

STRATFORD HIGH SCHOOL

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2025

School Directory

Ministry Number: 179

Principal: Cameron Stone

School Address: Swansea Road, Stratford

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Accountant / Service Provider:

Education  *Services.*
Dedicated to your school

STRATFORD HIGH SCHOOL

Annual Financial Statements - For the year ended 31 December 2025

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Stratford High School

Statement of Responsibility

For the year ended 31 December 2025

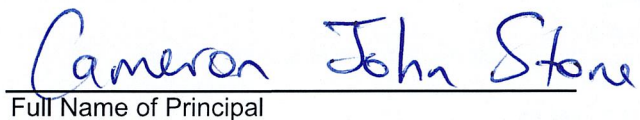
The Board accepts responsibility for the preparation of the annual financial statements and the judgements used in these financial statements.

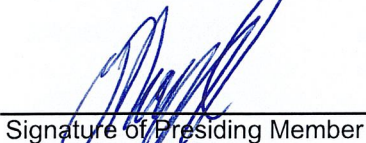
The management (including the Principal and others, as directed by the Board) accepts responsibility for establishing and maintaining a system of internal controls designed to provide reasonable assurance as to the integrity and reliability of the School's financial reporting.

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

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


Full Name of Presiding Member


Full Name of Principal


Signature of Presiding Member


Signature of Principal

30 June 2026
Date

30 June 2026
Date

Stratford High School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2025

		2025	2025	2024
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Revenue				
Government Grants	2	10,511,093	9,199,665	10,495,867
Locally Raised Funds	3	768,143	703,500	695,681
Interest		57,376	70,000	76,106
Gain on Sale of Property, Plant and Equipment		-	-	183
Other Revenue		208	-	40,000
Total Revenue		11,336,820	9,973,165	11,307,837
Expense				
Locally Raised Funds	3	416,590	250,737	225,440
Learning Resources	4	7,725,093	6,902,347	7,078,804
Administration	5	1,115,632	834,215	1,573,007
Interest		9,184	8,171	10,593
Property	6	1,857,017	1,973,783	2,027,189
Loss on Disposal of Property, Plant and Equipment		-	-	3,349
Total Expense		11,123,516	9,969,253	10,918,382
Net Surplus / (Deficit) for the year		213,304	3,912	389,455
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		213,304	3,912	389,455

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

Stratford 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		2,541,906	2,204,541	2,151,321
Total comprehensive revenue and expense for the year		213,304	3,912	389,455
Contribution - Furniture and Equipment Grant		3,600	-	-
Contributions from the Ministry of Education - Net Movement in Trusts		596	-	1,130
Equity at 31 December		2,759,406	2,208,453	2,541,906
Accumulated comprehensive revenue and expense		2,759,406	2,208,453	2,541,906
Equity at 31 December		2,759,406	2,208,453	2,541,906

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.

Stratford High School

Statement of Financial Position

As at 31 December 2025

		2025	2025	2024
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Current Assets				
Cash and Cash Equivalents	7	722,667	678,434	399,799
Accounts Receivable	8	575,340	427,671	520,673
GST Receivable		75,314	54,804	28,447
Prepayments		61,516	31,875	45,914
Inventories	9	14,553	7,505	14,492
Investments	10	1,039,803	916,618	970,320
Funds Receivable for Capital Works Projects	17	191,143	-	85,173
		2,680,336	2,116,907	2,064,818
Current Liabilities				
Accounts Payable	12	848,893	546,109	568,908
Borrowings	13	23,655	23,655	23,655
Revenue Received in Advance	14	60,584	65,663	37,804
Provision for Cyclical Maintenance	15	8,386	-	8,085
Finance Lease Liability	16	68,145	97,803	107,653
Funds held for Capital Works Projects	17	146,883	-	35,945
Funds held on behalf of Attendance Service Cluster	18	67,361	-	57,215
		1,223,907	733,230	839,265
Working Capital Surplus/(Deficit)		1,456,429	1,383,677	1,225,553
Non-current Assets				
Property, Plant and Equipment	11	1,597,711	1,179,299	1,556,747
		1,597,711	1,179,299	1,556,747
Non-current Liabilities				
Borrowings	13	23,655	70,965	47,310
Provision for Cyclical Maintenance	15	178,396	168,392	124,102
Finance Lease Liability	16	92,683	115,166	68,982
		294,734	354,523	240,394
Net Assets		2,759,406	2,208,453	2,541,906
Equity		2,759,406	2,208,453	2,541,906

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

Stratford High School

Statement of Cash Flows

For the year ended 31 December 2025

		2025	2025	2024
	Note	Actual \$	Budget (Unaudited) \$	Actual \$
Cash flows from Operating Activities				
Government Grants		3,206,404	2,932,976	3,156,954
Locally Raised Funds		819,937	703,500	696,288
Goods and Services Tax (net)		(46,867)	-	26,357
Payments to Employees		(1,675,232)	(1,480,308)	(1,761,999)
Payments to Suppliers		(1,723,703)	(1,382,101)	(1,500,585)
Interest Paid		(9,184)	(8,171)	(10,593)
Interest Received		67,296	-	75,130
Net cash from/(to) Operating Activities		638,651	765,896	681,552
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(291,589)	(137,127)	(356,616)
Purchase of Investments		(69,906)	-	(53,702)
Proceeds from Sale of Investments		422	-	-
Net cash from/(to) Investing Activities		(361,073)	(137,127)	(410,318)
Cash flows from Financing Activities				
Furniture and Equipment Grant		3,600	-	-
Contributions from Ministry of Education		596	-	1,130
Finance Lease Payments		(99,748)	(118,473)	(97,706)
Repayment of Borrowings		(23,655)	(23,655)	(23,655)
Funds Administered on Behalf of Other Parties		164,497	(75,705)	(18,702)
Net cash from/(to) Financing Activities		45,290	(217,833)	(138,933)
Net increase/(decrease) in cash and cash equivalents		322,868	410,936	132,301
Cash and cash equivalents at the beginning of the year	7	399,799	267,498	267,498
Cash and cash equivalents at the end of the year	7	722,667	678,434	399,799

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.

Stratford High School

Notes to the Financial Statements

For the year ended 31 December 2025

1. Statement of Accounting Policies

a) Reporting Entity

Stratford 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 11.

Critical Judgements in applying accounting policies

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

Classification of leases

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

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 16. Future operating lease commitments are disclosed in note 23b.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

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

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

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Operating Lease Payments

Payments made under operating leases are recognised in the Statement of Comprehensive Revenue and Expense on a straight line basis over the term of the lease.

e) Finance Lease Payments

Finance lease payments are apportioned between the finance charge and the reduction of the outstanding liability. The finance charge is allocated to each period during the lease term on an effective interest basis.

f) Cash and Cash Equivalents

Cash and cash equivalents include cash on hand, bank balances, deposits held at call with banks, and other short term highly liquid investments with original maturities of 90 days or less, and bank overdrafts. The carrying amount of cash and cash equivalents represent fair value.

g) Accounts Receivable

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

h) Inventories

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

i) Investments

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

j) Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Board-owned Buildings	50 years
Building Improvements	18-40 years
Furniture and Equipment	4-20 years
Information and Communication Technology	4-5 years
Motor Vehicles	5 years
Library Resources	8 years
Leased Assets held under a Finance Lease	Term of Lease

k) Impairment of property, plant, and equipment

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

Non cash generating assets

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

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

In determining fair value less costs to sell, the School engages an independent valuer to assess market value based on the best available information. The valuation is based on a comparison to recent market transactions.

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

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

l) Accounts Payable

Accounts Payable represents liabilities for goods and services provided to the School prior to the end of the financial year which are unpaid. Accounts Payable are recorded at the amount of cash required to settle those liabilities. The amounts are unsecured and are usually paid within 30 days of recognition.

m) Employee Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

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

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

n) Revenue Received in Advance

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

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

o) Funds Held in Trust

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

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

p) Funds held for Capital works

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

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

q) Shared Funds

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

r) Provision for Cyclical Maintenance

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

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

The School carries out painting maintenance of the whole school over a 11 to 22 year period. The economic outflow of this is dependent on the plan established by the School to meet this obligation and is detailed in the notes and disclosures of these accounts.

s) Financial Instruments

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

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

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

t) Borrowings

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

u) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

v) Budget Figures

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

w) Services received in-kind

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

2. Government Grants

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Government Grants - Ministry of Education	3,043,149	2,769,235	3,061,140
Teachers' Salaries Grants	5,696,530	4,870,827	5,045,396
Use of Land and Buildings Grants	1,304,239	1,389,849	1,489,093
Ka Ora, Ka Ako - Healthy School Lunches Programme	267,585	-	737,503
Other Government Grants	199,590	169,754	162,735
	10,511,093	9,199,665	10,495,867

3. Locally Raised Funds

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

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Revenue			
Donations and Bequests	40,231	17,974	33,583
Fees for Extra Curricular Activities	541,457	407,789	399,707
Trading	7,888	9,000	8,672
Fundraising and Community Grants	160,367	250,537	241,069
Other Revenue	18,200	18,200	12,650
	768,143	703,500	695,681
Expense			
Extra Curricular Activities Costs	379,322	233,211	203,602
Trading	9,916	9,000	8,745
Fundraising and Community Grant Costs	3,186	2,000	-
Other Locally Raised Funds Expenditure	24,166	6,526	13,093
	416,590	250,737	225,440
<i>Surplus for the year Locally Raised Funds</i>	351,553	452,763	470,241

4. Learning Resources

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Curricular	369,442	363,140	325,156
Employee Benefits - Salaries	6,672,311	5,853,194	6,080,986
Staff Development	24,278	30,000	23,593
Depreciation	347,529	317,605	349,264
Other Learning Resources	1,742	2,250	1,938
Text Books	11,949	1,000	9,270
Star	51,942	59,171	35,312
Gateway	25,699	18,374	19,594
Teen Parent Unit	220,201	257,613	233,691
	7,725,093	6,902,347	7,078,804

5. Administration

	2025	2025 Budget	2024
	Actual	(Unaudited)	Actual
	\$	\$	\$
Audit Fees	13,803	8,994	13,270
Board Fees and Expenses	46,945	39,000	31,244
Legal Fees	-	4,000	-
Other Administration Expenses	316,664	327,780	302,946
Employee Benefits - Salaries	433,808	419,941	454,242
Insurance	12,827	5,500	12,202
Service Providers, Contractors and Consultancy	24,000	29,000	21,600
Ka Ora, Ka Ako - Healthy School Lunch Programme	267,585	-	737,503
	<u>1,115,632</u>	<u>834,215</u>	<u>1,573,007</u>

6. Property

	2025	2025 Budget	2024
	Actual	(Unaudited)	Actual
	\$	\$	\$
Cyclical Maintenance	54,595	57,684	103,911
Heat, Light and Water	67,378	84,000	87,789
Rates	5,677	5,500	4,997
Repairs and Maintenance	159,798	181,750	74,442
Use of Land and Buildings	1,304,239	1,389,849	1,489,093
Employee Benefits - Salaries	81,845	78,000	88,147
Other Property Expenses	183,485	177,000	178,810
	<u>1,857,017</u>	<u>1,973,783</u>	<u>2,027,189</u>

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

7. Cash and Cash Equivalents

	2025	2025 Budget	2024
	Actual	(Unaudited)	Actual
	\$	\$	\$
Bank Accounts	722,667	678,434	399,799
Cash and cash equivalents for Statement of Cash Flows	<u>722,667</u>	<u>678,434</u>	<u>399,799</u>

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

Of the \$722,667 Cash and Cash Equivalents \$274,828 is subject to restrictions for the following reasons:

- \$146,883 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 17.
- \$60,584 of Revenue Received in Advance is held by the school, as disclosed in note 14.
- \$67,361 is held by the School on behalf of the Attendance Cluster. See note 18 for details of how the funding received for the cluster has been spent in the year.

8. Accounts Receivable

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Receivables	3,944	1,551	40,813
Receivables from the Ministry of Education	22,313	-	12,181
Interest Receivable	4,099	13,043	14,019
Teacher Salaries Grant Receivable	544,984	413,077	453,660
	<u>575,340</u>	<u>427,671</u>	<u>520,673</u>
Receivables from Exchange Transactions	10,326	14,594	54,832
Receivables from Non-Exchange Transactions	565,014	413,077	465,841
	<u>575,340</u>	<u>427,671</u>	<u>520,673</u>

9. Inventories

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Uniforms	11,646	7,505	14,492
Livestock	2,907	-	-
	<u>14,553</u>	<u>7,505</u>	<u>14,492</u>

10. Investments

The School's investment activities are classified as follows:

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Current Asset			
Short-term Bank Deposits	1,039,803	916,618	970,320
Total Investments	<u>1,039,803</u>	<u>916,618</u>	<u>970,320</u>

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2025	\$	\$	\$	\$	\$	\$
Land	26,000	-	-	-	-	26,000
Board-owned Buildings	31,463	-	-	-	(1,060)	30,403
Building Improvements	408,897	175,099	-	-	(33,994)	550,002
Furniture and Equipment	509,037	99,002	-	-	(99,136)	508,903
Information and Communication Technology	173,447	16,219	-	-	(62,049)	127,617
Motor Vehicles	193,922	-	-	-	(56,918)	137,004
Leased Assets	202,717	94,417	-	-	(90,979)	206,155
Library Resources	11,264	3,756	-	-	(3,393)	11,627
	1,556,747	388,493	-	-	(347,529)	1,597,711

The net carrying value of equipment held under a finance lease is \$206,155 (2024: \$202,717)

Restrictions

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

	2025	2025	2025	2024	2024	2024
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Land	26,000	-	26,000	26,000	-	26,000
Board-owned Buildings	54,350	(23,947)	30,403	54,350	(22,887)	31,463
Building Improvements	1,023,604	(473,602)	550,002	848,505	(439,608)	408,897
Furniture and Equipment	2,501,568	(1,992,665)	508,903	2,402,567	(1,893,530)	509,037
Information and Communication Technology	537,294	(409,677)	127,617	521,075	(347,628)	173,447
Motor Vehicles	284,590	(147,586)	137,004	284,590	(90,668)	193,922
Leased Assets	440,823	(234,668)	206,155	346,405	(143,688)	202,717
Library Resources	127,554	(115,927)	11,627	123,798	(112,534)	11,264
	4,995,783	(3,398,072)	1,597,711	4,607,290	(3,050,543)	1,556,747

12. Accounts Payable

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Creditors	282,037	115,744	98,394
Accruals	9,202	5,708	8,848
Employee Entitlements - Salaries	544,984	413,077	453,660
Employee Entitlements - Leave Accrual	12,670	11,580	8,006
	<u>848,893</u>	<u>546,109</u>	<u>568,908</u>
Payables for Exchange Transactions	848,893	546,109	568,908
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>848,893</u>	<u>546,109</u>	<u>568,908</u>

The carrying value of payables approximates their fair value.

13. Borrowings

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Loans due in one year	23,655	23,655	23,655
	<u>23,655</u>	<u>23,655</u>	<u>23,655</u>
Loans due after one year	23,655	70,965	47,310
	<u>23,655</u>	<u>70,965</u>	<u>47,310</u>

14. Revenue Received in Advance

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Grants in Advance - Ministry of Education	-	35,212	682
Other Revenue In Advance	60,584	30,451	37,122
	<u>60,584</u>	<u>65,663</u>	<u>37,804</u>

15. Provision for Cyclical Maintenance

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Provision at the Start of the Year	132,187	110,708	79,875
Increase/(decrease) to the Provision During the Year	54,595	57,684	103,911
Use of the Provision During the Year	-	-	(51,599)
Provision at the End of the Year	<u>186,782</u>	<u>168,392</u>	<u>132,187</u>
Cyclical Maintenance - Current	8,386	-	8,085
Cyclical Maintenance - Non current	178,396	168,392	124,102
	<u>186,782</u>	<u>168,392</u>	<u>132,187</u>

Per the cyclical maintenance schedule, the School is next expected to undertake painting works during 2026. This plan is based on the School's 10 Year Property plan / painting quotes.

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 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
No Later than One Year	78,773	97,803	115,879
Later than One Year	101,704	115,166	77,105
Future Finance Charges	(19,649)	-	(16,349)
	<u>160,828</u>	<u>212,969</u>	<u>176,635</u>
Represented by			
Finance lease liability - Current	68,145	97,803	107,653
Finance lease liability - Non current	92,683	115,166	68,982
	<u>160,828</u>	<u>212,969</u>	<u>176,635</u>

17. Funds Held for Capital Works Projects

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

2025	Project No.	Opening Balances	Receipts from MoE	Payments	Board Contributions / Transfers	Closing Balances
		\$	\$	\$		\$
Fire Alarm Extension	206510	(85,173)	-	(10,061)	-	(95,234)
C Blk Remediation Stg2	228750	32,534	(30,736)	(1,798)	-	-
T,S Learn Support Modi	240237	681	-	(11,234)	-	(10,553)
Gym Hot Water & Heating	249487	2,730	88	(2,818)	-	-
LSPM T:Sensory & Fencing	240237	-	-	(28,307)	-	(28,307)
Roofing Remediation/Replacements	252801	-	20,300	(26,752)	-	(6,452)
LS Property Modification Stg3	251017	-	240,967	(94,084)	-	146,883
AD: Staffroom Refurbish	252810	-	-	(19,659)	-	(19,659)
SPDIS:T Multipurpose Space	252812	-	100,000	(130,938)	-	(30,938)
Totals		(49,228)	330,619	(325,651)	-	(44,260)

Represented by:

Funds Held on Behalf of the Ministry of Education	146,883
Funds Receivable from the Ministry of Education	(191,143)

2024	Project No.	Opening Balances	Receipts from MoE	Payments	Board Contributions / Transfers	Closing Balances
		\$	\$	\$		\$
Fire Alarm Extension	206510	(56,870)	-	(28,303)	-	(85,173)
Entrance Improvements	229120	(12,150)	12,150	-	-	-
C Blk Remediation Stg2	228750	109,300	-	(76,766)	-	32,534
LSPM Accessible Toilet	232293	(14,857)	-	14,857	-	-
T,S Learn Support Modi	240237	-	136,600	(135,919)	-	681
Gym Hot Water & Heating	249487	-	25,700	(22,970)	-	2,730
Totals		25,423	174,450	(249,101)	-	(49,228)

Represented by:

Funds Held on Behalf of the Ministry of Education	35,945
Funds Receivable from the Ministry of Education	(85,173)

18. Funds held on behalf of Attendance Service Cluster

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

	2025 Actual	2025 Budget	2024 Actual
	\$	\$	\$
Funds Held at Beginning of the Year	57,216	-	-
Funds Received from MOE	75,705	-	103,205
Funds Received from Cluster Members			
Total funds received	132,921	-	103,205
Funds Spent on Behalf of the Cluster	65,560	-	45,990
Funds remaining	67,361	-	57,215
Funds Held at Year End	67,361	-	57,215

19. 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.

The School house is being rented under market rate for \$350 per week compared to \$500.

20. Remuneration

Key management personnel compensation

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

	2025 Actual \$	2024 Actual \$
<i>Board Members</i>		
Remuneration	7,860	7,500
<i>Leadership Team</i>		
Remuneration	1,691,358	1,722,007
Full-time equivalent members	13.81	14.15
Total key management personnel remuneration	<u>1,699,218</u>	<u>1,729,507</u>

There are 8 members of the Board excluding the Principal. The Board has held 10 full meetings of the Board in the year. The Board also has Finance (5 members) and Property (6 members) committees that met 1 and 1 times respectively. As well as these regular meetings, including preparation time, the Presiding Member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal

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

	2025 Actual \$000	2024 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	190 - 200	190 - 200
Benefits and Other Emoluments	5 - 6	4 - 5
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2025 FTE Number	2024 FTE Number
100 - 110	15.00	13.00
110 - 120	14.00	11.00
120 - 130	2.00	2.00
130 - 140	2.00	2.00
140 - 150	1.00	0.00
	<u>34.00</u>	<u>28.00</u>

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

21. 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

22. 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.

23. Commitments

(a) Capital Commitments

As at 31 December 2025, the Board had capital commitments of \$920,867 (2024: \$122,683) as a result of entering the following contracts:

Contract Name	Remaining Capital Commitment \$
Fire Alarm Extension	47,505
LSPM T:Sensory & Fencing	125,924
Roofing Remediation/Replacements	176,553
LS Property Modification Stg3	186,982
AD: Staffroom Refurbish	80,341
SPDIS:T Multipurpose Space	303,562
Total	920,867

The Board receives funding from the Ministry of Education for Capital Works which is disclosed in note 17.

(b) Operating Commitments

There are no operating commitments as at 31 December 2025 (Operating commitments at 31 December 2024: nil).

24. 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	722,667	678,434	399,799
Receivables	575,340	427,671	520,673
Investments - Term Deposits	1,039,803	916,618	970,320
Total financial assets measured at amortised cost	<u>2,337,810</u>	<u>2,022,723</u>	<u>1,890,792</u>

Financial liabilities measured at amortised cost

Payables	848,893	546,109	568,908
Borrowings - Loans	47,310	94,620	70,965
Finance Leases	160,828	212,969	176,635
Total financial liabilities measured at amortised cost	<u>1,057,031</u>	<u>853,698</u>	<u>816,508</u>

25. Events After Balance Date

The school was leasing its farm to a third party trust and was informed by Ministry it was unable to continue leasing to the Trust. The school has opted to operate the farm as part of its educational programme. The lease takeover is expected to occur in August 2026. The school has incurred capital expenditure in preparation for this transition, partially funded by contributions from a local Agricultural Trust.

26. Comparatives

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

INDEPENDENT AUDITOR'S REPORT

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

The Auditor-General is the auditor of Stratford High School (the School). The Auditor-General has appointed me, Cameron Town, using the staff and resources of Silks Audit Chartered Accountants Limited, to carry out the audit of the financial statements of the School on pages 2 to 21, that comprise the statement of financial position as at 31 December 2025, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

Opinion

In our opinion the financial statements:

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

Our audit was completed on 30 June 2026. This is the date at which our opinion is expressed.

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

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

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.

- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.
- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

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

Our responsibilities arise from the Public Audit Act 2001.

Other information included in the Board's annual report

The Board is required to prepare an annual report which includes the annual financial statements and the audit report, as well as a Statement of 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 Auditor-General's Auditing Standards, which incorporate the independence requirements of Professional and Ethical Standard 1 *International Code of Ethics for Assurance Practitioners (including International Independence Standards)* (New Zealand) issued by the New Zealand Auditing and Assurance Standards Board.

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

A handwritten signature in blue ink that reads 'Cameron Town'.

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

Stratford High School

Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Jason Loveridge	Presiding Member	Elected	Sep 2028
Cameron Stone	Principal	ex Officio	
Brad Gibbons	Parent Representative	Elected	Sep 2025
Carl Triggs	Parent Representative	Elected	Sep 2028
Wendy Single	Parent Representative	Elected	Sep 2025
Brendon Gernhoefer	Parent Representative	Elected	Sep 2025
Jane Tobin	Parent Representative	Elected	Sep 2028
Greg Topless	Parent Representative	Elected	Sep 2028
Kate Machen	Parent Representative	Elected	Sep 2028
Brent Watkins	Parent Representative	Elected	Sep 2028
Dan Kerr	Staff Representative	Elected	Sep 2025
Riejanne Campbell	Staff Representative	Elected	Sep 2028
Matthew McCallum	Student Representative	Elected	Sep 2025
Lily Single	Student Representative	Elected	Sep 2028

Stratford High School

Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2025, the school received total Kiwisport funding of \$17,315 (excluding GST). The funding was spent on sporting endeavours.

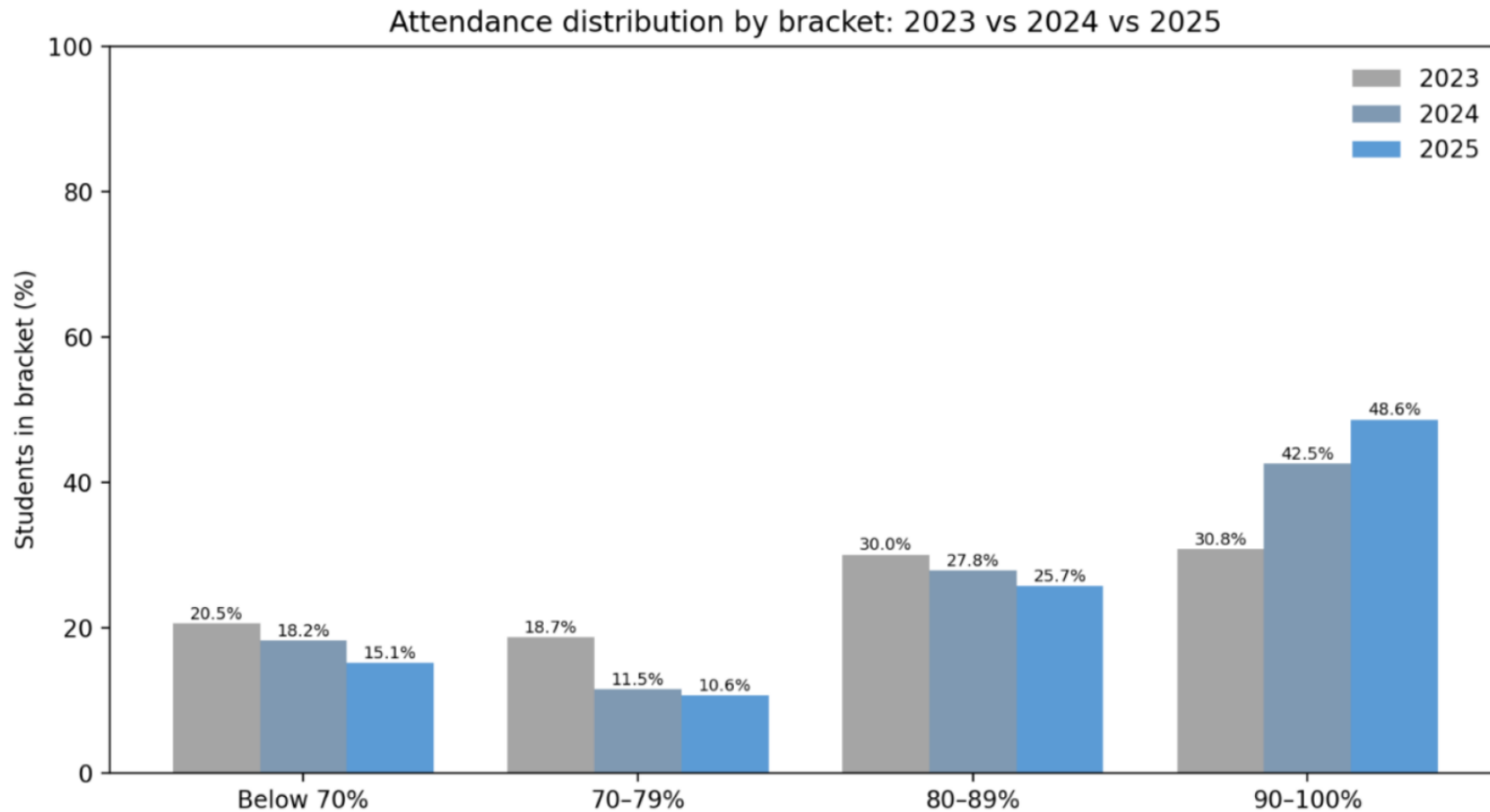
Statement of Compliance with Employment Policy

For the year ended 31st December 2025 the Stratford High School Board:

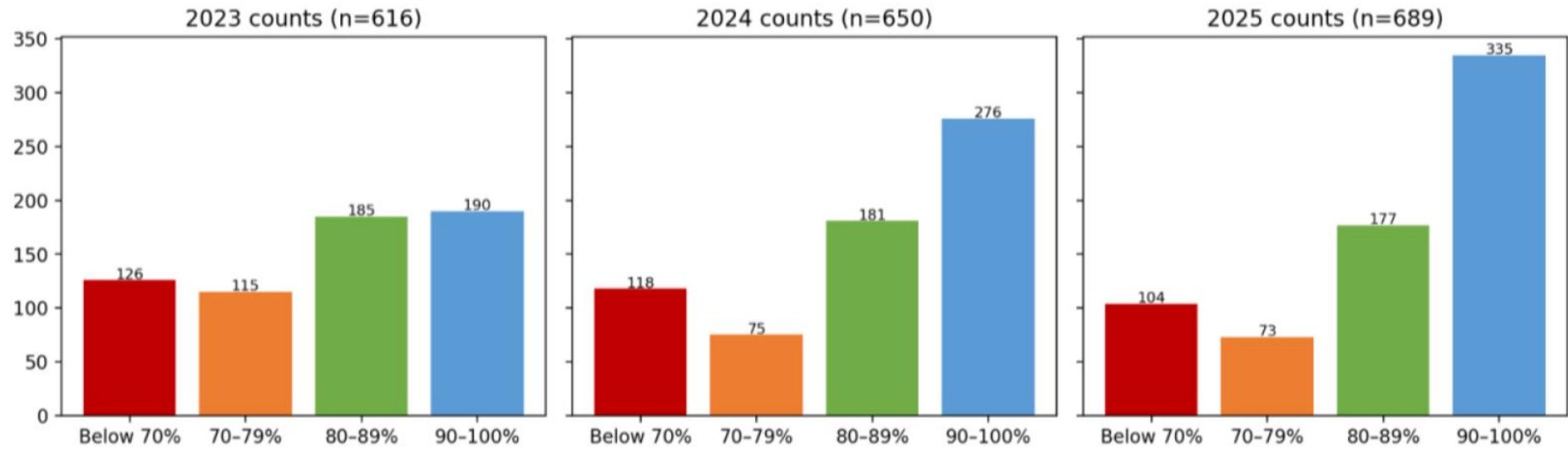
- Has developed and implemented personnel policies, within policy and procedural frameworks to ensure the fair and proper treatment of employees in all aspects of their employment.
- Has reviewed its compliance against both its personnel policy and procedures and can report that it meets all requirements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

Analysis of Variance 2025

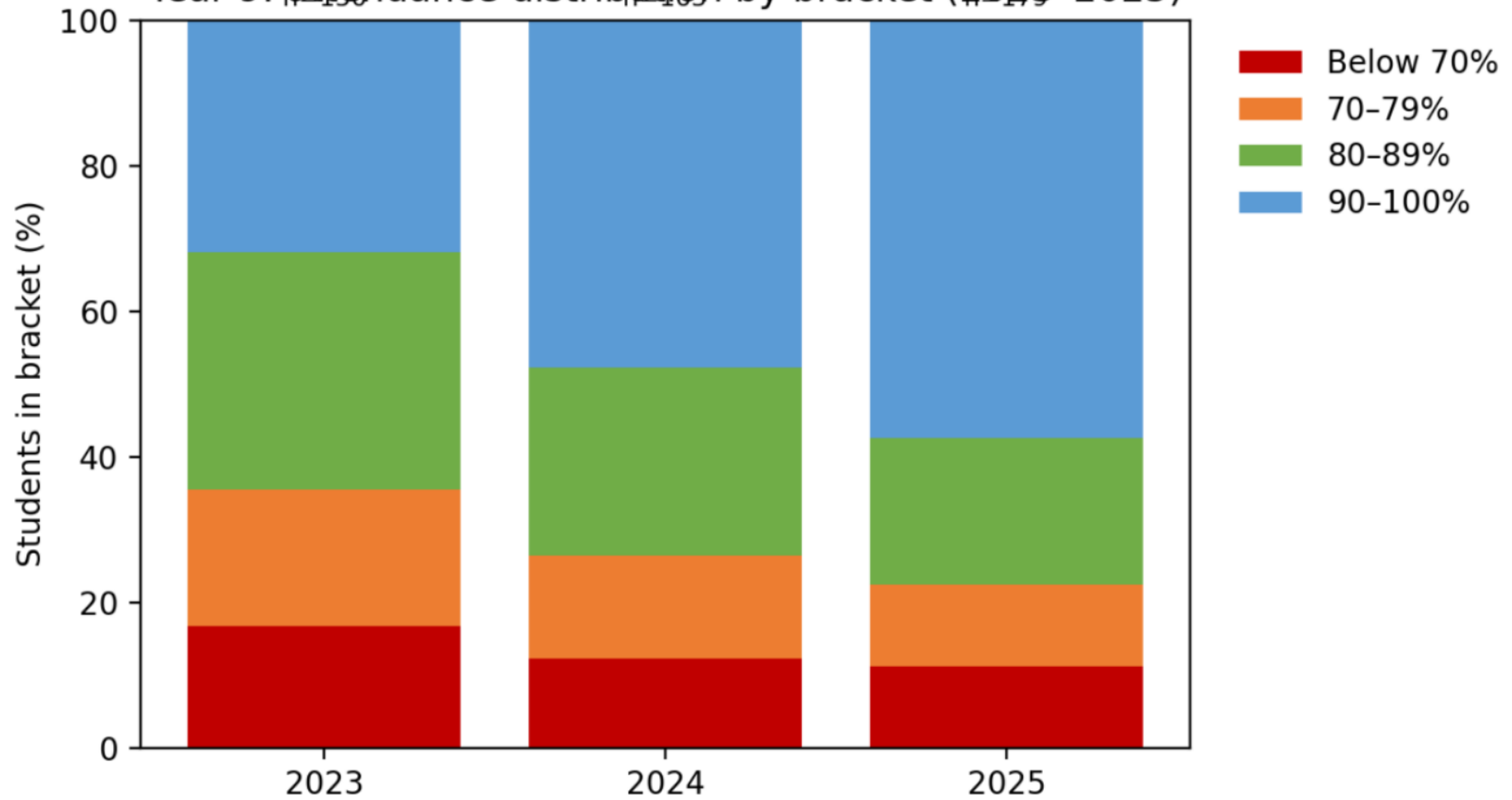
The following information shows a breakdown of our attendance over the past three years. The first set of graphs presents overall school attendance, followed by attendance patterns for individual year levels. Our goal for 2025 was to have **60% of students attending at least 90% of the time**.

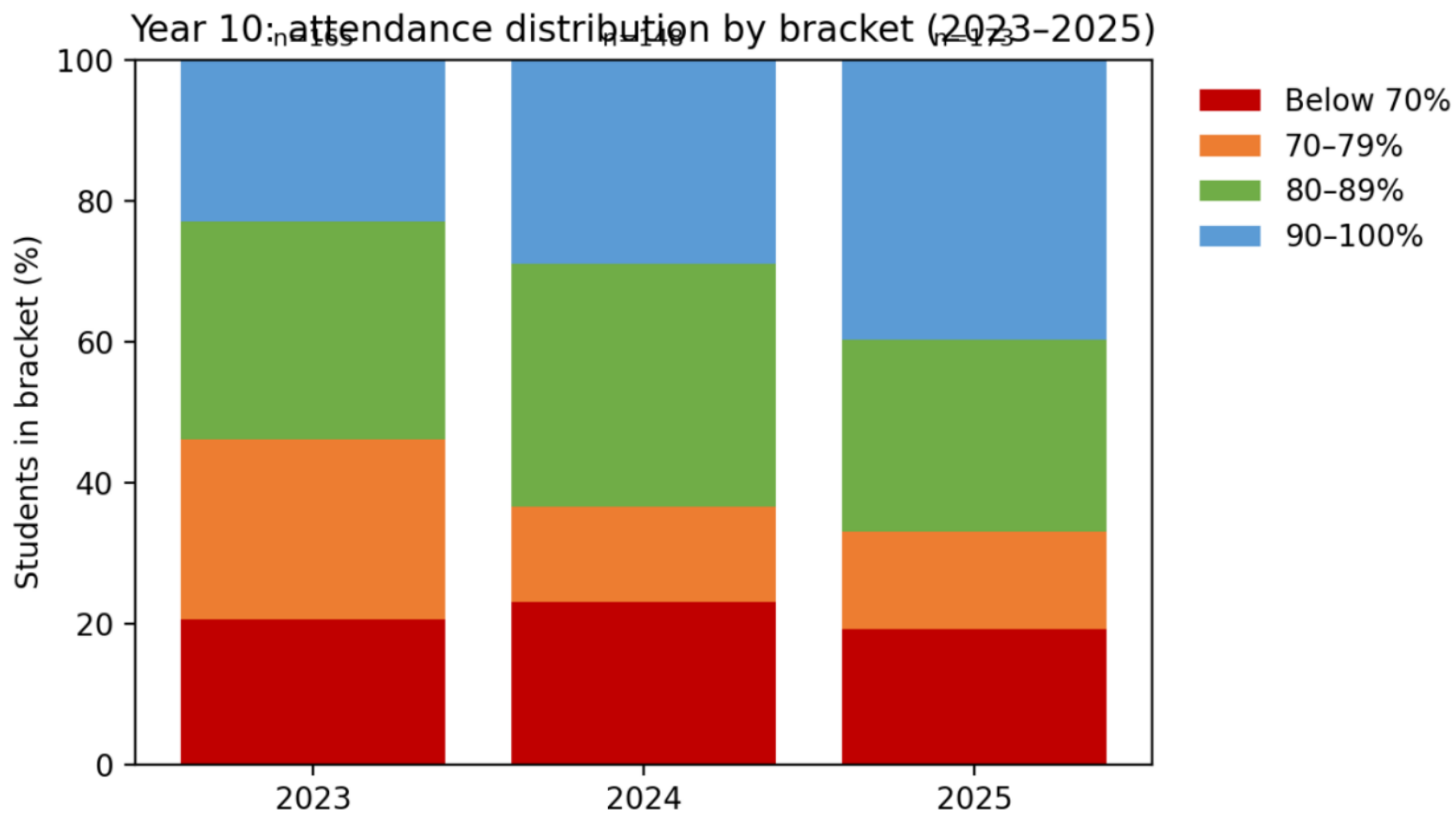


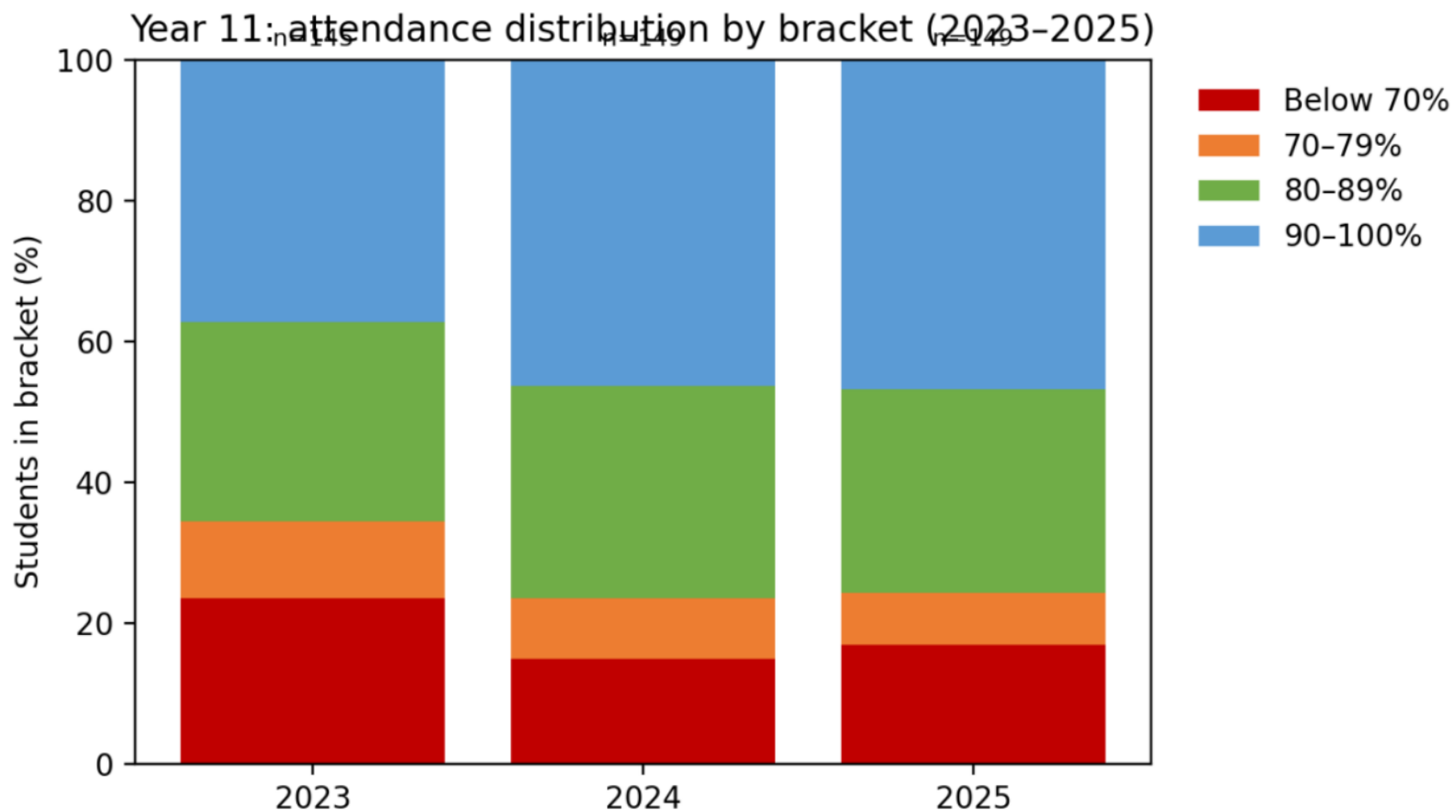
Attendance distribution by bracket (counts)

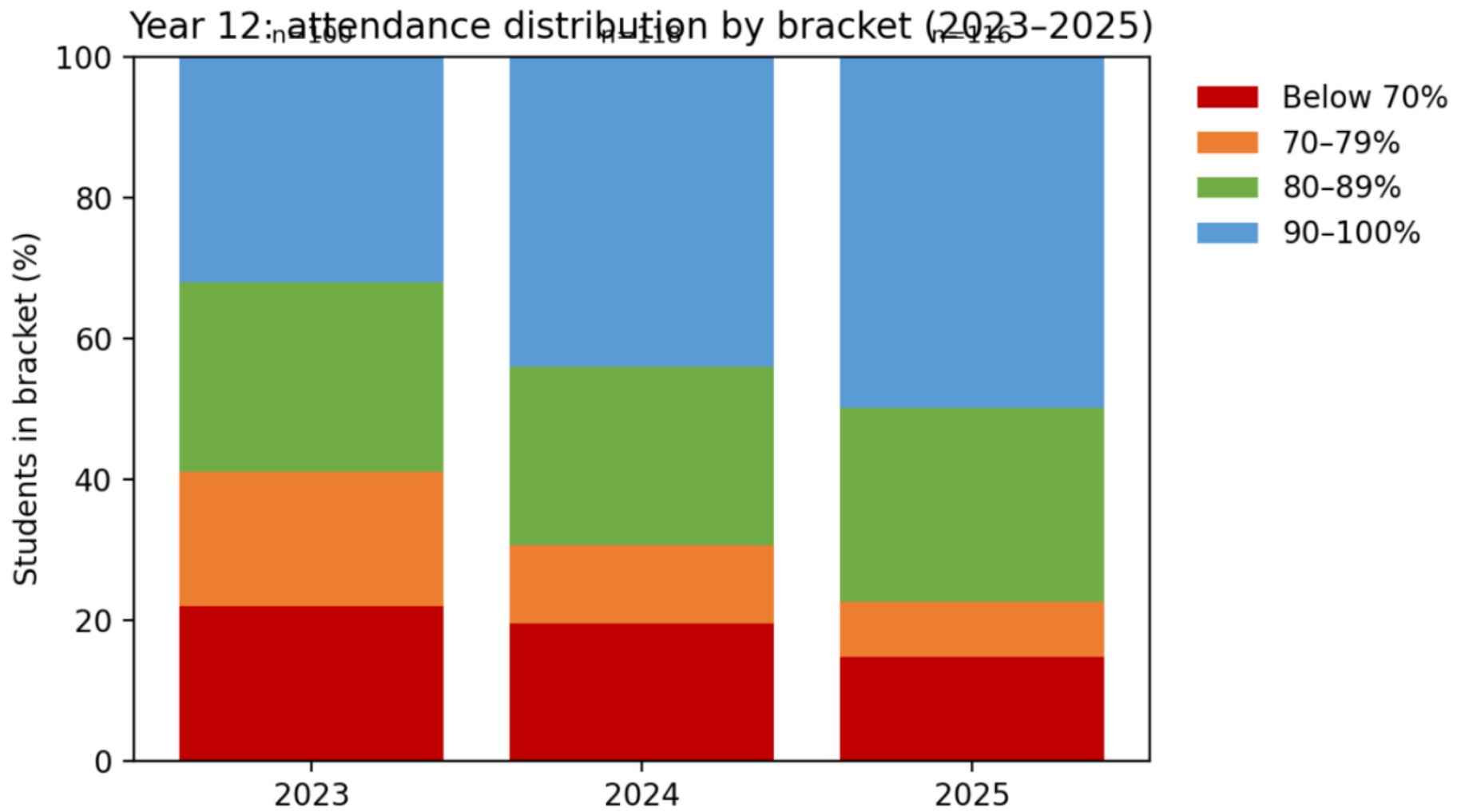


Year 9: attendance distribution by bracket (2023-2025)









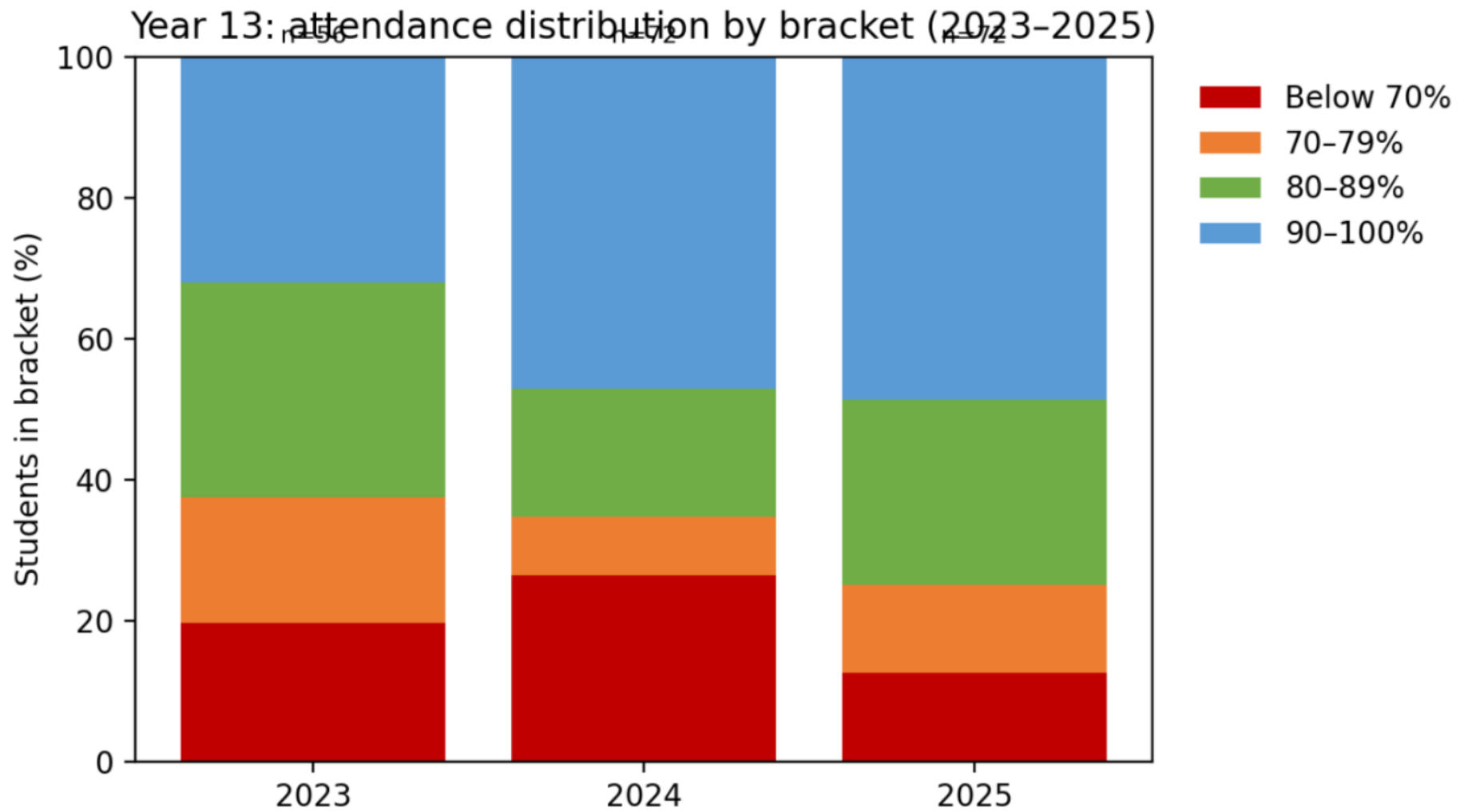


Table: key numbers at a glance

Bracket	2023 (n=616)	2024 (n=650)	2025 (n=689)	2023→2025 Δ (pp)
90–100%	30.8% (190)	42.5% (276)	48.6% (335)	+17.8
80–89%	30.0% (185)	27.8% (181)	25.7% (177)	–4.3
70–79%	18.7% (115)	11.5% (75)	10.6% (73)	–8.1
Below 70%	20.5% (126)	18.2% (118)	15.1% (104)	–5.4

Our target of 60% of students attending 90% or better across the year was not achieved. However, we continue to move in the right direction, with excellent improvement over the last three years. Attendance in the 90–100% band climbed strongly: **30.8% → 42.5% → 48.6% (+17.8 percentage points from 2023 to 2025)**. This represents a substantial shift towards consistent day-to-day engagement.

The number of students attending less than 70% has also decreased over the three-year period, although we still have over 100 students in this category, and this will remain a focus for 2026. Streamlined processes (Stepped Attendance Response) and a new Senior Leader will support consistent follow-through. Chronic/at-risk attendance (<**70%**) reduced from **20.5% → 18.2% → 15.1%**, a **5.4-percentage-point decrease since 2023**. Importantly, this reduction is steady and not a one-year blip.

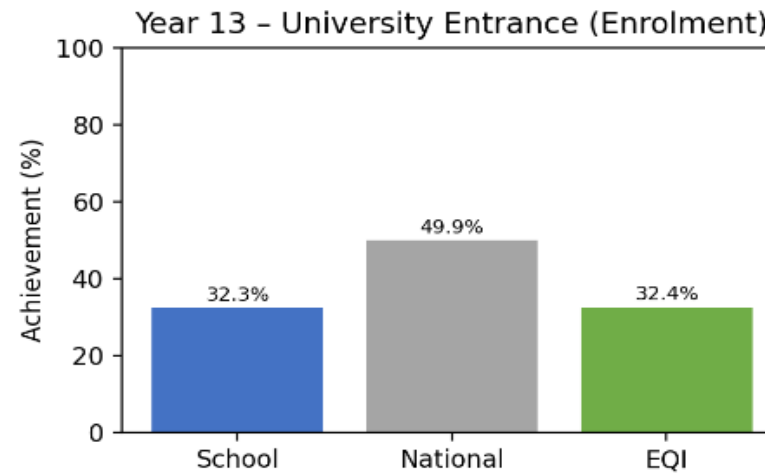
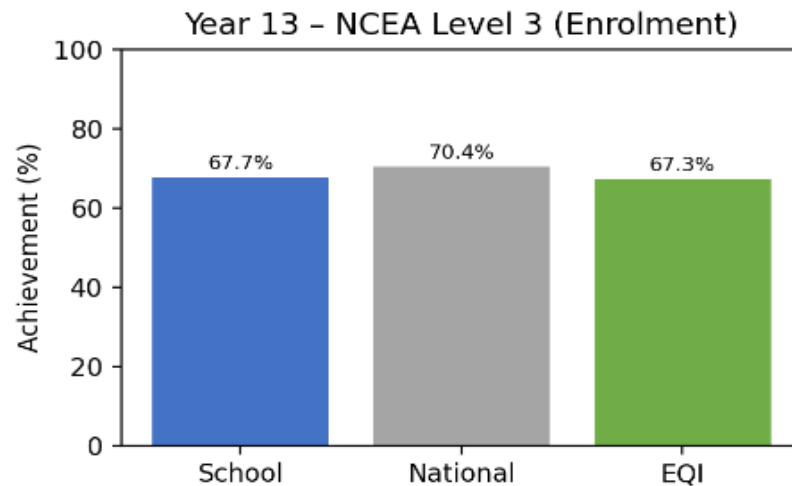
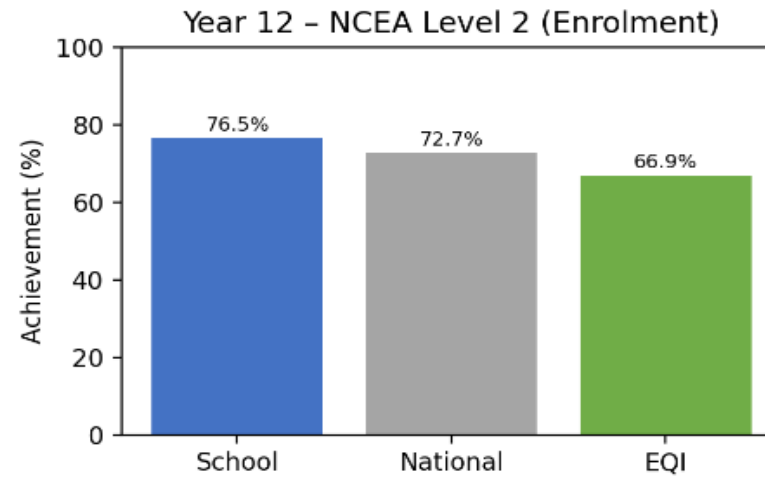
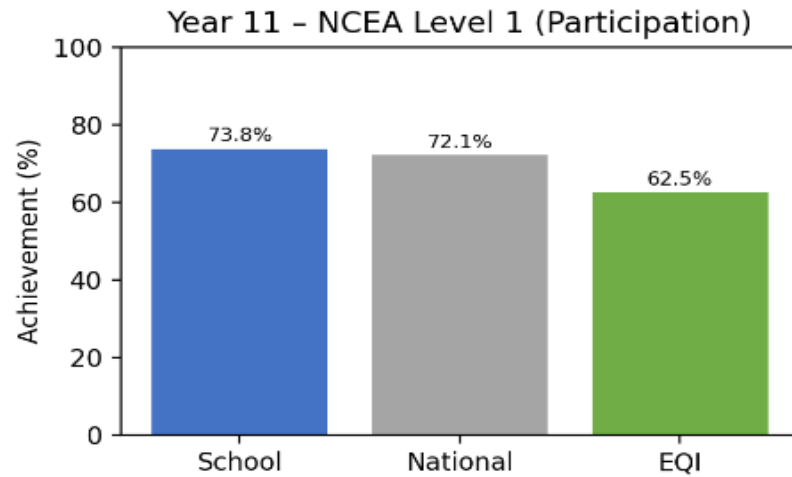
It is important to note that cohort sizes have increased over time (**n=616 → 650 → 689**), meaning the improvements reflect a genuine shift rather than a shrinking denominator.

Year 10 attendance continues to highlight the year level requiring the greatest level of focus, due to having the lowest percentage of students attending above 90% and the highest proportion attending below 70%.

NCEA 2025 – Analysis of results

Stratford High School | Year 11 (PR1) and Years 12–13 (PR2)

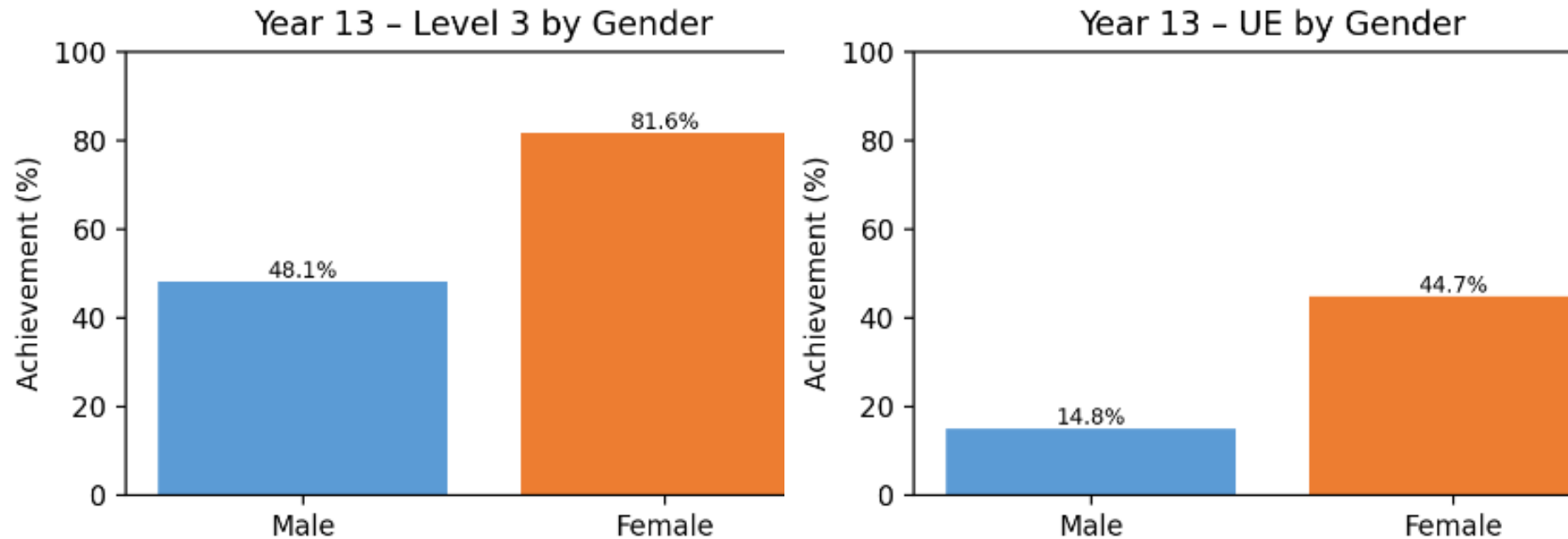
Area	School 2025	National 2025	EQI 2025	Trend vs 2024	Status
Year 11 – NCEA Level 1 (Participation)	73.8%	72.1%	62.5%	▲ +7.9 pts	Green
Year 12 – NCEA Level 2 (Enrolment)	76.5%	72.7%	66.9%	▼ -2.0 pts	Amber
Year 13 – NCEA Level 3 (Enrolment)	67.7%	70.4%	67.3%	▼ -5.4 pts	Red
Year 13 – University Entrance (Enrolment)	32.3%	49.9%	32.4%	▼ -4.2 pts	Red



Our goal in 2025 was to have all three NCEA year levels achieving above 70%. Unfortunately, we did not reach this target, as Level 3 finished at 67%. Several boys in Year 13 missed Level 3 by a small margin. These were students who should have achieved, and it has left us asking the important question: *why?*

We have placed a significant focus on Years 11 and 12, aiming to improve both academic results and retention. Programmes such as **Build a House** and the development of the **farm programme** have contributed positively, but these initiatives have been more strongly focused on Levels 1 and 2.

Year 13 – Gender focus

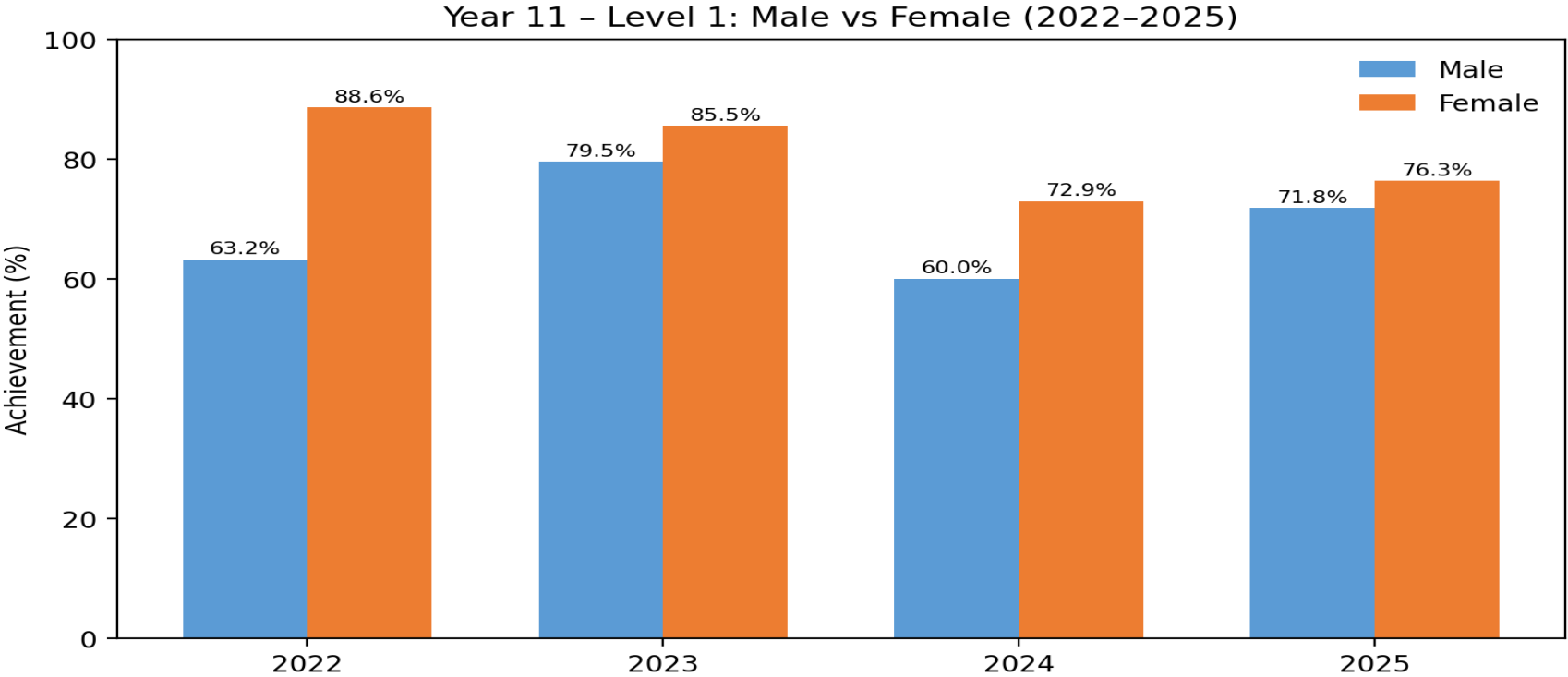


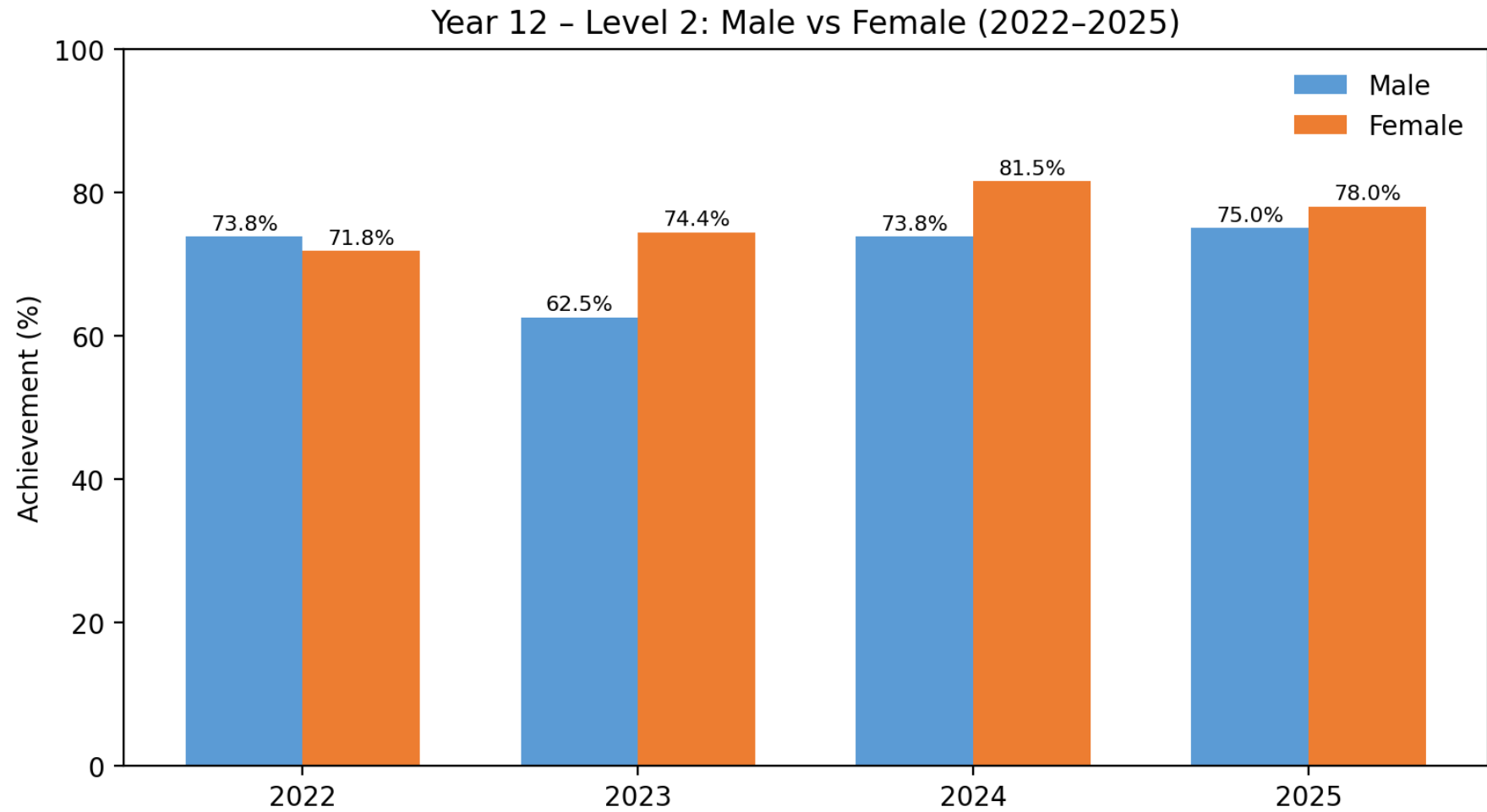
Notes: PR1 = participation-based (Y11); PR2 = enrolment-based (Y12–13). Comparators are National and EQI (Many Socioeconomic Barriers).

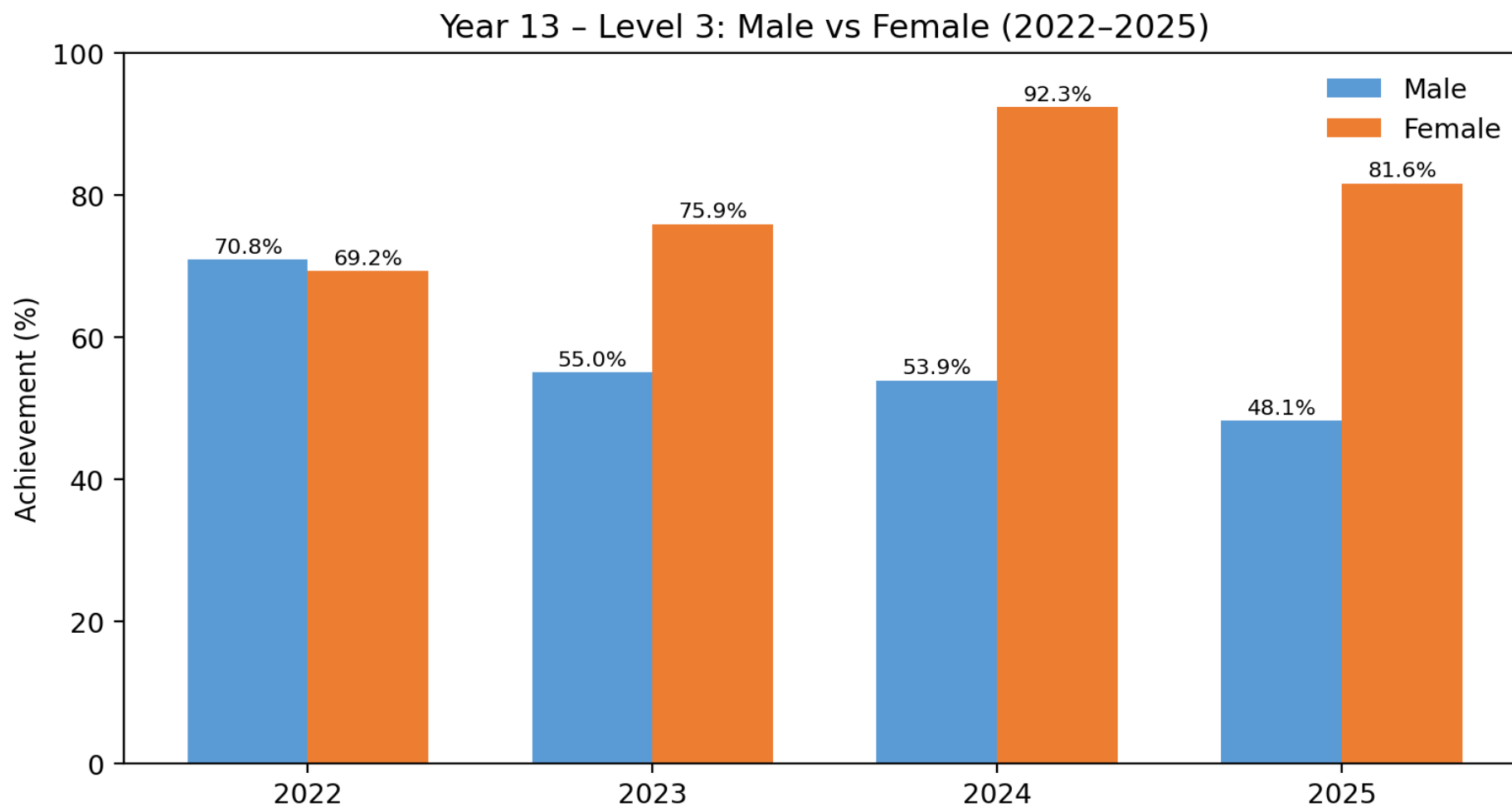
The results highlight two areas that require further consideration. Our girls are significantly outperforming our boys in Year 13 (this is not a significant issue in Years 11 and 12), and our UE pass rate remains low. This has been the case for some time. Although the students who *need* UE generally achieve it, we have been focusing on opening up more opportunities for our students—beginning with targeted work in Year 10—and providing this pathway to a wider group of learners to create more possibilities for their future.

Year Gender & Māori Trends (2022-2025)

Male vs Female (School %):

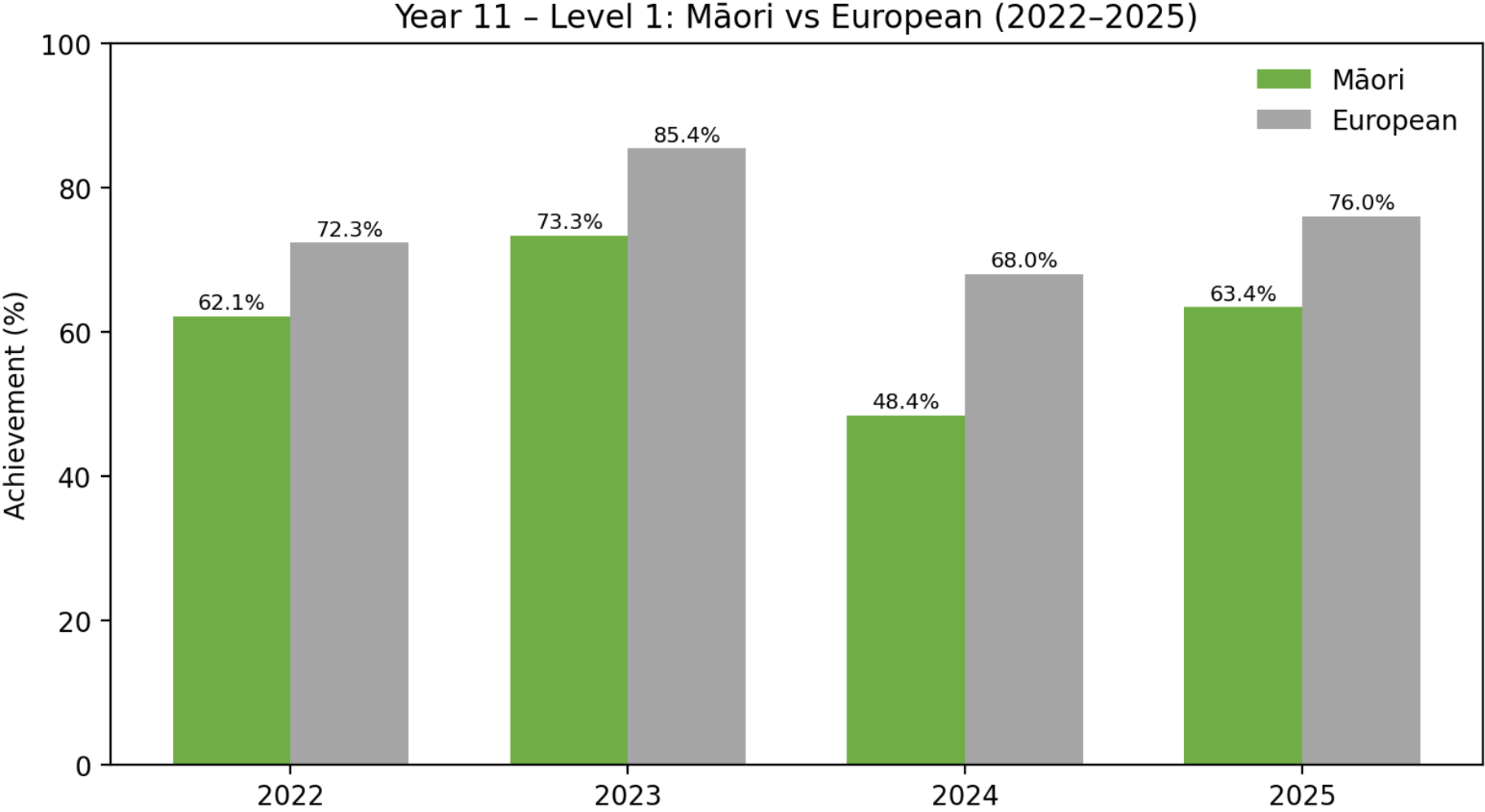




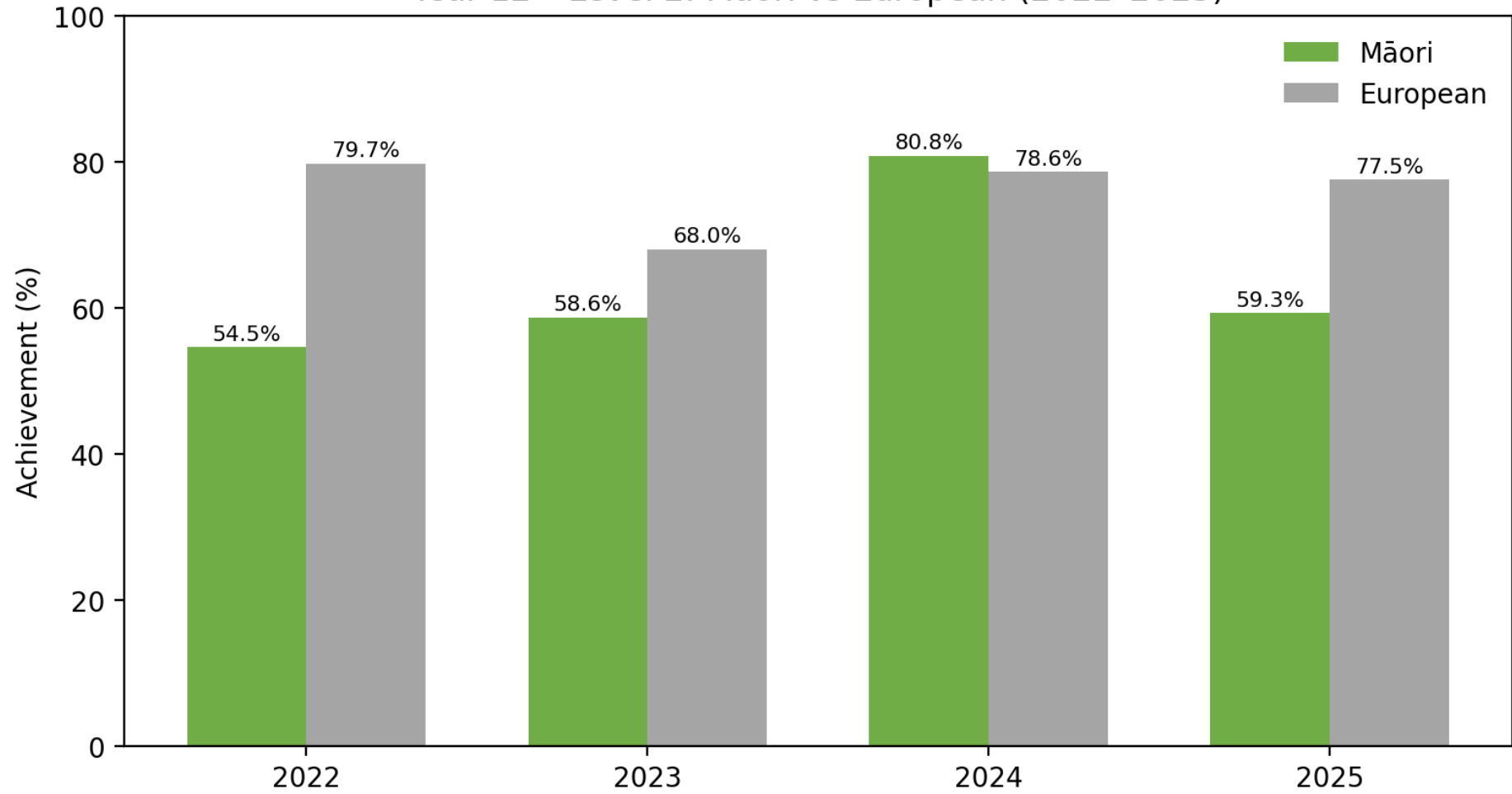


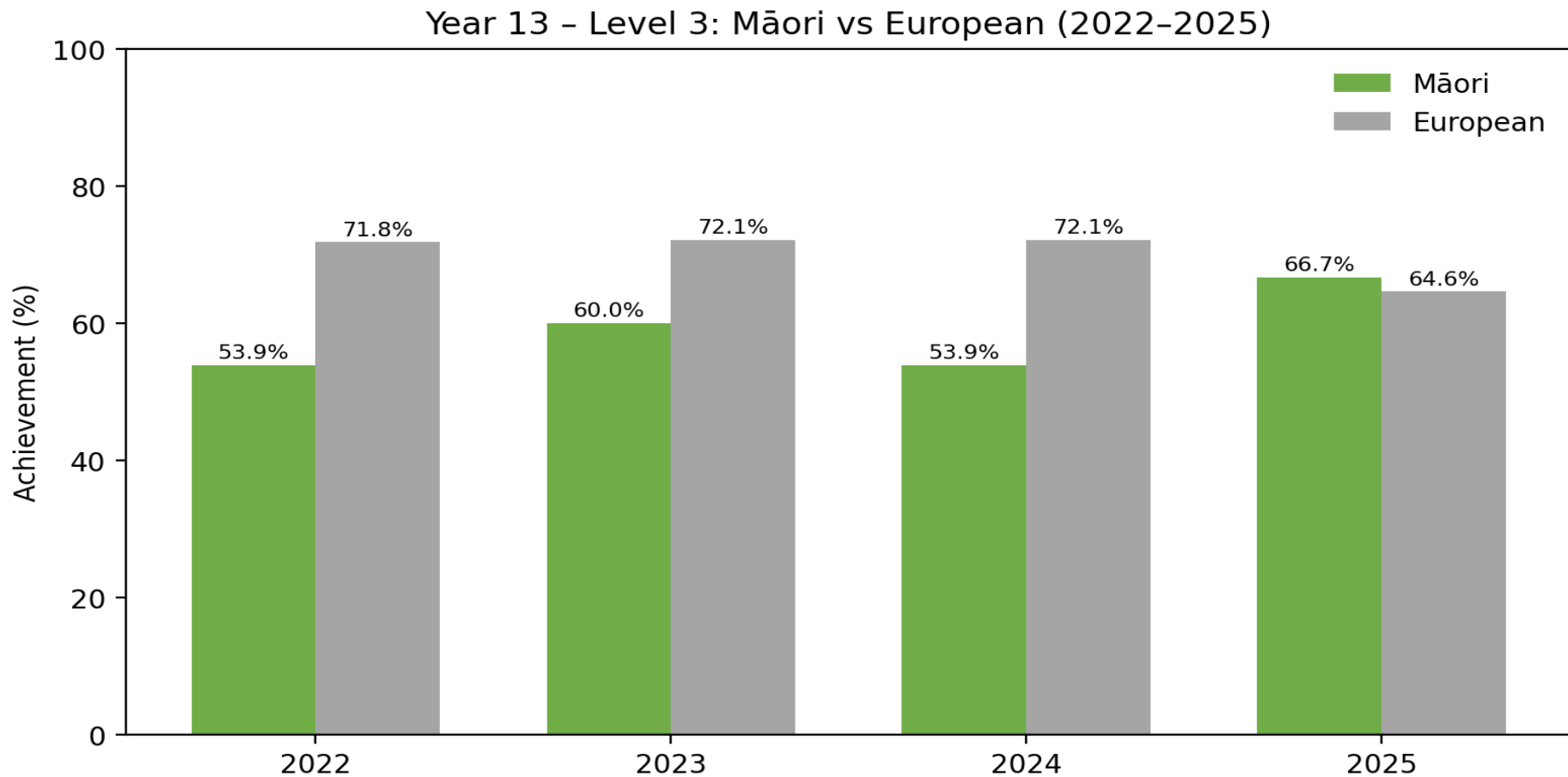
These gender comparisons highlight the Year 13 issue discussed earlier. Although females outperform males at Level 1 and Level 2, the gap at these levels is significantly smaller. At both of these year levels, you can see strong progress from both males and females. The introduction of the 'New NCEA' in 2024 led to a dip in achievement at Level 1, but results in 2025 show excellent improvement once again.

Māori vs European (School %):



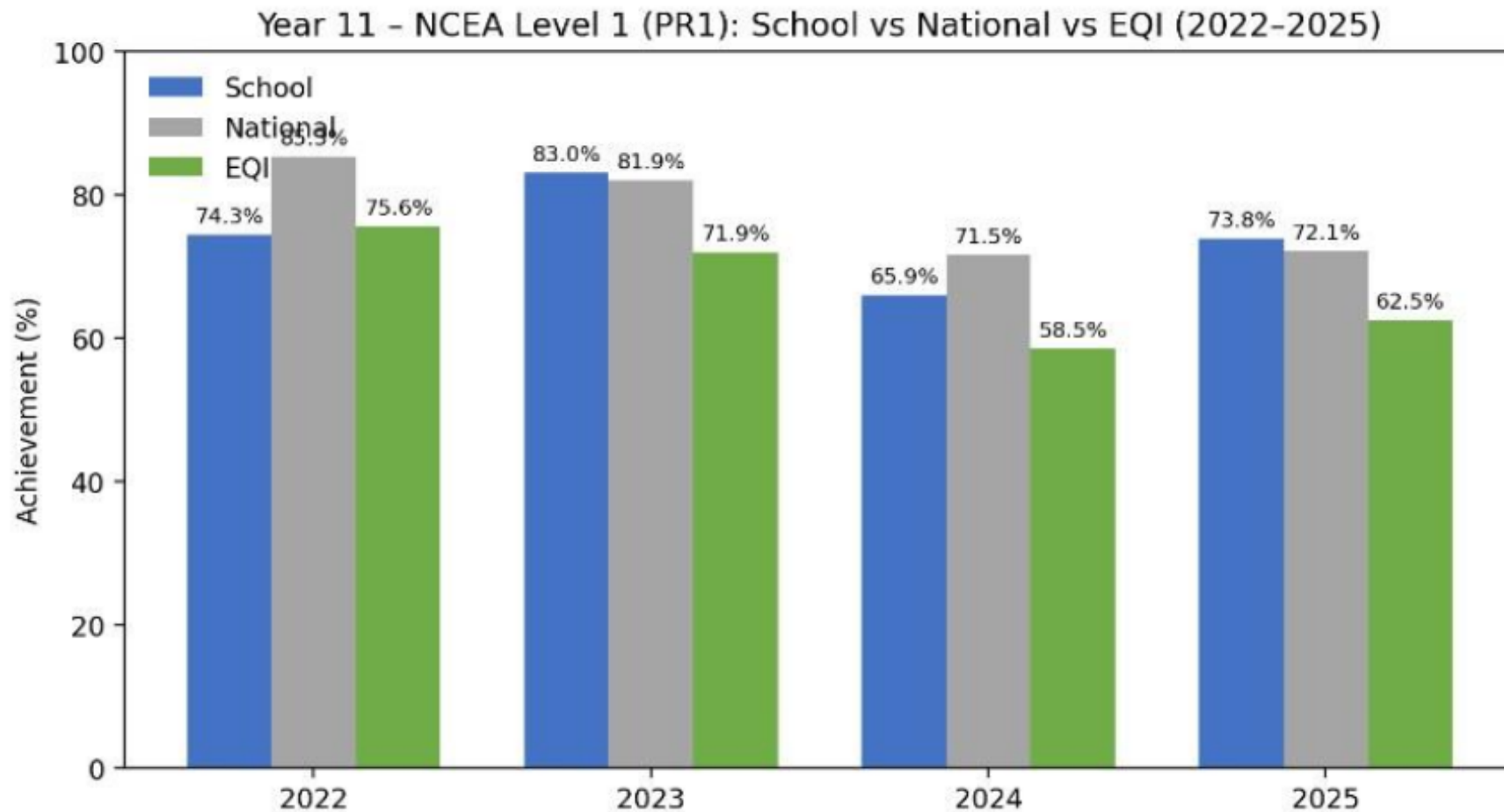
Year 12 – Level 2: Māori vs European (2022–2025)



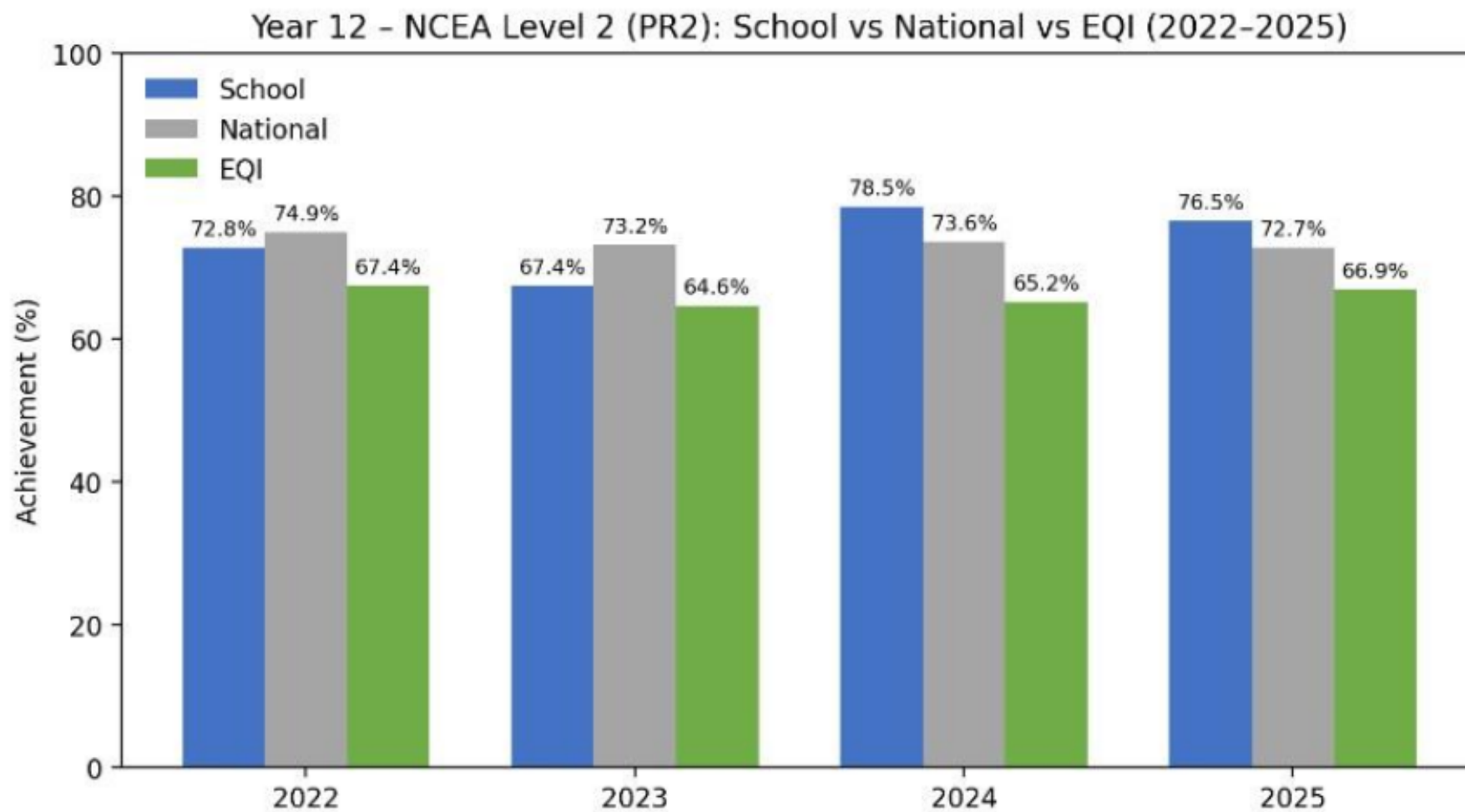


Other than the Year 13 2025 cohort, we continue to see considerable disparity between our Māori and non-Māori students. There are a number of reasons for this, but engagement and attendance remain the biggest barriers to success for our Māori students.

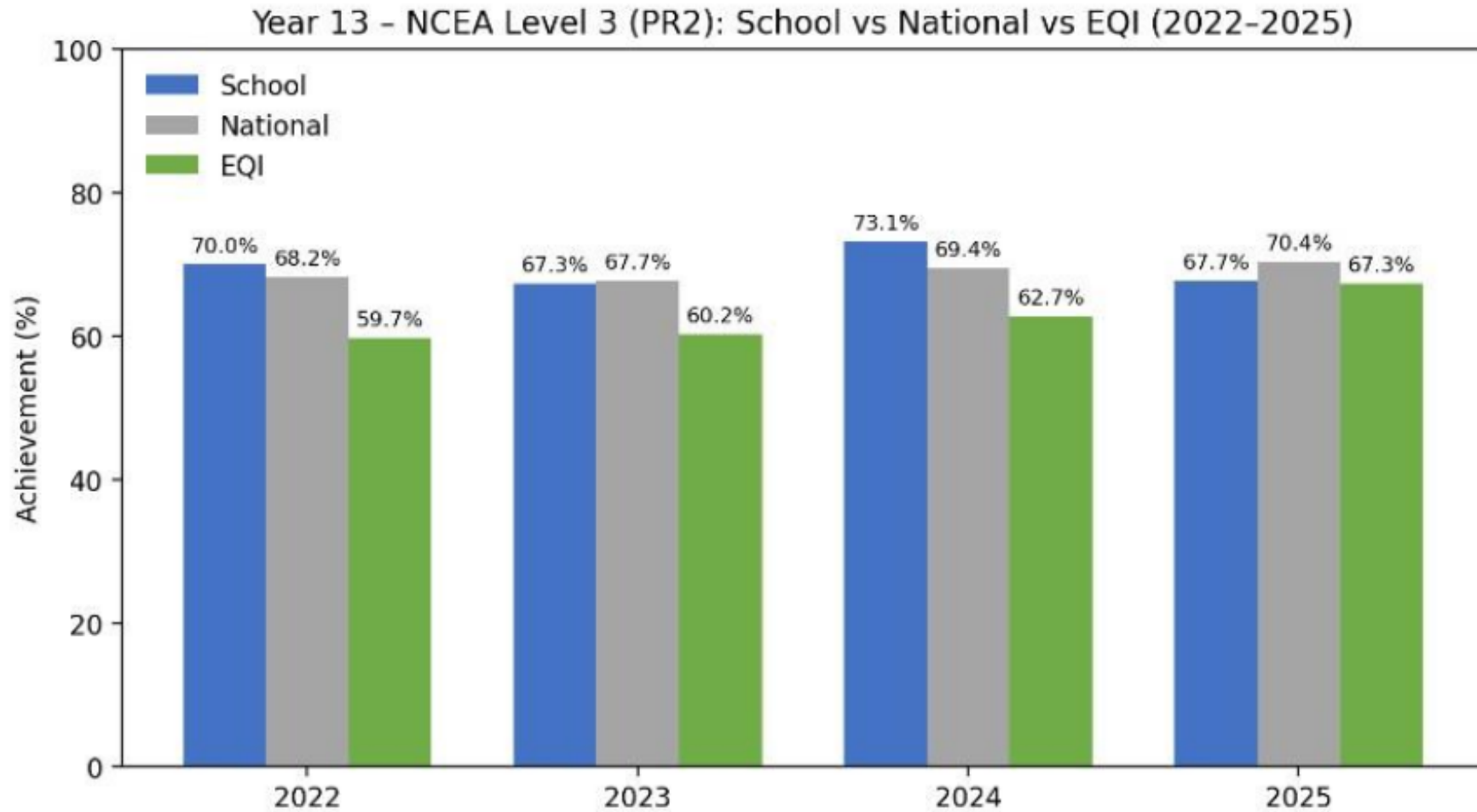
4-Year Comparison Charts (2022–2025)



From 2022 to 2023, we saw continual growth compared with 2020, before the introduction of the 'New NCEA', which led to a dip. The targeted support provided to our Year 11 students has resulted in continued growth, to the point where we now sit above the national average.



Although slightly down on the previous year, we have seen continual growth, resulting in consistently being above the national average.



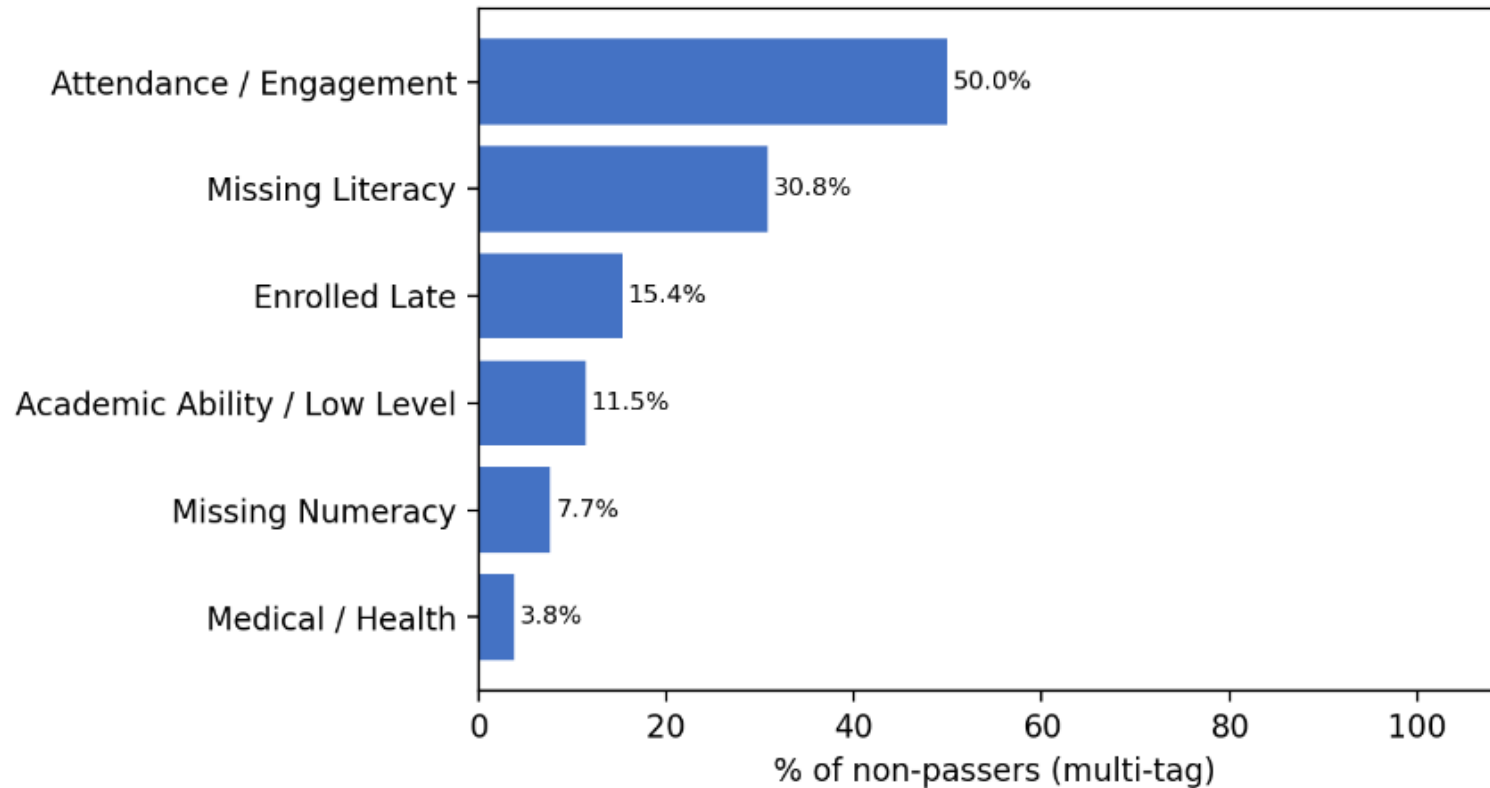
As mentioned earlier, we were disappointed with this result, where a handful of our boys missed Level 3 by a small number of credits. This will be a key focus for us in 2026.

Reasons for Not Passing (2025)

Year 11 (L1) – top reasons (n=26 non-passers):

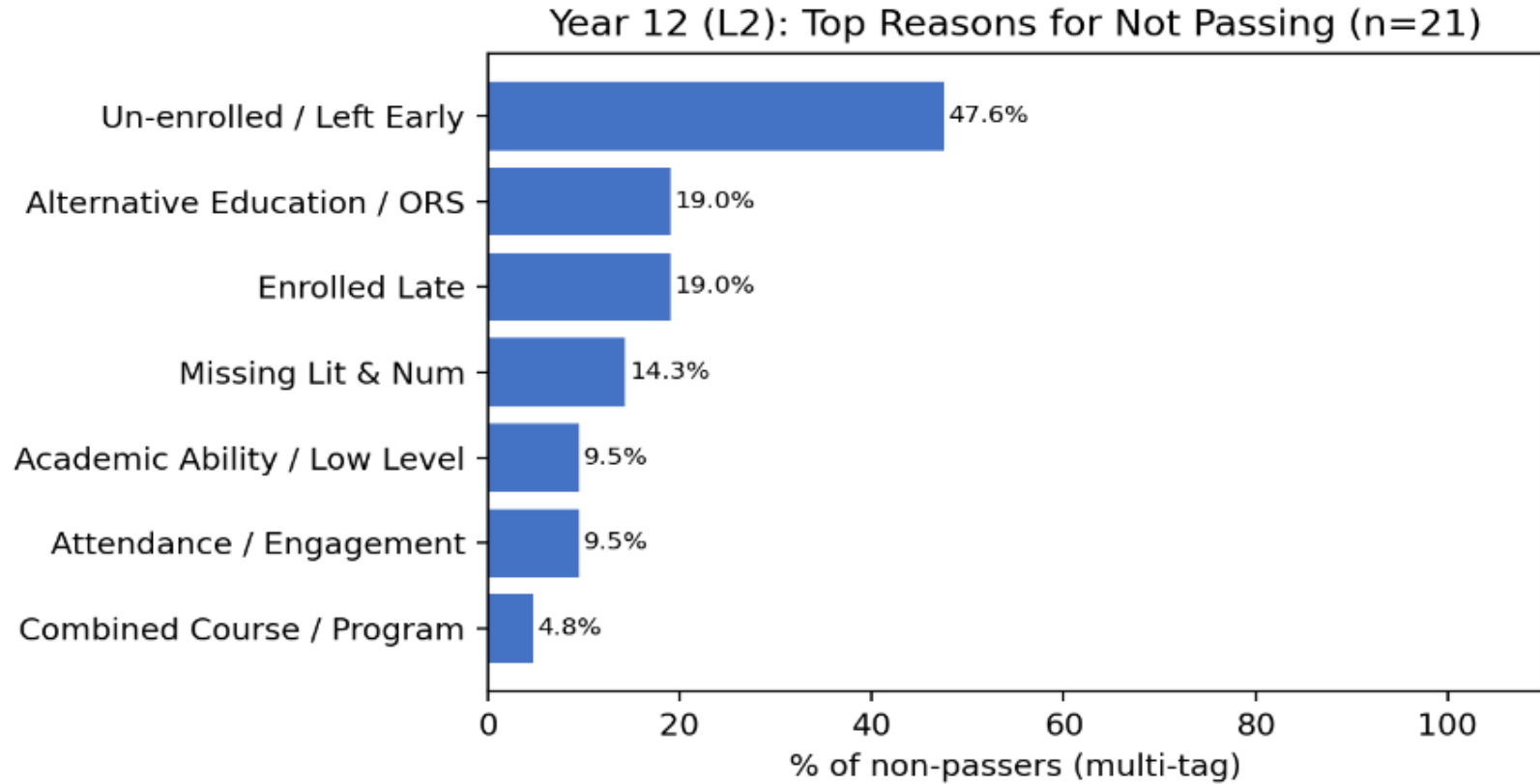
- Attendance / Engagement: 13 students (50.0%)
- Missing Literacy: 8 students (30.8%)
- Enrolled Late: 4 students (15.4%)
- Academic Ability / Low Level: 3 students (11.5%)

Year 11 (L1): Top Reasons for Not Passing (n=26)



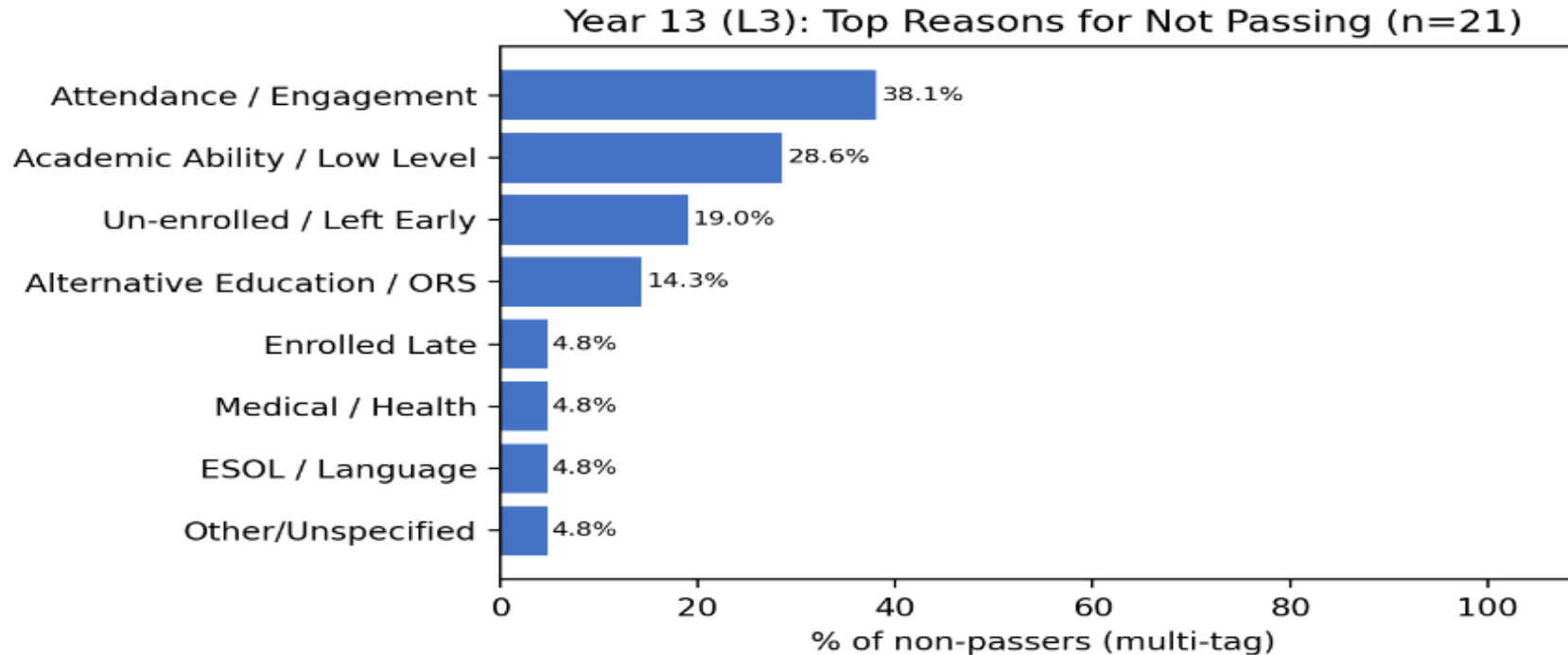
Year 12 (L2) – top reasons (n=21 non-passers):

- Un-enrolled / Left Early: 10 students (47.6%)
- Alternative Education / ORS: 4 students (19.0%)
- Enrolled Late: 4 students (19.0%)
- Missing Lit & Num: 3 students (14.3%)



Year 13 (L3) – top reasons (n=21 non-passers):

- Attendance / Engagement: 8 students (38.1%)
- Academic Ability / Low Level: 6 students (28.6%)
- Un-enrolled / Left Early: 4 students (19.0%)
- Alternative Education / ORS: 3 students (14.3%)



Attendance and engagement—which often result in students leaving school earlier than they should due to continual absences—remain the biggest barriers to success for our learners. We experience more than 50% of our Year 9 intake arriving either behind or well behind where they should be academically, and although the new modular curriculum and our approach to Literacy and Numeracy help us identify and support students early in their high-school years, NCEA is still proving too difficult for a small percentage of learners. This challenge ultimately contributes to ongoing issues with attendance and engagement.

The introduction of Outdoor Education, Build a House, WITT taster courses (at Level 1), targeted Literacy and Numeracy courses at Years 11 and 12, and on-farm learning in Agriculture have all helped support a portion of these students. However, we continue to see some learners disengage from high school once they reach age 16.

NCEA Readiness for our Junior Students

We continue to focus our CAAs for Literacy and Numeracy at Year 10. However, a small number of our Year 9 students also attempt the assessments. In 2025, 15 Year 9 students gained Numeracy and 4 students gained Literacy at Year 9. We provide a targeted transition programme in Year 8 for students who are not 'ready' for high school, and in 2024 (leading into 2025), 42 students were part of this transition. These students are identified early and are, in most cases, placed into our Literacy and Numeracy support classes in Year 9 and again in Year 10. The focus for these students is to accelerate their Literacy and Numeracy skills and prepare them to attempt the CAAs.

In 2025, 41.4% of our Year 10 students achieved Literacy, and 44.7% achieved Numeracy, meaning they were ready to tackle Level 1. These results tend to be relatively consistent from year to year.

74.8% of our Year 11 students gained Literacy and Numeracy in 2025, while 80.4% gained Literacy and 78.3% gained Numeracy overall. These results all sit above the national average, which demonstrates that we are doing a strong job of preparing students for the demands of NCEA. Importantly, over 90% of our students have achieved Literacy and Numeracy by the end of Year 12. We run a targeted Year 12 Numeracy class and provide Literacy support for those who still need it.

In summary, we have seen improvement in our students' readiness for NCEA—one of our key targets for 2025—but our continued focus is on the 25% of students who are not meeting the mark in Year 11, and determining what success looks like for them.

Year 10 focus on Careers

Part of our focus as a school has been on developing coherent pathways that lead into meaningful future learning. In a small community such as ours, we often see students entering fields in which their parents or whānau are already involved. We want to give our students exposure to the full range of opportunities available to them, and a key part of this is ensuring they know who their Careers Advisor is and how that support can help shape their future pathways.

Our Careers Advisor spent two lessons with the entire Year 10 cohort, exploring students' future selves and their interests. The Careers Advisor also brought in members of the public from ten different industries to broaden students' awareness of what is available in the workforce and what each field requires from school. This was highly successful and engaging, opening up further conversations in the senior school.

Below is an example of one of the lesson plans in the **Puawai Programme**, which formed the basis of these sessions.

Stratford High School



PUAWAI

TERM: 3

YEAR 10

LESSON: Who Am I?

Lesson focus and goals: To help students reflect on the kind of person they want to become, the values they want to live by, and the impact they want to have — as a future adult, friend, family member, and global citizen.

Materials:

My Circles of Influence worksheet
Who Am I PowerPoint?

Objective:

- Reflect on their future selves and the kind of person they aspire to be.
- Identify traits and values they want to embody.
- Consider their potential role in different spheres — as a family member, in their community, and in the world.
- Set one or two goals that align with their future identity.

Lesson Outline:

1. Introduction and icebreaker (10 min)

Students are to complete the writing prompt individually: "Imagine you are 30 years old. What kind of person do you hope you are? What would people say about you? What do you stand for?"

What is one word you would use to describe your future self?

2. Lesson Outline (40 mins)

Today we're not focusing on *what* job you want to do when you're older — instead, we're going to think about *who* you want to be. What kind of person? What values do you want to live by? How do you want to treat people, and how do you want to be remembered — by your friends, your whānau, your community, or even the world?

- Pose the questions: What do you want to be — not just what job you want, but what kind of human? What kind of person do I want to grow into? What kind of parent/partner/friend/neighbour do I want to be? What matters to me most? What kind of difference do I want to make? Students could spend some time thinking about this and brainstorming in their books. They could then share these with another student and then share with the class.
- Have a class brainstorm on the board. Consider the following:
 - Traits of people they admire (kind, hardworking, generous, loyal)
 - The roles they will likely take on in life (parent, employee, neighbour, partner, citizen)
 - Causes they feel passionate about (climate change, racism, mental health, helping others)
- Distribute the My Circles of Influence worksheet. Explain to students "In each of these spaces, we have the chance to make a difference. Today you'll reflect on what matters to you in each area and what kind of person you want to be. This is about values, actions, and the influence you want to have even in small ways."

Stratford High School



PUAWAI

Lesson Outline Continued:

- What to include in each circle — display the PowerPoint, which has the following instructions:

LOCAL — Who do I want to be in my everyday life?

- How do I want to treat my whānau, friends, neighbours?
- What kind of student, teammate, or classmate do I want to be?
- What kind of friend or sibling do I want to be remembered as?
- What small actions can I take to help others around me?

NATIONAL — Who do I want to be as a citizen of Aotearoa?

- What matters to me in my country?
- How can I show care for te taiao (the environment), te reo Māori, or human rights?
- What do I believe in or want to stand up for?

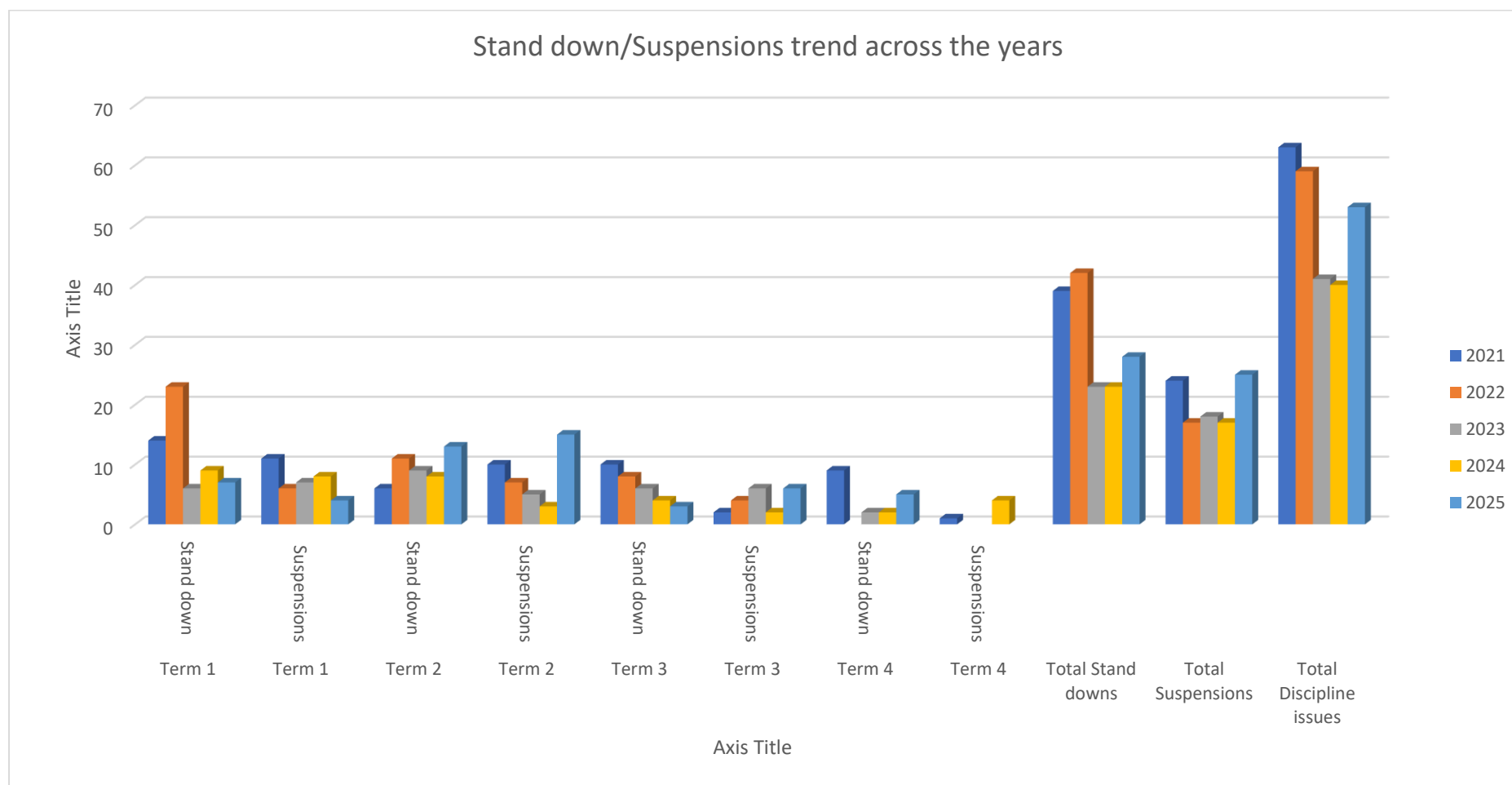
GLOBAL — What kind of global citizen do I want to be?

- What big issues in the world do I care about?
- How do I want to contribute to a better world?
- What values or actions matter to me on a global scale?
- When students have completed their impact students, allow them the chance to share these with other students in the class — they might get some ideas or other options they hadn't thought of.

3. EXIT AND REFLECTION

Give students a post it note or piece of paper to write down one value they want to live by and one action they can take this week that aligns with this value.

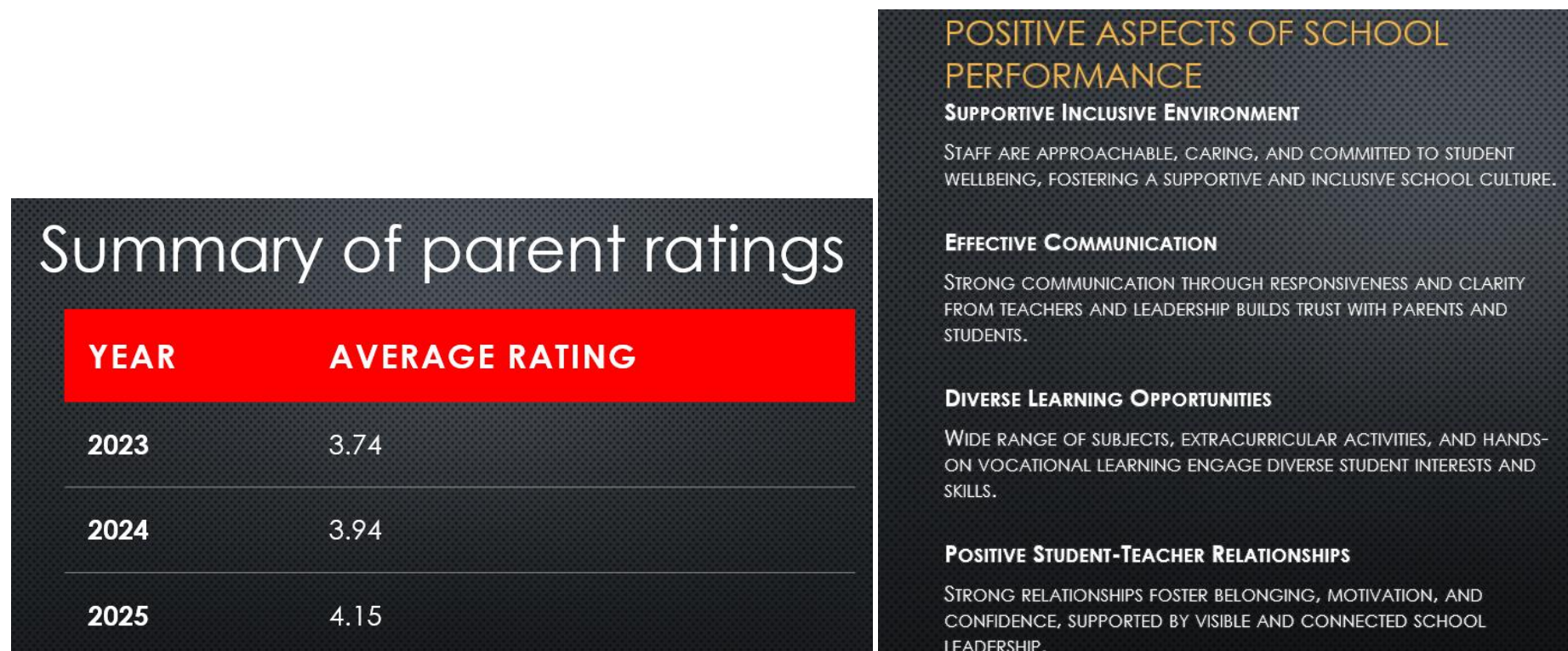
Discipline Trends



Our behavioural data provides an indication of student engagement in school, and this often has a direct impact on academic outcomes. Over the four-year period from 2021 to 2024, we saw an excellent reduction in overall discipline incidents across the school. In 2025, there was an increase, largely due to a significant spike in Term 2. This spike was the result of one major event involving six students being suspended and four students being stood down, all from Year 10.

This incident prompted us to reflect on our EOTC practices and to implement strengthened procedures, which ensured the remainder of the year ran smoothly. Anti-social behaviour has continued to trend downward over time, supported by our ongoing focus on creating an inclusive environment that caters for all learners—aligned with Strategic Goal 2.

‘Student First’ Culture- What do our community say?



Each year, we ask our community to provide feedback on what we are doing well and should continue, what we may need to do differently, and what we should consider stopping. The ‘parent ratings’ section asks the following question: *What is your overall impression of how Stratford High School is meeting the needs of your child/ren?* We use the same survey each year to ensure we are collecting consistent and comparable data.

OPPORTUNITIES FOR GROWTH



ENHANCED TEACHER COMMUNICATION

PARENTS WANT CONSISTENT, PROACTIVE UPDATES ON STUDENT PROGRESS AND EARLY ALERTS ABOUT CHALLENGES.

PRACTICAL LEARNING OPPORTUNITIES

THERE IS A CALL FOR MORE LIFE SKILLS EDUCATION, INCLUDING BUDGETING, CV WRITING, AND CAR MAINTENANCE.

EQUITY IN EXTRACURRICULAR ACCESS

SUGGESTIONS INCLUDE FUNDRAISING AND FAIR SELECTION TO ENSURE ALL STUDENTS CAN JOIN ACTIVITIES DESPITE COSTS.

FACILITY IMPROVEMENTS

UPGRADING STUDENT TOILETS AND OTHER FACILITIES IS A PRIORITY TO IMPROVE THE OVERALL SCHOOL ENVIRONMENT.

Each of the areas outlined above for improvement are areas we are already aware require continued focus. What our feedback highlights is that the key areas we have been targeting within our strategic goals are moving in the right direction. Additionally, our academic outcomes and school roll provide strong indicators of success.

Continuing to strengthen our Pedagogical Practice

Our goal of strengthening student-centred and future-focused pedagogical practice—specifically, the quality of teaching and learning—has been an ongoing focus over the past four years. Two years ago, we began exploring Universal Design for Learning, with a particular emphasis on ‘knowing our learners’ and ensuring that all students can access the curriculum.

Our Wednesday morning Professional Development sessions run every week and have had a significant focus on UDL, Literacy and Numeracy across the curriculum, and culturally responsive practice. Below is an outline of our sessions, which were delivered by Senior Leaders, our Specialist Classroom Teachers, and through regular sharing sessions where staff shared best practice from their classrooms.

We measure our success through a number of indicators, as the quality of teaching and learning has the greatest impact on student outcomes. As outlined above, we have continued to improve our NCEA results, our attendance has improved year on year, and our community feedback continues to demonstrate a positive tone within our school community. Our school roll has grown from **471 in 2021 to 714 in January 2026**, another strong indicator of growing support for the direction of our school.



2025 Stratford High School PLD Wednesday morning sessions as per the KAMAR calendar

Term 1	Focus
Week 1	Internal Evaluation Tracking
Week 2	LIT/NUM Tracking
Week 3	UDL
Week 4	NZQA
Week 5	PGC Goal Setting
Week 6	Wellbeing Breakfast
Week 7	Lesson Observations
Week 8	UDL
Week 9	LIT/NUM sharing
Week 10	Culturally Responsive Pedagogy
Term 2	
Week 1	Credit Predictions

Week 2	UDL
Week 3	UDL
Week 4	LIT/NUM Strategies
Week 5	UDL
Week 6	Pastoral Roles and systems
Week 7	Culturally Responsive Pedagogy
Week 8	NZQA
Week 9	Mid Year Review-PGC
Term 3	
Week 1	NCEA Tracking
Week 2	Course Selection PD
Week 3	UDL
Week 4	UDL
Week 5	Pastoral
Week 6	Literacy Sharing
Week 7	UDL
Week 8	Culturally Responsive Pedagogy
Week 9	UDL
Week 10	Dept Moderation and Marking
Term 4	
Week 1	Credit Predictions
Week 2	UDL-ADHD
Week 3	Literacy Strategies
Week 4	Senior Prizegiving – No PD
Week 5	Culturally Responsive Pedagogy
Week 6	EOY Activity Planning
Week 7	PGC EOY Reviews
Week 8	Dept Time

Week 9	No PD
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As part of our goal to improve teaching and learning, we continued unpacking what quality classroom practice looks like. A key component of this was strengthening the quality of feedback provided through classroom observations. We modified our lesson observation template to support more meaningful conversations following observations. To help drive constructive feedback, we added three elements: **three strengths observed in the lesson, three areas for discussion, and clear next steps.**

In previous years, we had seen some colleagues treat observations as a tick-box exercise. This small change has allowed genuine, high-quality feedback to occur. Our focus for observations was the new Puawai lessons, and we paired a Senior Leader with a Middle Leader to build a shared understanding of what strong practice looks like.

The PowerPoint [here](#) shows the work we did as a staff when reflecting on the quality of classroom observations. Below is the lesson observation outline we used to observe staff.

Professional Growth Cycle Observations 2025

Staff will have two observations in 2025:

1. Puawai lesson observation carried out by SLT/Deans (or a subject lesson observation if they do not teach Puawai).
2. Subject lesson observation carried out by appraisers listed on the staffing chart.

1. Puawai Lesson Observation

These are carried out over term 1. Deans/SLT will observe staff teaching Puawai lessons. Those staff who don't have a puawai lesson will have a subject observation. **Lesson summary sheets passed to MT By Thursday 10th April (Term 1, Week 11)**

Observations are as follows:

Being Observed	Observer
Year 9 Tutors: Week 5: FC Week 6: DK Week 7: RP	WA / GA

Week 8: EC Week 9: JB Week 10: VM	
Y10 Tutors: Week 5: PJ Week 6: WG Week 7: JK Week 8: Julie Bland Week 9: PF Week 10: WR	RK / SC
Y11 Tutors: Week 5: WD Week 6: AH Week 7: AR Week 8: MM Week 9: GM Week 10: GK	SH / PJ
Y12 Tutors: Week 5: ON Week 6: KR Week 7: SB Week 8: CR Week 9: SJ Week 10: KD	MW / DV
Y13 Tutors: Week 5: DD Week 6: RE Week 7: KJ	GL / MT
Electives Observations: Week 4: WA Week 5: MW Week 6: SH Week 7: RK Week 8: LBC Week 9: MK	MT

Week 10: SC	
Week 6: TA (PCT1 obs)	
Other staff not teaching Puawai or Electives: RL WK GL AI	JK
DV GA MT	SC

2. Subject Lesson Observation

Subject lesson observations are carried out over term 2 as per the appraisal chart. **Lesson observation summary sheet is passed to MT. By Wednesday 25th June (Term 2, week 9).**

Puawai/Electives review 2025

2025 saw the introduction of a new Programme, called the Puawai Programme. This consisted of 2 hours of taught Puawai, a mixture of Hauora/Life Skills taught by the form teacher. We also developed elective programmes, 2 hours per week, where students could try something new or focus on a particular passion. The electives consisted of the following categories:

- Academic (AC)
- Active / Sports (SP)
- Music & Arts (MA)
- Creative (CR)
- Cultural & Social (CS)
- Games & Hobbies (GH)
- Personal Improvement (PI)

As a part of the embedding of this programme, we did a review at the end of Term 1 and again at Term 2, with student and parent feedback. We gathered feedback from the staff in November. The link [here](#) outlines the review for the first half year where the Puawai lessons had mixed feedback and the electives were very positive. The below is an example of a year level review (we reviewed all 5 year levels) with staff and as a result have made changes for 2026.

Puawai Programme Review Template – Year 10

General Review Questions (Term 1):	
1. What must stay? – Which lessons or approaches were particularly effective or well-received?	
2. What must go? – Were there any lessons that didn't resonate or felt redundant?	
3. What needs reviewing? – Are there lessons that need updating, restructuring, or better support materials?	- We feel that puawai is not valued by students and staff. We get that feedback on a weekly basis as teachers (and relievers). - We, as year 10 teachers, feel that doing far fewer topics but doing those topics to a far higher level of focus would be appropriate. Overall we feel there is too much chopping and changing. (We feel two lessons a week is actually too many, and would advocate for one lesson a week from 2027 onwards) Term 1: Mapping out the year / Goal Setting Expectations for students / Examining the school wide expectations matrix in more detail / putting the heart value into context... - Haka (school values / mana) - Digital Literacy - Goal Setting - Letter Writing Term 2: Hauora - Teenage Brain - Online Safety - Personalities, Strengths and Weaknesses - Emotional Regulation - Drugs and Alcohol and their impact

	• Being an Upstander Term 3: Using Technology / Revisit Goal Setting Must be the start of term to match option selection; • Careers • Options Choices • Peaks and Pits • NCEA Tips and Tricks Lesson: Safe / Good use of AI Term 4: Community • Volunteering • Drug and alcohol Can you please put more thought into grouping topics / lessons together that fit a theme. • It is very difficult (almost impossible!) to set relief work for puawai lessons. I don't have a solution in mind for this.
• 4. What are we missing? – Are there topics, skills, or student needs not currently addressed?	• We believe that involving KAMAR effort reports (weekly/biweekly?) would be a beneficial way to track our form student's behaviour and keep them accountable to their own goals • Having whānau come in a second time after initial goal setting to see how their tamariki are actually tracking (commitment to whānau and learners)

Term 1

Topic	Notes/Feedback
Introduction to Puawai	Set the wrong tone for Puawai just presenting from a PowerPoint for a lesson.
Letter to self lesson	Overall theme was great. Extension work needs thinking about for students that finish this task quickly.
Goal Setting	It was timed well to coincide with Poutama day. As a team, we don't feel we maintained tracking this well. We think a second meeting later in the year would help maintain this drive. We wonder if it is the nature of year 10 students to be slightly apathetic about this.
Practical Solutions to High School	Video was good. Worked well

What is a successful high school student	Good lesson
Teenage Brain	Dependent on My Mahi Wendy added lesson on Conflict
Digital Literacy, focusing on critical thinking, online privacy, security and cyberbullying awareness	Why was this lesson in here and then again in Term 4
How to be a good person online	Fine
Netsafe or police visit	No police visit – An ongoing theme with some lessons having suggested visitors but nobody organising them.
Personality test – strengths and weaknesses	They really enjoyed doing the test. The first half of the lesson worked well, but needs some thought on how to usefully continue this.
Emotional regulation	Videos were really good. Extras available from Wendy
Peak and Pits - Goal Review	Not enough content for an hour in the end.
Easter Egg Hunt - whole school	Archie said this was pretty good.
General Review Questions (Term 2):	
• 1. What must stay? – Which lessons or approaches were particularly effective or well-received?	
• 2. What must go? – Were there any lessons that didn't resonate or felt redundant?	
• 3. What needs reviewing? – Are there lessons that need updating, restructuring, or better support materials?	
• 4. What are we missing? – Are there topics, skills, or student needs not currently addressed?	

Term 2

Topic	Notes/Feedback
Re-engagement activity	Helped deformatise the class and encouraged interactions around the class with “non-standard” peers
Year 10 & 12 Whanaungatanga	We all really enjoys this and felt the students benefitted. Feedback from students was a bit negative – but this might reflect on the coaching the year 12 students had.

Drugs & Alcohol and their impact	Remove the unit standard. Or revisit in Yr 11. Students engaged will
Being an Upstander	Good
Informed and empowered online – Technology and the developing brain Cyberbullying Social media Healthy reships	PJ – Struggled with technology (no sound in classroom for MyMahi) Fine
Guest speaker - ex student	Did not happen – see prior comments re speakers
Social Messaging	Simple, but good; the bulk of junior dean's issues are connected to this! This might need expanding into a bigger / double lesson.
How is school life going?	We don't remember this.
Emotional Regulation - outside provider	Did not happen – see prior comments on outside speakers
Improving communication	
House Competition	Did not happen
Goal Setting review, reflect, reset	
Heart Values Community Project	
Wrap up - shared kai/cultural day	Shared kai has been a joke. Students are not bringing in food. This needs a lot more oversight.

General Review Questions (Term 3):	
1. What must stay? – Which lessons or approaches were particularly effective or well-received?	- Options Selection - We think Careers meetings with Tiffany, especially in the Hall hearing from all the different community members and their pathways.
2. What must go? – Were there any lessons that didn't resonate or felt redundant?	
3. What needs reviewing? – Are there lessons that need updating, restructuring, or better support materials?	Financial Literacy was somewhat helpful but there were bits that are way above what a Yr 10 needs to know.
4. What are we missing? – Are there topics, skills, or student needs not currently addressed?	Whaea Tiffany put together a good package based around options suggestions and future careers.

Term 3- Theme for Term: Honesty

Topic	Notes/Feedback
Vision Boards	Good but would be more effective in and around goal setting (What do I want in my future? How do I get there?)
Financial Literacy	Maybe start with bank accounts and lead into Buy now Pay Later/ credit cards (Year 10's too young for credit) There is too much high level maths required for lessons as written – i.e. calculations around repeated percentage increase / decrease.
Option Selection	Very necessary
Bank Accounts	Again start with opening bank accounts and then move into financial literacy
Who am I and who will I be..	Was taken over by a careers meeting with Whaea Tiffany
Getting ready for NCEA	Don't think this one happened
Self care	Worked well, good checklist for students to make
Gratitude	This was OK
Volunteering/service	This could be a bigger focus and should be necessary similar to work day, something the students must show proof of (maybe a volunteer day as a class and then something done extracurricular) I don't feel there was enough time to explore this and manage to find a meaningful outcome – this could easily be stretched out to several lessons with a final goal of actively doing something for the community.
Ex student project	This did not happen

General Review Questions (Term 4):	
1. What must stay? – Which lessons or approaches were particularly effective or well-received?	
2. What must go? – Were there any lessons that didn't resonate or felt redundant?	Self-care lesson was an exact repeat of Term 3

3. What needs reviewing? – Are there lessons that need updating, restructuring, or better support materials?	Haka needs to be throughout the year nit juts slammed in at the end
4. What are we missing? – Are there topics, skills, or student needs not currently addressed?	

Term 4

Topic	Notes/Feedback
Year 10 Elective selection for 2026- MT will email a plan to teachers	
Yr 10 E-asttle writing	This was carried out in English lessons
Junior Work Day Set up	
PAT Reading	This was carried out in English lessons
Introduction to Hauora	This felt rushed – one lesson didn't feel long enough to explore the themes.
Self care	This was an exact repeat of Self-care in Term 3.
Senior Prizegiving- no juniors	
Energy Drinks	
Gratitude	
Haka	This should be a whole year long competition We should be doing these practices 5 times a term
Cyber Detectives Online Harm	
Digital Footprints	
Space Cadet Instructions Challenge	
Haka Competition	

Strengthening relationships within our community

With changes in personnel throughout the year, the behavioural and attendance processes did not receive the revamp we had planned. This work will now take place in 2026.

The role of the form teacher continues to develop following our shift from a vertical to a horizontal form-class structure. We implemented fortnightly Dean and form-teacher meetings focused on attendance and any follow-up behavioural conversations that needed to occur. These meetings were valuable in elevating the role of the form teacher within our school and strengthened communication with our wider community, as the process was coordinated and led by the Dean.

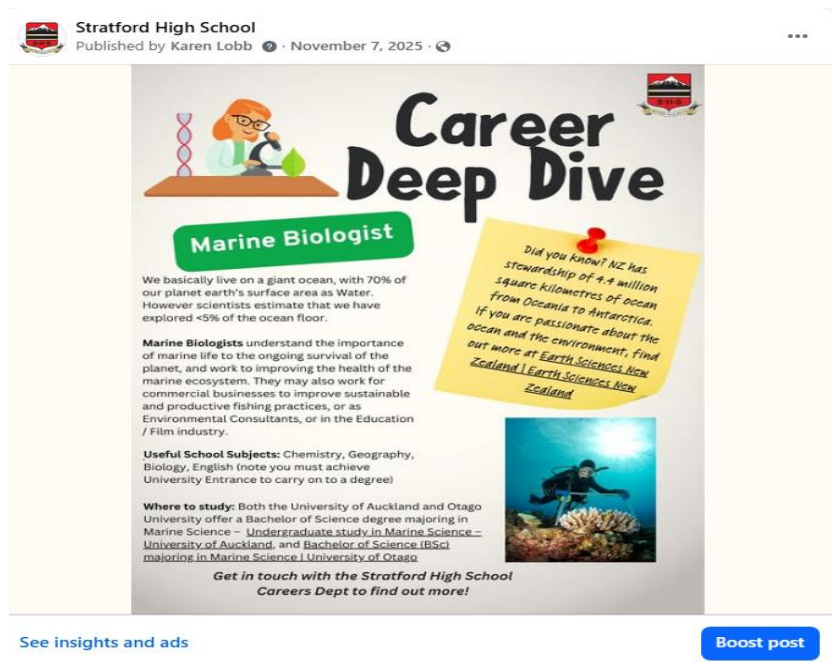
Our TIC Te Reo and I (Principal) met with the Māori Achievement Collaborative. Although the discussions were helpful, a lack of funding meant that the programme slowed considerably, and we did not see any significant outcomes for us as a school.

Providing learners with opportunities to pursue their chosen pathway

We had two new members join our careers team in 2025: a new Careers Advisor and a staff member responsible for elevating careers across the curriculum. The overall goal is to increase students' and the wider community's exposure to the full range of pathways available to them, so that following in the footsteps of Mum and Dad is not seen as the only option.

One of our goals was to ensure our Year 10 students engaged directly with the Careers team, which we successfully achieved. The Careers team also worked closely with Heads of Department to provide resources and build understanding of where each subject can lead students in their post-school lives. Additionally, the team introduced a "career of the week," shared on Facebook for our community to see, which was well received.

The Puawai programme created valuable space for students to explore vocational and career opportunities in more depth. A careers website is also being developed to provide further information and support to our community.



Providing a platform for all learners to be the best they can be

Over the past five years, we have focused on teachers knowing their learners. In 2023, we appointed an Assistant Principal with responsibility for Academic Achievement. She has worked closely with staff to support their growth in understanding the learners in front of them, including department and school-wide tracking, Deans being expected to track year-level progress, and credit predictions twice per year to enable timely interventions where necessary.

Below is a snapshot of a Year 11 tracking spreadsheet, which allows us to monitor student progress across their school years and, as a result, predict and proactively plan interventions or identify the best subject pathways for students who require additional support. Each year, we run a three-week summer school during November to provide further assessment opportunities and support students' academic achievement.

Y9 Read	Y9 Write	Y9 Nuff	10 Read	10 Wrr	10 Nu	NCEA L1 Writing	NCEA L1 Reading	NCEA L1 Numeracy	Credits at the start of T1	Credits at the start of T2	Credits at the start of T3	Credits at the start of T4	Total credits entered	Credit Prediction	% pass rate	Total Credits	Passed NCEA L1	Credits External Courses	Notes
3	2B	1	2		3				0	7	20		83	49	42%	20	FALSE		Green means the student is working at their year level.
									0	0	0			49	0%	0			
3		1	3	3P		Yes				0	19		37	31	100%	0	FALSE		Orange means the student is working slig
										35	4		65	46	57%	35	FALSE		
				2B	3		Yes												DV, maths. He is quite weak and good at avoiding work and procrastinating. We have 2 teachers in the class and have workbooks and online resources for class and homework.
		4							0	7			70	34	26%	0	FALSE		Chronic Absence last year - Jan 2025
						Yes	Yes	Yes	6	12			91	50	100%	6	FALSE		
3	4P	4	4	5B	2	yes	Yes	Yes		2	16		81	27	36%	2	FALSE		Blank spaces means there was no data
						yes	yes	Yes	0	25			37	90	100%	0	FALSE		
3A	2B	1	1	1P	1				0	15			67	53	100%	10	FALSE		Start of year info
4P	4A	6	5	4A	5	Yes	Yes	Yes	5	30			89	94	100%	30	FALSE		45/141 students have L1 Lit
						Yes	Yes	Yes					35		100%				
3A	4B	1	3	4B	3	Yes	Yes	Yes	11	61			49	33	100%				35 students have one element of lit
5B	4A	6	6	4P	7	Yes	Yes	Yes	5	31			71	81	100%	11	FALSE		
angimaire													96	101	100%	31	FALSE		46/141 students have L1 Num
3	2B	3	5	3B	5	yes	Yes	yes	7	15			73	74	81%	15	FALSE		
	2P	2	3	2P	5				6	8			82	67	29%	6	FALSE		Watch attendance - Jan 2025
4B	3P	2	3		3	Yes	yes		0	10			96	89	67%	10	FALSE		
5P	4B	7	6			Yes	Yes	Yes	5	36			96	86	100%	36	FALSE		
5P	5P	7	5	4B	7	Yes	Yes	Yes	10	25			93	98	100%	25	FALSE		
4P	4A		4	4A	4	Yes	yes	Yes	0	20			81	86	80%	20	FALSE		
4B	5P				4	Yes	Yes	Yes	5	45			84	99	100%	45	FALSE		
2P	2B	3	3	2P	4				17	17			96	73	62%	17	FALSE		
3B	3A				3B	4	yes	Yes	4	14			92	82	87%	4	FALSE		
			4	2A	4				0	12			85	60	55%	0	FALSE		AH at risk
			4	2A	4				0	12			85	70	55%	0	FALSE		AH at risk
					3P			Yes	3	20			79	62	80%	3	FALSE		
2A	3B	4	3	3P	5			Yes	6	23			80	52	77%	6	FALSE		
4P	3A	5	4	3P	6	Yes	Yes	Yes	5	40			80	90	86%	35	FALSE		
4B	1B	6	2		2				0	15			87	63	50%	0	FALSE		DV maths; works really hard in class and seems to understand the work quite well. I'm planning on doing AS with the student
4A	1A	3	3B	5		yes	Yes		7	16			82	71	26%	16	FALSE		

Academic Tracking > 2025

 Name ▾	Modified ⓘ ▾	Modified By ▾	notes ▾	+ Add column
 2025 Academic tracking.xlsx	October 11, 2025	Allana George		
 Still need Literacy T3 2025.csv	August 17, 2025	Allana George		
 Still need Numeracy T3 2025.csv	August 17, 2025	Allana George		
 Summer School List 2025.xlsx	November 13, 2025	Allana George		

As a school board we good employers who:

- Comply with employment legislation, collective agreements, and contracts
- Have fair and equitable employment practices
- Provide safe working conditions
- Use proper appointment and performance management processes
- Treats staff with respect, fairness, and professionalism
- Have policies that support equal employment opportunities
- Deal appropriately with complaints and employment issues