				
Actions	What did we achieve?	Evidence	Reasons for any differences (variances) between the target and the outcomes	Planning for next year – where to next?
Action 1: Friday PD run by Within School teachers - Mike Beeby guided by Gemma Tuhega	<ul style="list-style-type: none"> • Mike Beeby guided by Gemma Tuhega led the staff with PD sessions on Pūrākau, Tōitu te whenua documentary & Ngāi Tahu Atlas – Kahurumanu. • Staff feeling more confident about Pūrākau and made a video/skit in their PLG groups and presented to the whole staff. 	<ul style="list-style-type: none"> • Video/skit that each PLG made and presented to the staff. • Staff learning more about Pūrākau and Mātauranga Māori. 	<ul style="list-style-type: none"> • Majority of the PLG groups presented their video/skit. One PLG group didn't finish theirs. Staff enjoyed learning about Pūrākau and making their video/skit. 	<ul style="list-style-type: none"> • Want to do more PD with the staff in terms of Te Reo Māori working on pronunciation along with more PD on anything to do with Mātauranga Māori.
Action 2: HOD's include Mātauranga Māori in their planning - HOD Meetings, TOD	<ul style="list-style-type: none"> • At department meetings HOD's have been making sure Mātauranga Māori is included in each of their departments units of work & planning. 	<ul style="list-style-type: none"> • The SLT have delegated departments to check in with and make sure this is happening. 	<ul style="list-style-type: none"> • SLT check ins are still on going and will continue this year. 	<ul style="list-style-type: none"> • To have each department share at a staff meeting after school about what and how they are incorporating Mātauranga Māori into their units of work and planning.
Action 3: Teachers embed Mātauranga Māori in their practice - Observations from mentors or colleagues	<ul style="list-style-type: none"> • Teachers set a goal at the start of each year for them to embed Mātauranga Māori. 	<ul style="list-style-type: none"> • Observations from HOD's, Specialist Classroom Teacher – Elliott, colleague or SLT. • Teachers to reflect on how they have embedded Mātauranga Māori in their practice at the end of the year. What worked? What didn't? What can they do differently? 	<ul style="list-style-type: none"> • All staff have had at least 1 if not 2 observations throughout the year. 	<ul style="list-style-type: none"> • Working with staff , mentors and Deans
Action 4: TOD (Term 4 - Hokonui Rūnanga - All staff attended, learning about Mātauranga Māori)	<ul style="list-style-type: none"> • All staff went to the Hokonui Rūnanga. Staff participated in the pōwhiri process with whaikōrero & singing waiata. 	<ul style="list-style-type: none"> • Feedback from staff was very positive. • The Hokonui Rūnanga were very impressed 	<ul style="list-style-type: none"> • Very happy with how our TOD went at Hokonui Marae. 	<ul style="list-style-type: none"> • We want to continue our relationship with Hokonui Rūnanga and Mana Whenua. • We would like to build a relationships with Ōtākou, Puketeraki, Moeraki and Awarua.

	<ul style="list-style-type: none">• All staff shared their mihi/pepeha.• Staff learnt about the history of the Hokonui Rūnanga and Pūrākau of the area.• The staff really enjoyed themselves and felt comfortable and prepared.	<p>with us and how there were 3 kaikōrero and 3 waiata.</p>	<ul style="list-style-type: none">• Staff exceeded their target and got so much more than what they were expecting.	
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Evaluation and analysis of the school's students' progress and achievement (required)

Junior school achievement

In the junior school achievement and learning is on track in inline with national expectations for performance. There are some specific areas where there has been some areas which are worth specific notification:

In Maths:

- 51% of Year 10 students completed the Numeracy CAA's successfully in 2025

In English:

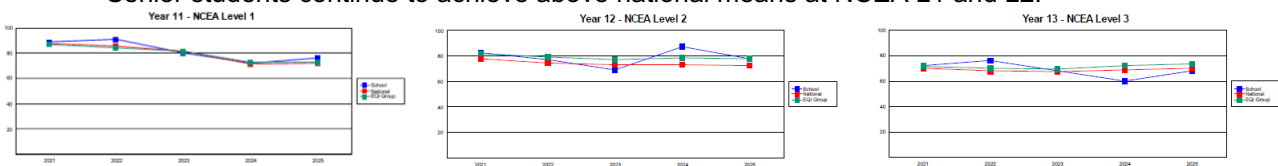
- 39% of Year 10 students completed the Literacy CAA's successfully in 2025

In general:

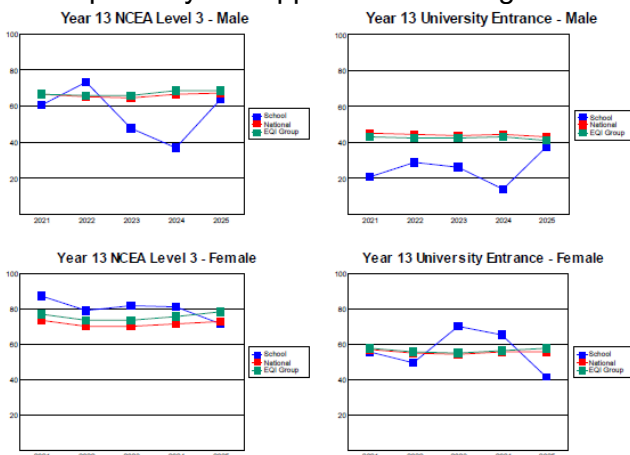
- Students are making satisfactory progress in achievement. Strategies to support students who have not gained Lit/Num by the start of Y11 have been developed and trialed in 2025 and will be implemented in 2026.
- The Pasifika population continues to grow and has required a focus on teaching and learning to cater for the needs of these learners and this is going to be ongoing in 2026.
- For 2026 additional hours for ESOL have been allocated to students
- Looking at previous years of junior results, it appears that each year's cohort is coming through with a better foundation of basic Maths skills.
- Maths has also been refining the junior programmes to place greater emphasis on word problems and problem-solving strategies.
- English is looking at potentially having a staff member undertake the structured literacy training which is offered by the MoE
- Work going forward will be to reinforce good routines including regular practice to prepare for CAA's

Senior school achievement

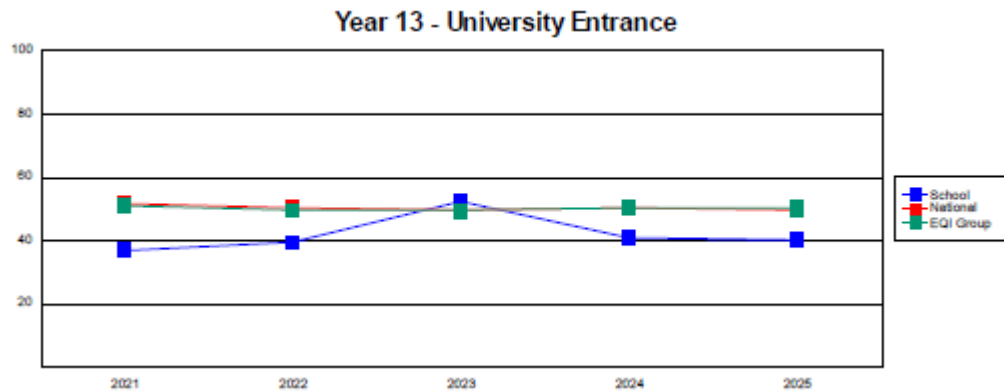
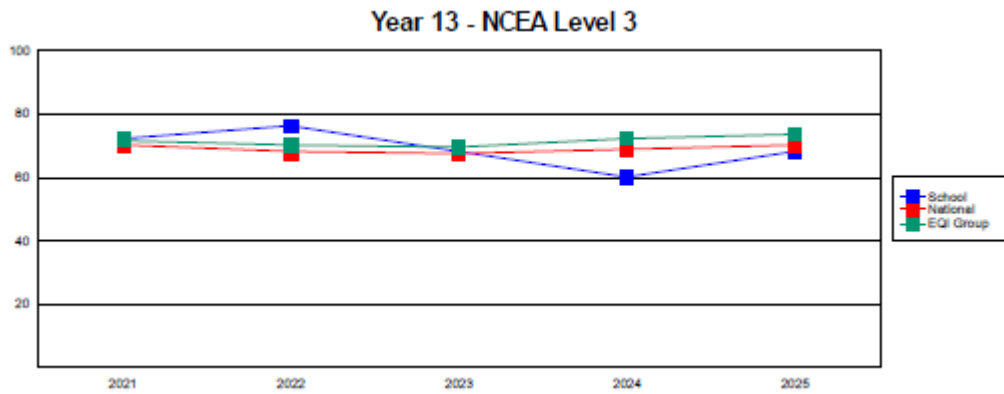
- Senior students continue to achieve above national means at NCEA L1 and L2.



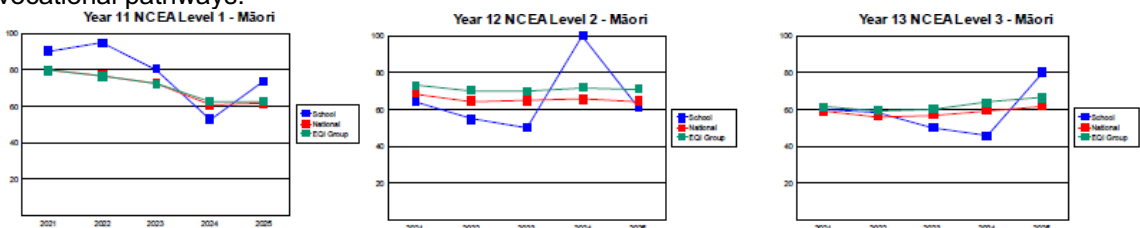
- Across Level 1 and 2 females outperform males although in 2025 L3 the boys made significant gains compared against previous years and male achievement at UE was significantly improved. This despite the cohort having a strong interest in vocational pathways as opposed to working towards university entrance.



- NCEA L3 student are not performing at the national mean but this may be due to more varied pathway goals beyond secondary education. Typically, students are at, or close to the national mean at L3. A similar trend is noted for university entrance and may be explained by the retention of students into the cohort who follow vocational courses of study through Otago Polytechnic, SIT or other tertiary providers.



- Maori student achievement continue to be above national means at NCEA L1 and 3. The Y12, NCEA L2 cohort continue to perform just below the national mean but are closer than the previous year as NCEA L1 candidates. Once again this is as a result of students working more towards vocational pathways.



Student attendance

- Attendance at school has improved:

	Term 1			Term 2			Term 3			Term 4		
	All	Maori	Pasifika	All	Maori	Pasifika	All	Maori	Pasifika	All	Maori	Pasifika
2024	51%	45%	48%	58%	52%	56%	48%	44%	39%	51%	49%	25%
2025	65%	55%	71%	58%	46%	46%	49%	45%	40%	57%	49%	46%

- There are significant improvements in 2025 compared with the same time in the previous year.
- Attendance for Maori and Pasifika show improvements at the start and end of the year but remain similar year on year.

Statement of compliance with employment policy

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	Focus on wellbeing is for staff and students. Regular health and safety meetings to raise concerns and discuss and implement solutions where appropriate. Regular reporting is made to the Board
What is in your equal employment opportunities programme? How have you been fulfilling this programme?	The school adheres to it's policy and procedure and works to ensure that the best people are recruited to the school regardless of gender, ethnicity etc.
How do you practise impartial selection of suitably qualified persons for appointment?	For appointments to the school a selection panel reviews applicants to ensure that the best person for the position is recruited and candidates strengths and weaknesses are discussed to ensure that appointments meet appropriate criteria.
How are you recognising, <ul style="list-style-type: none"> - The aims and aspirations of Māori, - The employment requirements of Māori, and - Greater involvement of Māori in the Education service? 	Whanau hui have been conducted which have sought feedback and suggestions of future goals/activities. The appointment of a new Deputy Principal has boosted participation with our Maori (and Pasifika) communities
How have you enhanced the abilities of individual employees?	Through the involvement of the professional growth cycle teachers are supported to identify areas for development and resources are provided to support personalised growth. Conscious efforts are made to ensure that individuals that aspire to leadership are provided with appropriate opportunities to lead and grow within the profession.
How are you recognising the employment requirements of women?	The school does provide leadership opportunities for women and the senior leadership team demonstrates the opportunity for professional growth for women
How are you recognising the employment requirements of persons with disabilities?	The school actively supports staff with disabilities to ensure that they are able to participate in the wider life of the school

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

Your board is required to operate an employment policy that complies with the principle of being a good employer. Your board must ensure compliance with this policy (including your equal employment opportunities programme) and report in your annual report on the extent of compliance (section 597(1) of the Education and Training Act 2020).

Your board may wish to complete and include the following tables in your annual report to meet requirements under s597 of the Education and Training Act 2020. The use of the tables is optional.

Under s597 of the Act a good employer is one who operates a personnel policy containing provisions generally accepted as necessary for the fair and proper treatment of employees in all aspects of their employment.

The board should look to confirm what actions or policies are already in place and what actions are being undertaken to meet the provisions.

Kiwisport funding (required)

Kiwisport funding has been used to boost student participation in a wide variety of sports. Initiatives include:

- Contribution towards sports costs to remove barriers
- Coaching initiatives
- Taster session of new sports

Report on other special and contestable funding (may be necessary)

IRF funding used to target specific students to promote engagement and participation in education or to meet specific needs.

Engagement funding used to remove barriers to participate in education such as:

- Provision of uniforms
- Provision of device to support learning
- Acknowledgements for excellent attendance rates

Financial statements (required)

The following is a summary of the financial statements that must be included in your annual report.

For further information, including examples (Kiwi Park model), see our [Schools Annual Financial Statement Resources webpage](#).

Statement of responsibility signed and dated

This statement is signed by the principal and the presiding member. It acknowledges that the school board is responsible for the preparation and accuracy of the financial statements and states that the school board has established and maintained a system of internal control to safeguard the assets of the school or kura.

Statement of comprehensive revenue and expense

This statement summarises the revenue and expense of the school or kura over the financial year. It shows whether the school or kura has managed to operate within the funding they have received.

Statement of changes in net assets/equity

This statement shows the value and movements of the Government's investment over the course of financial year in the school or kura, (this is known as 'equity') in the financial statement.

Statement of financial position

This statement shows everything the school or kura owns (assets) and everything it owes (liabilities) as at 31 December of that year.

Statement of cash flows

This statement shows all cash received and all cash paid by the school or kura over the financial year.

Notes to the financial statements

The notes to the financial statements provide an extra level of detail that supports the information shown in the front of the accounts.

Independent auditor's report signed and dated.

This report is prepared by the auditor of the school or kura and must be included in the annual report. It provides an opinion to the readers of the annual report whether the financial statements comply with generally accepted accounting practice, and fairly represent the financial position, financial performance and cash flows of the school or kura.